

Process: Decision Making and Critical Thinking Skills

A key component of leadership is to build a girl's cognitive abilities to process information and to make decisions. Experience and knowledge are the most influential factors in decision-making. A leader, like all humans, makes mistakes as she operates in a dynamic, changing environment. Process tools such as checklists, methods and charts help her apply her best critical thought; balancing fast, intuitive and emotional thought, with slower, deliberate, logical thought. Experienced decision makers use failure and conflict to re-examine assumptions. Learning to apply processes in critical thinking and decision making can start very early, with a girl's ability to evaluate and determine alternative courses of action gradually developing into the application of problem-solving methods to keep her on track to reach her personal and professional goals. But, first, a girl must understand her rights and know where to access information and support.

Level 1: Player – Knowing Your Rights and Making Decisions

The core of Women Win's work is to make sure girls become aware of their human rights. When girls join a sports programme, girls must feel safe, physically and emotionally, while travelling to and from and participating in practice. As a girl learns and understands her human rights, she learns how to make decisions for herself.

<p>Understanding your Rights</p>	<p>Girls often do not have access to valuable information concerning their rights: how to exercise them and where to go if those rights are being violated. Sport programmes can be excellent places to gain that knowledge and build understanding, including in rural areas and with girls who are not in school. Coaches and facilitators themselves may need to be educated about what rights girls are afforded in their countries and internationally. These rights include, but are not limited to, the right for education, to live a life free from gender-based violence and abuse, and the right to have access to health care and autonomy regarding sexual health and reproductive rights. This can often be challenging in countries and communities where girls' rights are violated. Properly train coaches to speak confidently on rights, and to know how to link to external organisations or agencies that can support girls and fight the violation of their rights. Coaches should also approach parents and caregivers, encouraging them to support their daughters.</p>
<p>Body and reproductive health</p>	<p>Decisions about the body, health, sexuality, and reproduction are some of the most important decisions adolescent girls face. Adolescence is the time when girls transition, and are viewed differently by boys, men, and wider society. A girl may not be given access to the right information, or enough support in making healthy decisions as she faces issues such as negative body image, menstruation, sex, pregnancy, STIs or HIV/AIDS. During this sensitive time, an adolescent girl needs to build self-esteem and make decisions based on facts, not on myths, pressures, or social opinion. Participation in sport involves sweating and getting dirty, compounding the need for attention to personal hygiene. A sport programme provides the opportunity to teach each girl how to create personal time and space for positive, caring interactions with her own body. [See the SRHR Guide for more information].</p>
<p>Safe spaces</p>	<p>Gender-based violence, abusive relationships and cultural stereotypes strip girls of their sexual and reproductive health, education, work and leisure rights. It is important for girls to learn how to identify and access safe spaces around them (both emotional and physical). Well-designed sport programmes can be safe spaces, offering secure playing facilities, trustworthy adults and coaches, and a network of female teammates. Participants and their families must trust that all activities associated with a sport programme occur in a secure environment. [See IG for more information.]</p>



Level 2: Peer Leader – Analysing Relevant Information, Attitudes, Social Norms and Influences

At this level, a girl knows about her rights and is now learning how to analyse a situation, seek information, and determine a course of action that protects her rights and is the right decision for her.

Gender-based violence	According to the United Nations ¹ (U.N.), one in three women is beaten or sexually abused in her lifetime. The impacts of this social ill permeate all aspects of society. Girls need to be educated about gender-based violence (GBV). They need to know what it is, how it impinges upon their rights, and how they can access justice and services if these rights are violated. Although this work can be done in a variety of settings, we believe that there are qualities inherent in sport that can make it a powerful environment for approaching this difficult subject with girls. A girl needs a safe space to discuss experiences, violations and fears, and receive validation that her fears are normal and understood. Furthermore, a girl needs to understand her legal rights and have the confidence to report abuses, if they happen, in a safe way. A team and trusted coaches can together provide that environment and sport programme can incorporate specifically designed curricula for girls to gain these critical thinking and decision-making skills. [See Child Protection and International Guide to Addressing Gender-Based Violence Through Sport for more information.]
Accessing community services	Once girls understand their rights and can make informed decisions, the next step is for them to understand how and when to access various community services that could help them with a specific question or concern. Sometimes the police are the right choice, but sometimes they are not. NGOs might provide trauma counselling or job skills courses, and there might be clinics with special GBV wards. When girls know how to access these services, and aren't afraid to do so, this greatly reduces emotional and physical health risks and allows them to gain valuable care, information and support. Trusted coaches or female facilitators are well-placed to introduce girls to these services in non-threatening and comfortable ways, and to link them to individuals at the institutions who can help them obtain the treatment or help they need. [See SRHR Guide and International Guide to Addressing Gender-Based Violence Through Sport for more information].

