

# Structure of the training document

SCOUT TRAINING PROGRAM

**Seminar: 2**

**Title: Inclusion-diversity Manager (IM)**

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## PART A. THEORETICAL DEVELOPMENT OF THE TOPIC

### INTRODUCTION

Welcome to the second seminar of the MOOC of the SCOUT project.

After learning about inclusion, diversity and exclusion related to sport in the previous seminar, in this seminar, we will focus on the importance of the figure of the inclusion-diversity manager (IM) in our club. The IM is responsible for ensuring that a diverse and inclusive environment is created and maintained within the club. This means that she/he must persevere to create a culture of inclusion in which everybody feels valued and supported, regardless of their background or abilities. The club must support and be behind all the initiatives that the IM develops to foster a culture of respect and diversity.

We need to think of an IM as an inclusion developer in our club. Someone who is sensitive to the diversity embodied by players and staff and who foresees the benefits of becoming an inclusive sport club. Likewise, someone who is known within the club and knows inside-out how our volleyball club works.

In the frame of this project, the IM is the responsible person for all the questions, hesitations, and uneasiness of the newly recruited vulnerable players and their families. She/he will be the contact person for the project management section which watches over the inclusion process of these players and eventually for the retainment of these players after this project ends.

### OBJECTIVES AND CONTENTS

In this seminar we aim to learn:

1. The importance of the figure of the IM in our club.
2. How to promote diversity and inclusion in our club.
3. How to support and assess the inclusion process of new vulnerable players and their families in our club.

## Contents

- Characteristics and tasks of the IM in our club.
- Promoting diversity and inclusion in our club
- Supporting and assessing the process of inclusion.

## Transforming club actions

- Action 1. Formal and informal regular meetings with vulnerable players' families, as well as with coaches.
- Action 2. IM mentoring vulnerable players.
- Action 3. Group discussion with players (vulnerable and non-vulnerable) on how to improve the inclusion of diversity in our club.

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# DEVELOPMENT OF THE CONTENT

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## Characteristics and tasks of the IM in our club

The IM is responsible for promoting diversity and inclusivity within our sports club. Ideally, she/he oversees the day-to-day operations of inclusion activities and provides training (and if not full-fledged training then at least raising awareness) to ensure that participants regardless of vulnerability are supported in their sport programs.

Whenever possible, the IM in our club should have good skills in:

- Communication. The need to communicate with players and families from other cultural and/or religious backgrounds makes this skill tremendously important. Understanding and being empathetic with other people's beliefs and ways of seeing girls in sport is crucial.
  - Problem-solving. The IM must be able to act swiftly when a problem regarding the diversity of backgrounds arises in a team or within club families. For this reason, not being judgmental and listening calmly to all parts of the conflict is paramount.
  - Leadership. As much as the players, the families must see in the IM a leader able to step in whenever needed and able to make decisions when the situations require it.
  - Partnership. The IM is not alone in making the club's diversity of paramount importance and putting it at the forefront of the club. She/he should be able to work with coaches and the club board in order to find allies.
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The IM has 4 main tasks in our project:

1. Assisting in the **recruitment and retention** of a diverse player and staff base.
  - a. Keep contact with local schools, local social services, local NGOs if necessary.
  - b. Look out for the possibilities for diverse staff or ambassadors to be included in the club's specific activities and everyday life as much as possible.
  - c. Filling the templates to keep track of the vulnerable players joining the club (Annex I). Knowing first-hand the experiences of new players in the club.
2. Providing **support and guidance to the new players** who may face barriers to participating in the club due to factors such as race, religion, economical vulnerability, or any other form of marginalization.
  - a. Facilitate regular contact with the players.
  - b. Ask them about their experiences in the club (training, matches, other activities, etc.)
  - c. Find out, as soon as possible, about what they most like and what they most dislike about the club, the team, or the competition.
  - d. Continuously talk about how their families feel about them playing competitive volleyball.
3. Promoting the club's commitment to diversity and inclusion through **marketing and communication** efforts.
  - a. Have an eye on including diversity in any single act of the club, inside the club as much as outside the club.
  - b. Talk to the club's board and seek inclusive practices within the club, like promoting diversity amongst the coaches working for our club; like making families from other cultures visible in our club.
4. **Educating** club members, coaches, and volunteers on the importance of diversity, equality, and inclusiveness.
  - a. Follow the contents of seminar 1 and organize a session on the cultural diversity of our local area and how this affects our club and how our club can be part of celebrating this diversity.
  - b. Raise awareness about how our club must work actively in promoting diversity and inclusion and becoming a community example in achieving it.
  - c. Emphasize in all the sport community the constant need to maintain attitudes conducive to inclusive practices.

