Roadmap:
An **all in**clusive approach to governance and leadership in Australian sport

CONTENTS

→ VISION

An all-inclusive approach towards governance and leadership in Australian Sport

This document is set out in five key parts:

1. **INTRODUCTION** sets out the purpose, relevance and benefits of the Roadmap.
2. **READY** provides an understanding of intersectionality as a vital framework for inclusive governance and leadership. It prepares leaders to adopt the Roadmap.
3. **SET** is the starting point for implementation. Based on the themes identified through a national consultation process, it provides leaders with critical reflection questions to Examine, Evolve and Elevate practice.
4. **GO** offers a range of case studies and tools to support leaders with the Roadmap journey.
5. Provides additional links and resources for building organisational intersectionality knowledge and competencies.

The Roadmap: An All-Inclusive approach towards governance and leadership in Australian Sport for implementing Intersectionality in Governance and Leadership within the Australian Sports Sector is driven by the vision that sport should be accessible to everyone, delivering outcomes that make Australia proud. The Australian Sports Commission (ASC) recognises that achieving this vision requires building inclusive cultures, systems, practices, and processes within the sporting system.

Supporting core values of sports: Excellence + Belonging + Courage + Connection

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For sports to truly advance and authentically represent a diverse range of identities, backgrounds, and cultures, there needs to be a significant shift. It's not just about incremental changes; it's about embracing a genuine transformation that celebrates the richness of human diversity.

Participant, National Appreciative Inquiry Engagement Process

→ PURPOSE

There are a plethora of benefits for sports organisations adopting the Roadmap.

Who is the Roadmap for?

The Roadmap was developed for anyone with a **governance** or **leadership** role in a sports organisation.

Anyone working in sport with decision-making responsibilities may also benefit from the Roadmap.

The Roadmap is **a guide to starting the journey of intersectional practice in governance and leadership**.

Sporting bodies across Australia have increasingly recognised the

importance of diversity, equity, and inclusion (DEI) initiatives. However, despite progress, many still struggle to address the complex intersections of identity that shape individuals' experiences within the sector.

Australia's demographic data tells us that the need for inclusive practices in sport is more pressing than ever:

- 3.2% of the Australian population identify as Aboriginal and Torres

- Strait Islander people (an increase of 25.2% since 2016) over half of Australians are first- or second-generation migrants

- 50.7% of Australia's population identify as female

- 21.4% of Australians have a disability[1]

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1. ABS 2021 Census

Adopting the intersectionality Roadmap focused on governance and leadership can provide numerous benefits for sports organisations.

By embracing this roadmap, sports organisations can foster increased participation from underrepresented groups, tapping into a wider pool of talent and broadening the reach of their programs.

By prioritising intersectionality in governance and leadership, sports organisations can create a more equitable, vibrant, and resilient sporting landscape for all.

Traditional approaches to diversity often fail to fully address the unique challenges faced by individuals who experience multiple forms of marginalisation. Without intentional efforts to incorporate an intersectional perspective, sports organisations risk perpetuating systemic inequalities and missing out on the talents and perspectives of diverse populations.

Intersectionality strengthens all diversity and inclusion efforts!

> "You're part of an institution that historically has been a certain way, but the people who can change it are the people at the top.

Participants, National Appreciative Inquiry Engagement Process

→ WHY NOW?

Australia's sports sector has demonstrated outstanding leadership in embracing initiatives that broaden the reach of sport. We are a nation where sport plays pivotal role in all parts of society, from the local level where it is the foundation of community connectedness, belonging and cohesion, to the national level where it plays a fundamental role in our national identity.

Sport makes a significant contribution to economic, social and cultural life within Australia as a modern democratic sporting nation that values fundamental human rights principles including dignity, fairness, equality and respect for all.

Despite unyielding Diversity, Equity and Inclusion (DEI) efforts by many sports codes to progress efforts around realising the aspiration of sport as a space where everyone belongs, we still have work to do to get to the finish line. This was evident in the national engagement process that informed the development of this Roadmap.

The Roadmap: An All-Inclusive approach to governance and leadership in Australian Sport:

- Supports you to significantly improve your DEI efforts and maximise impact

- Guides you in embedding a lens that upholds fundamental human rights principles in your leadership work and decision making

- Is a business imperative that makes sense, has value and impact

- Is relational and practical – it links to existing work being undertaken in sports organisations to strengthen outcomes

"

Sport is a space that has the greatest power to bring people together – a space where everyone belongs. The goal of sport is access for all.

Participant, National Appreciative Inquiry Engagement Process

Remember: The Roadmap does NOT diminish your DEI work! In fact, it works as an analytical tool to improve your DEI results!

→ READY, SET, GO!

An All-Inclusive approach towards governance and leadership in Australian Sport

The roadmap is arranged into three practical sections: READY, SET, GO!

It is critical to begin with **READY**: organisational readiness.