Level 3: Coach – Problem Solving and Working Toward Goals

A girl playing on her team for a period of time has identified the peer leadership roles that fit with her unique skills and qualities. She has learned to first think about working toward the team's goals, and has reconciled that with her individual goals. Most importantly, she has learned to apply the process skills of visioning, goal setting, and working persistently and creatively to achieve a goal.

Risk taking	Girls learn to take risks on the field of play, such as when to pass the ball or take a shot at goal. She learns when to take a calculated risk and how to accept failure and move onto the next challenge; skills she can apply on and off the field. A girl must have the courage to try new things, in order to learn how and when to take calculated risks. She must be open to criticism, learn from mistakes, seek information, and start over when necessary. Peer leadership provides a safe space to practice risk taking while working toward team goals. Developing leadership skills means continually asking for feedback and using good listening skills to gain new perspectives, which helps a leader to understand the broader system in which she operates and to take more informed risks.
Setting team goals	When a girl falls short of her goal, she learns to break the goal down into smaller, step-by-step increments to achieve the larger goal, or she may realise the need to question her own assumptions and adapt her goal. Learning to work toward individual goals builds an understanding of the process of setting and adapting goals for a team. Practice sessions allow a girl to learn the replicable processes of setting and working toward team goals in a time-bound setting. Peer leadership is an opportunity to learn new techniques, skills and processes that improve individual and team performance and achieve goals. These process skills are especially transferable to the workplace.

Seek creative and innovative approaches	A peer leader needs the ability to imagine and achieve a goal. This requires developing the skills of visioning, goal setting, determining a path to the goal, and then working persistently to achieve it. In this process, a girl will encounter both team and individual barriers to overcome. When a girl finds creative ways around obstacles, she learns to think outside the box and is unbounded by the limitations others impose on her. She recognises when a plan is not working effectively and is able to quickly change or adapt the plan in order to achieve the goal. This ability to routinely apply processes to find inventive, imaginative and resourceful ways to solve problems or create opportunities is a core life and livelihood skill.
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Level 4: Employability – Results Delivery

As a girl progresses in her ability to make well-reasoned decisions, she understands and manages the underlying processes that lead to good decisions and desired outcomes. A peer leader knows the rules of the game, how points are awarded and how to work towards a goal. Tournament competition gives a peer leader the experiences of delivering results, winning and losing, and adjusting behaviour and attitudes to improve team performance. The skills and qualities of taking initiative, strategic planning, organisation, and an orientation toward delivery – e.g, winning – are competencies she can transfer to her livelihood.

Initiative	This is a quality and skill nurtured by a girl having a goal and a path to get there. She is ready to act independently when needed, for the good of herself and others. She does not have to look to others for approval, but is assertive and confident in initiating action. Building the confidence to take initiative can start by assigning girls responsibility for smaller tasks, such as handing out or collecting uniforms. Then progress towards letting girls make decisions about repair, and encourage experimentation to improve the process of managing uniforms to maximise use.
Planning and organisational skills	A peer leader is comfortable being in charge and has learned to orchestrate not only her own actions, but those of her team, in order to deliver results. She can organise and delegate work amongst team members. Time management skills are critical to delivering results. A girl must learn to be efficient, manage multiple tasks and priorities, organise and plan effectively, and change direction with agility. She also learns how to find time for personal renewal, so that she can step back, look at the big picture, and think strategically. Strategic thinkers always have the long-term goals and tomorrow's game plan in their minds. Strategic planning is a process that enables a girl to envision the future, assess today's situation, and then develop a plan of sequenced, time-bound steps to achieve the goal. Peer leaders who have learned the skills of planning and organisation balance strategic planning with tactical realities. The Sport and Development platform provides 14 tools, including a useful problem tree analysis. http://www.sportanddev.org/en/toolkit/project_management/fourteen_tools/
Results orientation	A results orientation is a quality and skill that girls develop from playing sports. Girls see the results of their practice and teamwork in improved performance on the field. It is not always about winning, but rather the satisfaction of setting and achieving realistic goals. This quality can be honed into a transferable livelihood skill through the mastery of processes which help set, monitor, evaluate, and reward results. Monitoring & Evaluation (M&E) is a standard practice in sport for development programmes, typically required by grant-making organisations. Funders want measureable social benefits and positive outcomes for girls when they support a sport programme for girls. The Swiss Academy for Development (SAD), a M&E expert and Women Win supporter, helped develop the Sport and Development M&E toolkit, where many M&E resources can be found http://www.sportanddev.org/en/toolkit/monitoring_evaluation/ . In addition, specific M&E for entrepreneurship programming can be found in [EMpower, Chapter 4]. This resource provides basic advice and tools for programmes with limited evaluation expertise or time. These resources help a programme leader monitor changes in girls' knowledge, attitudes, skills, behaviours, occupational status, financial status, and other areas that result from participation in a sport programmes.

