

# 5 Human resources and leadership



► **Policies, programmes and structures of sport organisations regarding human resources and decision-making bodies.**



► Ensuring fair and transparent recruitment and promotion systems and the equal participation of men and women in sports organisations, whether as workers, decision makers, volunteers, coaches, judges, referees, officials or others.

► Ensuring the equal participation of women and men in executive positions and decision-making processes in sport organisations.



**More diversity in the workforce and among management reduces conflict and staff turnover, enhances innovation and increases organisational effectiveness. An inclusive work atmosphere boosts job satisfaction and performance. In short: diverse and inclusive organisations work better and starting with a mixed leadership group sets a good example.<sup>1</sup>**

## ON YOUR MARKS

### Understand the issue

— Look at the respective recruitment and positions of women and men in the organisation

#### Recruitment

- What are the recruitment channels?
- Any proactive search for candidates?
- Inclusive job description and job profile?
- Specific actions to attract women?
- Who are the volunteers? Who is on the payroll?

#### Career development

- Available posts widely publicised?
- What are usual career paths? Internal job mobility?
- What are the skills and competences required to be promoted to management level?

#### Staff retention and protection of rights

- What are the working conditions? Type of contract, pay, etc.
- Organisational culture: work-life balance; flexible working time.
- Rights and ethics: are procedures in place to combat sexual harassment and to fight sexism and stereotypes?

#### Who gets the decision-making positions?

- What are the rules for proposing candidates? For example, are candidates nominated by current members?
- Are there any rules regarding a minimum number of people from the same sex?
- Is there specific training for women in leadership?
- Is there training on gender equality for leaders?
- Is there a specific committee on women and sport or on gender equality?

#### Leadership style

- Who is involved in setting the agenda for board or other decision-making bodies' meetings?
- Frequency of meetings, time and place?
- What are the rules for decision making? Formal vote or consensus?

<sup>1</sup> UEFA & University of St Gallen, "Benefits of Diversity & Inclusion: Outcomes, Challenges & Opportunities" (2017).



## COACHES

- ▶ Is there any female coach in your organisation?
- ▶ Are they in charge of female teams only? Or of children's teams?
- ▶ Do they get the same position and pay as men (voluntary/employed)?
- ▶ Are there proactive measures to recruit, retain and promote female coaches?

## TAKE ACTION

### Recruitment

- ▶ Ensure a transparent recruitment process. For example, for an internal procedure, the open vacancy should be widely advertised through internal media channels and displayed in common areas (cafeteria, clubhouse). For external recruitment, there should be wide publicity of the post through different channels (social networks, visitors, newspapers, etc.).
- ▶ Pay attention to using inclusive language and not only masculine forms. Use images that show diversity in sport.
- ▶ Set up mixed review and interview panels (balanced proportion of men/women; representatives from human resources; manager; external expert with gender equality knowledge/sensitivity, etc.).
- ▶ Proactively contact candidates of the under-represented sex and contact female coaches directly when a post is vacant instead of waiting for applications. Make use of female networks/NGOs/federations and look further afield for the skills required (consider perhaps physical education teachers, club members, etc.).
- ▶ Organise specific programmes for former female athletes to train to become coaches.

### Career development

- ▶ Be clear about the skills needed and avoid gender stereotypes, such as leadership qualities being associated positively with men and negatively with women. A good leader is someone with a vision, who is humble and capable of planning, etc.
- ▶ Reflect on technical ability (such as sporting performance) and the soft skills required (like empathy).
- ▶ Avoid preconceived ideas about what the team/group will desire. For example, "The team of boys/male athletes will never accept a female coach."
- ▶ Support women to take on new positions through training or other specific actions such as mentoring.

### Staff retention

#### Ensure zero tolerance towards discrimination, (sexual) harassment, violence and sexism.

For example, calling a boy a "wimp"; implying that a sport is not for girls; remarks on body features; (sexual) harassment by peers or by persons in charge, etc.

- ▶ Define what constitutes violence, harassment, sexism and any other inappropriate behaviour in your organisation. Adopt and implement protocols, guidelines and codes of conduct. And make them public!
- ▶ Organise an internal complaints procedure for any issues related to discrimination, violence, harassment, sexism and any other inappropriate behaviours. And monitor it!



#### An absence of complaints is not necessarily a positive sign!

- ▶ Grant equal pay for work of equal value to men and women in your organisation.
- ▶ Organise gender equality training for all involved in the organisation including decision makers, volunteers, coaches, referees, judges and officials. Include the topics of harassment, sexual violence and sexism.

#### Work-life balance

- ▶ Allow and value maternity, paternity and parental leave in your organisation. This includes recognising any competences acquired during a parental break. Ensure that care leave does not have any adverse effect on an individual's future prospects within the organisation.
- ▶ Develop work-life-balance schemes for everyone. For example, ensure that coaching responsibilities can be handled alongside family responsibilities or organise co-coaching schemes. For referees, officials and judges, see if their presence is required during the entire competition or not, and envisage providing for short rest periods to allow them to attend to family responsibilities.



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# Notes

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ALL IN: Towards gender balance in sport (Erasmus +)

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