SET: implementation section is designed to be flexible and guide you through the Examine, Evolve and Elevate stages. Your sports organisation may wish to pursue one theme at a time or address those themes most pertinent at the current time to create change.

GO: resources section contains examples, videos and templates to guide and support you on your journey.

Game rules:

- Just like an athlete cannot compete without all the preparatory work that goes into developing the physical and mental aptitude required for competition, your leadership and governance team cannot produce the intended results by going to straight to **GO**.

- **READY** prepares you for the Roadmap journey – it gives you the necessary foundations to get set for action!

- **SET** is the critical stage that equips you to deliver. It starts with introspection – developing the mindset to soar!

- **GO** supports and guides you through the journey. By this stage, you're ready to 'compete'.

The Roadmap adopts a flexible approach. There are no specific timelines for working through each section. The pace at which you work through it will depend on the size of your sports organisation, level of commitment, time and resources you are willing to commit. The sooner you implement **GO**, the sooner you will see results.

The Roadmap produces great results if we do not take shortcuts.

Remember: The first level of SET 'Examine' is core to success. Just like an athlete cannot progress to elite level without mental resilience, discipline, passion and coachability, you will not achieve the potential results of the Roadmap without introspection and interaction first.

➡ READY, SET, GO!

Ready

- Learn about intersectionality as a vital framework for understanding social inequality.
- Learn about why intersectionality matters in sports organisations.
- Gain insight into the interconnected systems of power that create relative disadvantage or privilege.
- Learn about moving beyond diversity efforts to embrace intersectional inclusion, fostering environments that value and respect everyone's experiences.

Set

This section is designed on the core premise of intersectionality as a form of critical inquiry and practice – it reflects the relationality between knowing and doing as interconnected.

There are 3 levels of intersectional practice: **Examine, Evolve, Elevate**. These move us from inquiry (knowing) to praxis (doing).

- Examine: Self-reflection/Collective reflection/ Challenging assumptions
- Evolve: What have we learnt? What can we do/ change?
- Elevate: What actions have we taken? What has changed?

Each level explores themes identified in the national consultation process which led to the development of the Roadmap.

Implementation is designed to be flexible. You may choose to explore one theme at a time or a number of themes you identify as leadership and governance priorities.

Go

- Practical resources to support implementation.
- Case studies.
- Videos from leaders in sports organisations discussing how they have applied intersectionality in their leadership and governance role.
- Tools and templates to support implementation.

As we lead up to the Brisbane 2032 Olympic and Paralympics, the Australian sports sector has a unique opportunity to demonstrate global leadership that genuinely delivers Excellence + Belonging + Courage + Connection.

→ ROADMAP CONTEXT

Where we've been

Globally, there has been a surge of interest in women's sports. The exceptional performance of the Matildas in a home-soil World Cup has fuelled a sharp uptick in attention, including a renewed energy across government and community to create more opportunities for women and girls to participate. This includes a commitment by the Australian Government to the tune of $200 million through the launch of the Play Our Way program, which will provide funding for initiatives that provide greater opportunities for women and girls to access, participate and remain involved in sport and physical activity.

What we've learned

While the growth and visibility of women's sports mark significant strides, there's a sobering reality when viewed through an intersectional lens. Despite this progress, women and girls, especially those from marginalised communities, still encounter formidable barriers to accessing opportunities in sports, including leadership roles in the sports sector. Statistics from 2023[2] reveal that only 22% of CEOs and 25% of board chairs among 65 National Sporting Organisations were women. This underscores the intersecting challenges some groups and individuals face in accessing positions of power within the sports industry, highlighting the need for comprehensive efforts to address these systemic inequalities.

Where we are going

Building on the renewed energy to increase women and girls' involvement in sport, this Roadmap aims to extend that progress and address the contextual experiences of discrimination and inequality faced by individuals and groups, particularly in relation to involvement in sport at the governance and leadership levels.

The roadmap is designed to support sports leaders in progressing the vision that sport should be accessible to everyone and delivering outcomes that make Australia proud. It also acknowledges that we are all at different stages of the journey towards inclusion and is flexible in enabling users to align implementation within existing efforts.

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2. Data reported by National Sporting Organisations to the Australian Sports Commission, (accessed 24 April 2023).

→ BENEFITS

Enhanced Decision-Making

Intersectionality acknowledges the complexity of human identity and experiences, leading to more nuanced and informed decision-making processes within sports organisations.

Sport Governance Standards | Australian Sports Commission (sportaus.gov.au)

It strengthens performance against the Sports Governance Standards.[3]

Improved Culture

Intersectionality helps fosters a culture of inclusivity and belonging. By recognising and valuing the unique contributions of individuals from diverse backgrounds, sports organisations can create environments where all feel respected and supported.

2032 Strategy | HP2032 (ausport.gov.au)

It supports leadership practice align to the core values of sport - Excellence + Belonging + Courage + Connection.[4]

Competitive Advantage

Embracing intersectionality can give sports organisations a competitive edge in the global market. In an increasingly diverse and interconnected world, organisations that prioritise inclusion are better positioned to attract top talent, engage with diverse audiences, and build strong partnerships across borders.