Level 5: Entrepreneurship, Employability, Education – Programme Management

When a peer leader learns how to manage processes, she can apply this generic skill-set to starting her own business or gaining employment in an industry of her choosing. Process skills designed to fulfil job duties may appear removed from sport programming. However, understanding how to break a large task or goal into process steps can be applied to any setting, and is key skill in managing a project or organisation.

<p>Industry knowledge and job skills</p>	<p>Women Win takes a market-based, industry sector approach to economic empowerment. Years of work with grassroots programmes around the world, have confirmed that successful economic empowerment strategies begin with a viable market opportunity. Especially in developing countries and weak economies, any initiative must be practical, financially self-sustaining, and demonstrate an immediate benefit to girls and women participating in the programme. While most sectors of the economy provide opportunities for the economic empowerment of girls and women, this guide chooses to focus on the industry sectors in which Women Win’s programme partners have found the greatest economic success and/or impact on the role of women in sustainable development. These include:</p> <ul style="list-style-type: none"> a. Agriculture: agricultural processing, value-added products, and food security b. Tourism: hotel, restaurant and event management, handicraft, guide and cultural interpretation services c. Sport: education and training, facilities and membership businesses, equipment and gear d. Products and Services: consumer goods, personal care, health care, information/communications and technology (ICT) and financial services.
<p>Technical competence</p>	<p>Peer leaders gain competence through knowledge, experience and mentorship. While technical requirements for a specific industry or job may be quite unique, the process of gaining these competencies follows the same process as learning sport skills: prepare, practice and play. Exposing adolescent girls and young women to key industry sector organisations and processes, especially through mentorship and internship programmes, will create a pathway to technical competence and qualifications for a specific type of work. Applied computer skills, such as the use of Word to write a report or Excel for score keeping, statistics and budgeting or donor management software, are all examples of transferable technical competencies that can be built into peer leadership roles.</p>
<p>Project management</p>	<p>Project management is about managing processes. Successful organisations are constantly improving processes by understanding, measuring, innovating, improving, and managing how work gets done to realise organisational goals. The key focus of project and process management in business is to satisfy customer needs and meet organisational goals. Sport for development programme managers also set strategy, implement and manage all aspects of a particular programme, while managing multiple stakeholders including funders, partners and supporters and, most importantly, serving the needs of adolescent girls and young women. It is a big responsibility! Peer leaders who gain experience as programme leaders gain a wealth of transferable livelihood skills. The basic elements of project management include:</p> <ul style="list-style-type: none"> a. Benchmarking: studying best practices and using that knowledge to create visions and goals for higher performance. b. Process Mapping: creating clean and efficient steps, guidelines, operating procedures and decision systems for accomplishing work that meet customer needs and exceeds their expectations. c. Process Measurement: creating systems to monitor and report on how well actual performance compares with planned performance, and using that data to identify problems and successes. d. Problem Solving: a systematic methodology for examining the workings of a process to correct performance deficiencies, and to improve processes and attain even higher levels of performance. <p>A project management toolkit has been developed specifically for the sport for development [http://www.sportanddev.org/en/toolkit/how to use the toolkit/]</p>

	<p>One particularly useful tool is the [NCDO/MDF project management tool] which has a series of questions which apply to any project.</p>
<p>Enterprise management</p>	<p>Enterprise management brings together project management skills and human resource management skills, and applies them to the operations of an organisation. Whether an NGO, CBO or private business, organisational management requires an understanding of various functional areas. Exposure to these operational areas can be built into sport programming by creating roles for:</p> <ol style="list-style-type: none"> a. Leadership: peer leader, coach, programme leader. b. Governance: referee, rule making and enforcement. c. Strategy: coach and peer leaders who evaluate the competition and determine a strategy for play. d. Administration: scorekeeper who tracks details and ensuring compliance. e. Human resource: peer leader, coach or programme leader with high emotional intelligence and a keen awareness for individual and group dynamics, feelings and emotions. f. Finance: scorekeeper, game data analyst, or savings club leader. g. Project/Programme Design and Management: programme leader and event coordinator. h. Evaluation: referee using analytical skills and abilities to make neutral judgements, or a coach's ability to field the right players at the right time. i. Technical Capacity: player who shows a particular skill – such as ball handling, attention to detail, or a big picture strategist. j. Advocacy and Networking: player who is naturally extroverted or willing to speak up on behalf of her peers. k. Community Ownership and Accountability: player who is trusted by her peers and external stakeholders. l. Resource Acquisition: entrepreneurially minded players who are creative and passionate about their team and sport programme. <p>Organisations can design leadership pathways for adolescent girls and young women to progress from the foundations of skill building to progressive job competencies in sport programme and organisational management. Individual peer leaders will gravitate toward different functional areas based upon their qualities, skills and preferences. Over time, organisational leaders can develop a strong bench of talent to fill programme and organisational management roles.</p>