### **Promoting diversity and inclusion in our club**

4 actions are suggested:

- Overseeing the club's diversity efforts and initiatives and evaluating the current practices with a positive approach. Once the IM knows the players and their families better, the IM should ask: what can be done to improve the inclusion process in the club? Is there anything the club can implement to make them more included in all the areas of the club?
  - Talking about and advising staff on strategies and best practices, after all the IM has first-hand information about the new players' process of inclusion.
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- From regular communication with the new players and their families, identify barriers that can be removed within the club and work on the ones that cannot be removed only from the club's actions.
- Building internal and external networks to understand and deal with these barriers.

### Supporting and assessing the process of inclusion

#### Tasks to pursue:

- Work hard on building trust and safe relationships with vulnerable players and their families.
- Show a high interest in vulnerable players' experiences within the club but also outside the club. For example, what do other members of their community think about them playing competitive volleyball? How do they feel about it?
- Update the templates about the coming and going of vulnerable players in the club.
- Keep a register of the vulnerable players' participation in different club activities (training and matches can be shared with the team coach, but other activities such as seeing senior volleyball matches, or participating in a club's one-off celebration should be registered by the IM).
- Organize an hour group meeting with all vulnerable players at the beginning of the 2023-24 season and at the end of the season. We will provide a guide with the issues to cover in this meeting.
- At the end of the 2023-24 season if the vulnerable players have been mixed with other players in their teams, it would be interesting to organize another hour meeting with these players. We will provide a guide with the issues to cover in this meeting.
- In the middle of the season organize a talk with the club's coaches regarding the inclusion of vulnerable players in the teams.

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## REFERENCES

Adair, D., Taylor, T., & Darcy, S. (2010) Managing ethnocultural and 'racial' diversity in sport: Obstacles and opportunities, *Sport Management Review*, 13(4), 307-312. DOI: 10.1016/j.smr.2010.06.002

Forde, S. D., Lee, D. S., Mills, C., & Frisby, W. (2015) Moving towards social inclusion: Manager and staff perspectives on an award winning community sport and recreation program for immigrants, *Sport Management Review*, 18(1), 126-138, DOI: [10.1016/j.smr.2014.02.002](https://doi.org/10.1016/j.smr.2014.02.002)

Pringle, R., & Liu, L. (2023). Mainland Chinese first-generation immigrants and New Zealanders' views on sport participation, race/ethnicity and the body: Does sport participation enhance cultural understandings? *International Review for the Sociology of Sport*, 0(0).

<https://doi.org/10.1177/10126902231156278>

#### Other sources:

<https://www.sport.wales/careers/latest-vacancies/job-description-equality-diversity-and-inclusion-manager/>

<https://athelgroup.com/blog/diversity-inclusion-in-sports-leadership/>

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<https://www.theguardian.com/careers/diversity-in-sport>

<https://mitsloan.mit.edu/ideas-made-to-matter/how-to-help-middle-managers-promote-a-diverse-and-inclusive-workplace-culture>

## PART B. MONITORING PROPOSAL

### ACTIONS OR DYNAMICS

#### ACTION 1

**Name** Maintain regular meetings with vulnerable players' families

**Target group** Vulnerable players' families

#### Description/Deployment/Timing

Make the relationship with players' families easy and suitable for everybody. The idea is not to create formal boundaries but more regular informal ways of knowing how the families are and how is their inclusion process within the club. These meetings or exchanges can take place before or after training sessions and matches. The IM should gather the information about these meetings for the final report.