Win Well | HP2032 (ausport.gov.au)

It supports the realisation of the Win Well pledge: We commit to being custodians of sport and building a legacy where sport is more inclusive and representative of the diversity of Australian communities.[5]

Talent Attraction and Retention

Sports Organisations that prioritise intersectionality are more likely to attract a diverse pool of talent and retain people who feel valued and supported.

Strategy | Playwell (ausport.gov.au)

It helps enhance integrity, moving beyond rhetoric to 'doing' in making sport accessible to everyone.[6]

Enhanced Brand Reputation

Demonstrating a commitment to intersectionality can enhance a sports organisation's reputation and appeal to socially conscious consumers and sponsors.

The future of Australian sport: Megatrends shaping the sport sector over coming decades (clearinghouseforsport.gov.au)

Over the coming decade, we will see more sporting organisations and products compete for a share of national and global audiences. As a result, both established sporting codes and sports new to these markets will consider how to engage contemporary consumers and adjust their view of spectators to take advantage of the increasingly dynamic and diverse global media landscape.[7]

Increased Innovation and Creativity

Diverse teams and leadership structures are more likely to generate innovative ideas and solutions, driving organisational growth and success.

It offers sports a unique platform as we gear up to 2032 – an opportunity to showcase the Australian sports sector globally as leaders in social cohesion.

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3. ASC Sports Governance Standards

4. Win Well 2032+ Australias High Performance Sports Strategy, ASC

5. Win Well Pledge, ASC

6. Play Well, Everyone has a place in sport, Australias Sports Participation Strategy 2023

7. The Future of Australian Sports: Megatrends shaping the sport sector over coming decades, Australian Sports Commission, 2nd Report, December 2022

→ EMBEDDED VOICES

How was the Roadmap developed?

Ownership and collaboration played a pivotal role in developing the Roadmap. Shared responsibility was cultivated by engaging the sports sector and communities, generating momentum to co-create the future by harnessing the transformative power of sports. Nationwide engagement, identifying exemplary inclusive practices within the sports sector. It also pinpointed issues and challenges at the governance and leadership levels that hinder progress toward our vision. These issues and challenges as operating at individual, cultural and systems levels, thereby requiring a **systems approach**.

What do we mean by a systems approach?

- Systems are shaped by powerful hidden conditions.
- Systems change demands that we pay attention to these hidden conditions.
- Systems change advances equity by shifting the conditions that hold a problem in place.
- To fully embrace systems change, leaders should be prepared to see how their own ways of thinking and acting must change as well.

This Roadmap adopts three key conditions of change to guide intersectionality in practice and achieve sustainable shifts in progressing Excellence + Belonging + Courage + Connection

Shifts in system conditions are more likely to be sustained when working at all three levels of change: implicit, semi-explicit, and explicit.

Structural inequalities, reflected as relative disadvantage and privilege, result from interconnected social categories, power relations and contexts.

Explicit, Semi-explicit and Implicit conditions

Explicit Conditions:

Policies and rules that guide sports leaders own and others' actions. Practices, processes, networks and informal shared habits. How resources are allocated and distributed in sports.

Semi-explicit Conditions:

Quality of relationships and communications among different stakeholders. Power dynamics including distribution of decision-making power. formal and informal authority and influence.

Implicit Conditions:

Deeply held beliefs and assumptions, habitual ways of operating that influence how sport leaders think and do.

ISSUES IDENTIFIED BY STAKEHOLDERS

Explicit Conditions

Semi-explicit Conditions

Implicit Conditions

The Issues Tree highlights the key findings from the nationwide appreciative inquiry engagement process mapped onto its corresponding condition in the system.

Resource allocation means priorities are here and now

D&I work is often siloed

Gap between policies and practices

Barriers to access

Lack of cultural safety

Rigid governance structures, funding cycles and practices

Lack of career development, opportunities and support

Lack of transparency and accountability

Governance has not really changed in last 10 years

Inequitable opportunities for advancement

Lack of authentic consultation

Leaving the sector due to barriers and exclusion

Stereotypes – do not feel they can be themselves at work

Traits of leaders typically masculine

Pressure to fit in with norms

Average tenure of those in leadership role 10 years+

Homogenous leaders and lack of diversity

Recruitment exclusivity and network biases

Negative and/or cultural stereotypes

Tokenism

Feel need to fit in/ adopt norms

Resistance to changing status quo

Not feeling safe or respected

Colonised systems and structures

Bias and discrimination

Privilege

Belief that current system is equitable

Culture that feels exclusive

" In my experience, I've noticed that the availability of resources often leads to tokenism and symbolism rather than genuine efforts on the ground.

Participant, National Appreciative Inquiry Engagement Process

" Organisational culture, not just written rules or policy, plays a massive role in shaping how people are treated.

Participant, National Appreciative Inquiry Engagement Process

" Navigating through the complexities of societal biases remains an ongoing challenge. We persist in educating others about the reasons behind our actions and decisions.

Participant, National Appreciative Inquiry Engagement Process
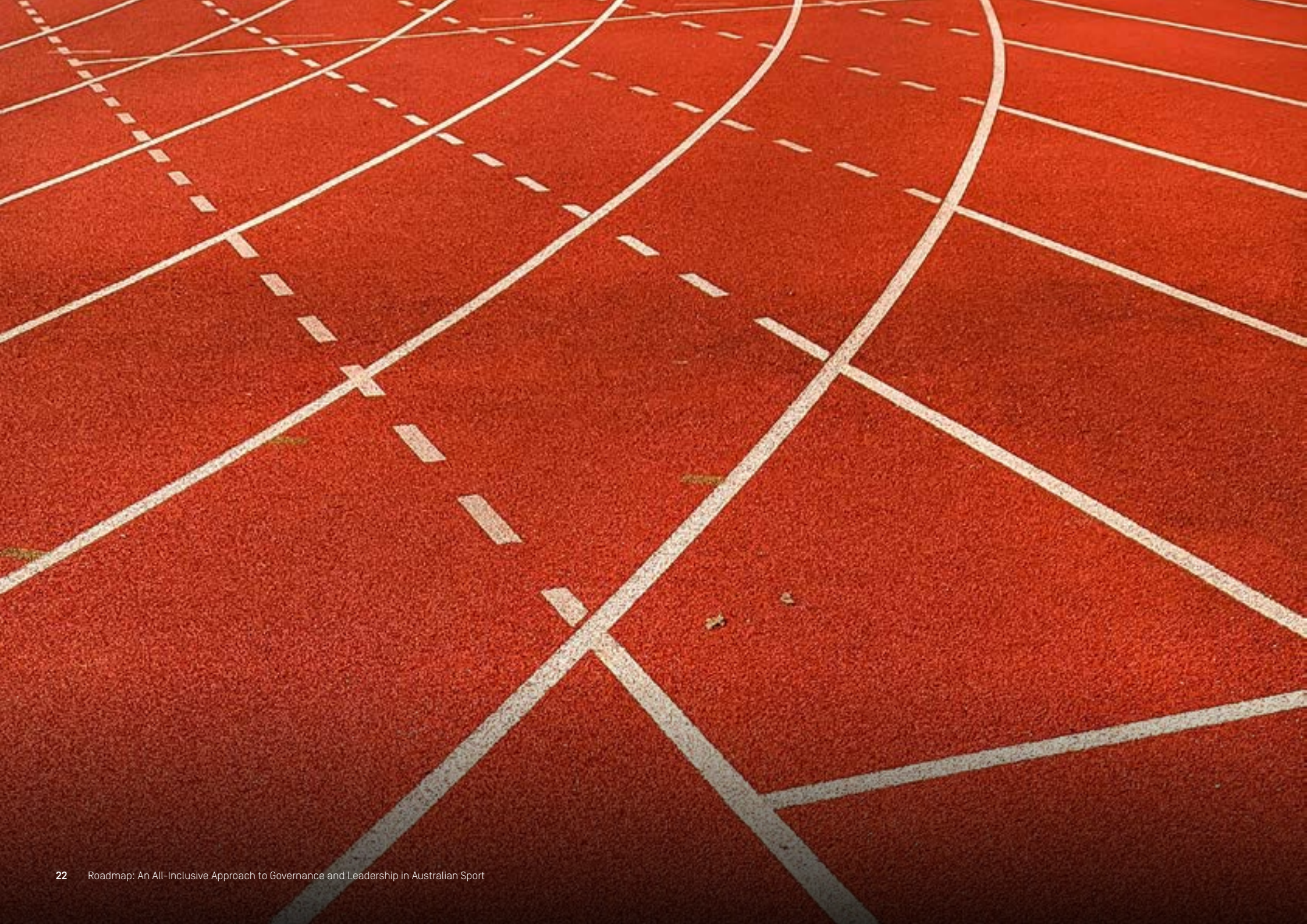
READY

Section 1:
Intersectionality

Learn about intersectionality as a vital framework for understanding social inequality.

Learn about Why intersectionality matters in sports organisations.

Gain insight into the interconnected systems of power that create relative disadvantage or privilege.

Learn about moving beyond diversity efforts to embrace intersectional inclusion, fostering environments that value and respect everyone's experiences.

Supporting core values of sports: Excellence + Belonging + Courage + Connection

🔍 INTRODUCING INTERSECTIONALITY

Why does intersectionality matter?

Intersectionality matters because it provides a nuanced understanding of human experiences and societal structures. While diversity acknowledges the existence of human differences, intersectionality delves deeper into the power dynamics that shape these differences. It's not just about recognising different identities; it's about comprehending how these identities intersect and interact within systems of power and privilege.