#### Achievements

**General IM's attitude** very approachable

#### Other considerations

### ACTIONS OR DYNAMICS

#### ACTION 2

**Name** Become a mentor to vulnerable players.

**Target group** Vulnerable new players joining the club thanks to the project.

#### Description/Deployment/Timing

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The IM should spend time with the new players to grasp their experiences in becoming active members of the club. Whenever possible the IM should show high interest in their volleyball progress as well as their relationships with different club personnel. Important to gather information of all these exchanges for the final report.

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**Achievements** All the new vulnerable players have a friend in the IM

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**General IM's attitude** Friendly, trustful, and available.

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**Other considerations** Make the best of any opportunity to spend time with the new vulnerable players to make them feel welcome in in the club's community.

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## ACTIONS OR DYNAMICS

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### ACTION 3

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**Name** Group discussion with players (vulnerable and non-vulnerable) and with club's coaches on how to improve the inclusion of diversity in our club.

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**Target group** All the players (vulnerable and non-vulnerable who have contact with the vulnerable players during the season) and coaches.

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#### Description/Deployment/Timing

Organize meetings with players to talk about diversity and inclusion in their team, or club. For example, organize this on the day of a vulnerable player's birthday, a party-discussion group in which all the players feel free to talk about their experiences with the new players and the old players. Explore what their views are and what else the club could do to improve diversity and inclusion.

Organize meetings with club's coaches to talk about diversity and inclusion in their team, or club from their perspective.

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**Achievements** 2 meetings with players during 2023/2024 season

2 meetings with coaches during 2023/2024 season

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**General IM's attitude** Flexible, approachable, interested in players and coaches' process to inclusion.

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**Other considerations** the IM needs to prepare the meetings beforehand.

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## ANNEXES

### TABLE OF PLAYERS' REGISTER

As inclusion manager we will ask you to keep a track of the registration of the different players that have joined the project.

First, we would like you to complete this table with the basic information about the *Player's background\**

This **first table** is an example, please fill the information starting in the second table.

BACKGROUND			
Player example A. F.	(Name/Club Code)	Year of birth	(f. ex. 2012)
Date of entrance		Final Date	(Not necessary now, just if they leave before the project ends)
From	(School, Social Services, Organization)		
Geographic origin of the family	(f. ex. Senegal)		
Place of birth of the player	(f. ex. Granollers, Spain)		
VULNERABILITY			
Economical vulnerability	Important to detail all the economic issues related to the player (f.ex. if the family is in Social Services, detail the level of help that the family needs from Social Services, are any or both parents working? If they are what kind of job?)		
Cultural vulnerability (Religion, ethnicity, "traditional family")	Please describe player's ethnical origin and religious beliefs and the level of her family involvement. If you can explain what the position of the family regarding her daughter is playing competitive sport.		

<b>Physical vulnerability</b>	Please describe if the player has any physical vulnerability, like being overweight or obese and people bullying her.
<b>Gender vulnerability</b>	Please describe if there are dissonances between player's gender identity, gender expression and sexual orientation which could be object of a vulnerability
<b>Others</b>	

### Second Table

(Please feel free to copy and paste as many as you need, one for player. Please identify the player with a number and the initials of the name and surname)

<b>BACKGROUND</b>			
<b>Player 1</b>	(Name/Club Code)	<b>Year of birth</b>	
<b>Date of entrance</b>		<b>Final Date</b>	
<b>From</b>			
<b>Geographic origin of the family</b>			
<b>Place of birth of the player</b>			
<b>VULNERABILITY</b>			
<b>Economical vulnerability</b>			
<b>Cultural vulnerability (Religion, ethnicity, "traditional family")</b>			



### TABLE OF PLAYERS' ENTRANCE AND EXIT REGISTRATION

The purpose of this table is to register the follow-up of the players that join the project, their date of entry, the way they have arrived at the club and the date they leave (if they leave before the end of the project, please try to find the reasons why and detail them in the last column).

PLAYER	ENTRANCE DATE	FROM (School, Social Services, Organization,)	FINAL DATE	REASONS
PLAYER 1				
PLAYER 2				
PLAYER 3				
PLAYER 4				
PLAYER 5				
PLAYER 6				
PLAYER 7				
PLAYER 8				
PLAYER 9				
PLAYER 10				