Inclusion, often emphasised in organisational settings, goes beyond mere representation. It involves actively creating strategies and cultures that prioritise equity, ensuring that no one is left behind. However, without intersectionality, our efforts toward inclusion may fall short.

Intersectionality helps us understand and address the hidden impacts of decision-making and policies on marginalised groups. It shines a light on the intersecting inequalities that exacerbate each other's effects on individuals' lives.

At its core, intersectionality supports our journey of inquiry. It encourages us to question existing processes and systems, prompting a critical examination of how power operates within our sports institutions. By considering the interacting social locations and power structures that shape people's experiences, intersectionality offers a new way of thinking about marginalising systems. It reframes our understanding, creating space for inquiry and engagement.

In practical terms, intersectionality is essential to equity. It helps us see beyond surface-level diversity initiatives and grasp the complex realities of marginalisation. By acknowledging the multiplicity of identities and their interconnectedness, we can develop more effective and sustainable strategies for creating inclusive environments where everyone's experiences are valued and respected.

Intersectionality is a tool for social change, enabling us to dismantle oppressive systems and build a more just and equitable sporting world.
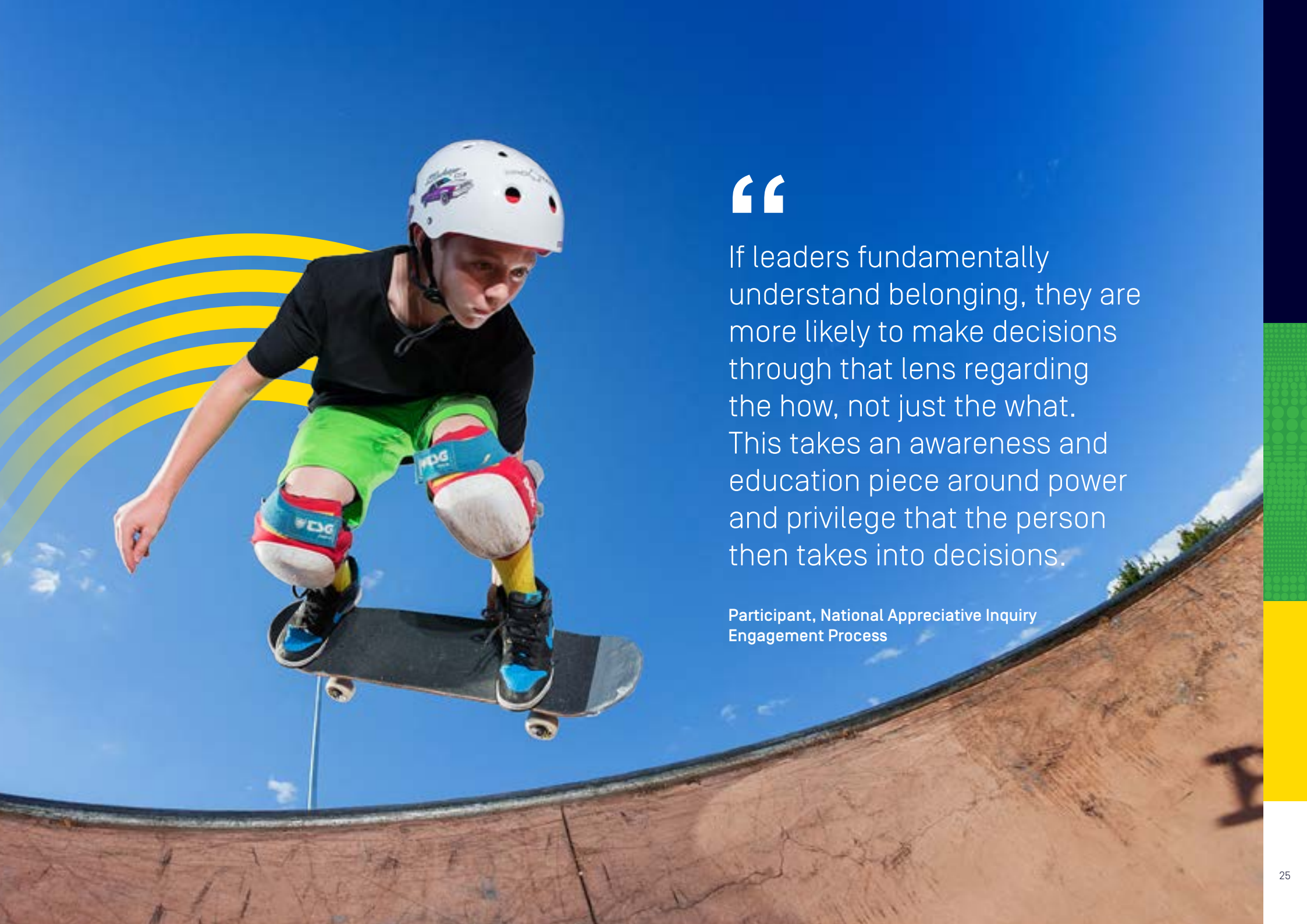
> "
>
> If leaders fundamentally understand belonging, they are more likely to make decisions through that lens regarding the how, not just the what. This takes an awareness and education piece around power and privilege that the person then takes into decisions.

Participant, National Appreciative Inquiry Engagement Process

🔍 INTRODUCING INTERSECTIONALITY

What is intersectionality?

Intersectionality is an analytical framework essential for understanding the intricate dynamics of social inequality. It transcends simplistic notions of diversity, delving deep into the structural and systemic roots of oppression, marginalisation, power and privilege.

At its core, intersectionality elucidates how our various socially constructed identities intersect to shape our experiences and opportunities within society. It is not merely about individual identities but rather a critical tool for dissecting the complex interplay of power, privilege, and oppression. Intersectionality urges us to scrutinise how social categories are imbued with meaning, often privileging certain groups while marginalising others. By adopting a lens grounded in intersectionality, we prioritise a comprehensive analysis that unveils the underlying structures of inequality.

Understanding intersectionality poses challenges as it diverges from simplistic diversity paradigms. It requires active engagement in analysing how societal constructs impact individuals' representation, voice, and validation of lived experiences. Unlike identity politics, intersectionality focuses on dismantling systemic discrimination rather than exacerbating divisions based on characteristics. Additionally, it urges the need for alternative narratives to discern and address the multifaceted challenges faced by marginalised individuals and groups.

Intersectionality recognises:

- Complexity of identity – as individuals we are constantly navigating social contexts that influence our perceptions and treatment within society.
- Interconnected systems of power - social categories intersect within systems and structures of power, contributing to relative disadvantage or privilege.
- Structural inequalities - Inequities arise from the interplay of interconnected social categories and power dynamics, perpetuating systemic discrimination.

In the realm of sports, intersectionality offers a lens through which to understand and address issues of inequality. By acknowledging the simultaneous impact of various forms of discrimination, intersectionality guides us in identifying and developing inclusive strategies and organisational cultures. It prompts us to recognise that diversity alone does not ensure inclusivity and urges us to delve deeper into power dynamics to effect meaningful change.

To advance social justice, we must move beyond superficial diversity initiatives and embrace intersectional inclusion. This entails recognising the interconnectedness of different forms of inequality and actively working to dismantle structures that marginalise. By centring intersectionality in our analysis and action, we can foster environments that honour the complexity of individuals' experiences and strive towards equity for all.

Intersectionality recognises that individuals have multiple dimensions of identity, such as ethnicity, gender, sexuality, disability, and socioeconomic background, which intersect and create unique experiences and challenges based on context. It then calls upon leaders in organisations to address the power disparities that exist in order to realise a collective vision that truly embraces justice and equity for all.

"

There's a very under-represented representation of First Nations people on all these peak bodies, sporting organisations. It's not enough to just do your cultural awareness training. Where are those First Nations voices?

Ricky Baldwin
CEO and Founder, Koorie Academy
Basketball

INTRODUCING INTERSECTIONALITY

Intersectionality differs to diversity.

It is important to understand the differences between these terms:

Diversity refers to all of the individual attributes and experiences that make us unique, including demographic diversity, cognitive diversity, background and lived experiences.

Equity is a process or adjustment, such as tailored support or distribution of resources, that considers an individual or group's unique needs to generate equal outcomes and provide fair access to opportunities.

Inclusion is about proactive and intentional behaviours that create safe and welcoming environments where people can fully contribute and feel a sense of wellbeing connection and belonging.

Intersectionality recognises that individuals have multiple dimensions of identity which intersect and create unique experiences and challenges. It then calls upon leaders in organisations to address the power disparities that exist towards a collective vision that truly embraces justice and equity for all.

While diversity, equity and inclusion are critical commitments for an organisation to thrive, intersectionality focuses on thinking and working in a way that is essential for understanding the intricate dynamics of social inequality. It urges us to delve into the structural and systemic roots of oppression, marginalisation, power and privilege.

What is NOT intersectionality?

Intersectionality is NOT the same as diversity, equity and inclusion.

Intersectionality is NOT about creating more identity characteristics

Intersectionality is not about adding up or broadening identity characteristics. It is about focusing on systems and structures that reinforce difference in a way that excludes and making changes that achieve equality for all.

Intersectionality is NOT about oppression Paralympics

Intersectionality is often misconstrued as identity politics on steroids or a means to vilify certain groups. It is not about adding up different kinds of inequality or engaging in 'oppression Paralympics'. Rather, it acknowledges the complexity of individuals' experiences and seeks to avoid replicating exclusive and oppressive power structures embedded in systems and structures and dismantling these.

Intersectionality is NOT about ignoring positionality

Reflecting on our own power, privilege and bias sits at the very heart of intersectionality. Asking questions about who has power, privilege and voice, who benefits from this and why these are critical to address. Most people experience both privilege and marginalisation depending on the setting. Our unconscious biases shape our thinking and behaviour, often resulting in the marginalisation of people who sit outside majority groups. A genuine approach to intersectionality demands that we begin with ourselves – critical reflection that acknowledges our own biases, positions of power and privilege and considering how we can make space for other voices.

INTRODUCING INTRODUCTION INTERSECTIONALITY

Summary:
The key tenants of intersectionality to understand

Power Dynamics: Intersectionality is primarily a **tool for understanding power dynamics** and how they contribute to inequality rather than being solely about identity.

Analytic Framework: The concept of intersectionality is **an analytic framework or lens** for investigating how social identities are configured by power and oppression.

Synonymity: Intersectionality is **not synonymous with diversity**, and it is incorrect to label a group of people as "intersectional".

Interconnection: Intersectionality examines the **interconnections between different systems of marginalisation** and how they manifest in individuals' lives.

Recognition: A **recognition of inequality of power is critical** to Intersectionality.

Diagram 1: Context for structural inequality

Membership of multiple interconnected social categories

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Connected systems and structures of power

=

Structural inequality
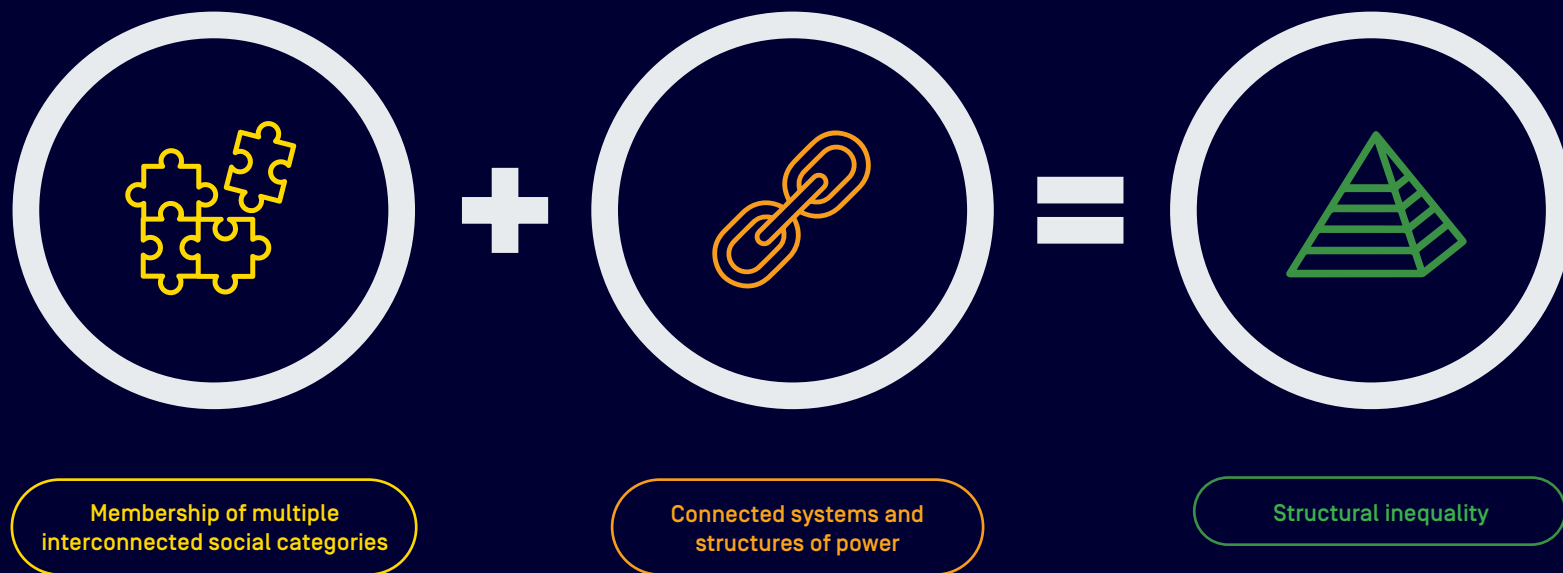
Everyone's identity is made up of different parts such as gender, ethnicity, abilities, class etc. These different aspects of who we are interact with each other and shape how we experience the world.

The different parts of our identity come together within larger systems in society. These systems, such as laws, workpace practices and cultural norms, can either give us advantages or create disadvantages based on our identity.

Inequality is not just about individual actions. It is built into the very structures of society. When different aspects of our identity interact with these systems of power, it can lead to ongoing discrimination and unfair treatment.

🔍 INTERSECTIONAL ANALYSIS

The core interrelated constructs of intersectional analysis

The Roadmap approach is informed by the following core interrelated constructs of intersectional analysis. These constructs serve as foundational concepts that help explain the purpose of the Roadmap areas of inquiry and guide its application.

The core constructs inform one another and shape critical inquiry. Together with their Guiding Premises they:

- are fundamental to intersectionality, providing the language to describe intersectionality's potential for transformation.

- provide the tools for shaping inquiry

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8. Collins, P. H., Intersectionality as Critical Social Theory, Duke University Press, 2019

> "
> This type of work should be the tool through which all decisions are made, not a segmented commitment that is narrow or in a lane. Lots of DEI work pulls an organisation in different directions when there are mandates, such as RAP, Pride in Sport Index. It gets very siloed.

Participants, National Appreciative Inquiry Engagement Process

Diagram 2: Core constructs of intersectional analysis

(adapted from Collins, P. H., Intersectionality as Critical Social Theory)

Definitions of the core constructs are included in the Appendix.

Understanding these core constructs is necessary to undertaking the first level of intersectional practice – Examine.

Guiding Premises

Race, class and gender as systems of power are interdependent.

Intersecting power relations produce complex social inequalities.

Intersecting power relations shape individual and group experiences.

Solving social problems requires intersectional analyses.

Social inequality

Complexity

Core constructs

Intersecting power relations

Relationality

Social context
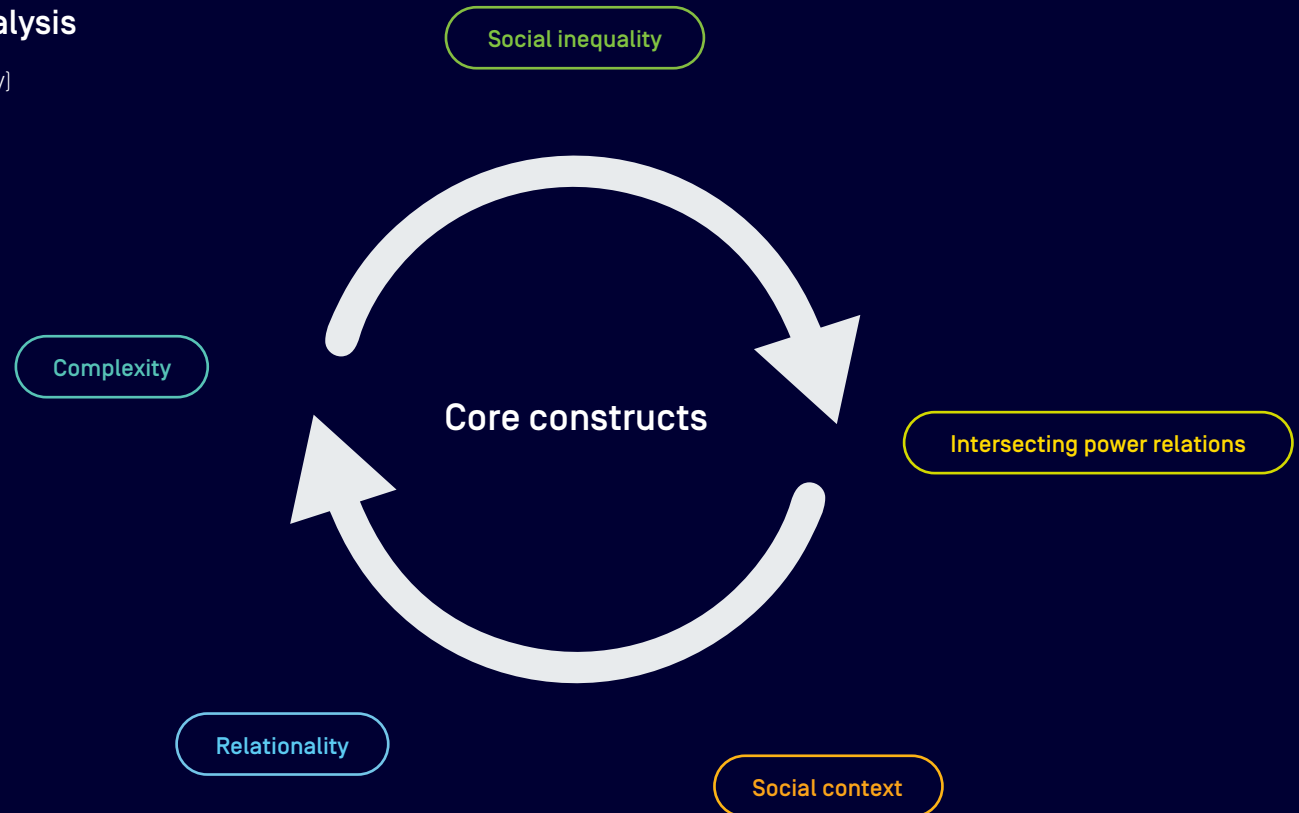
🔍 INTERSECTIONALITY IN PRACTICE

Examine, Evolve, Elevate

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This lack of representation fosters an intimidating atmosphere, making it difficult for people to envision themselves in the sport landscape. It's not about verbalising inclusivity; it's about living it, showcasing diverse faces and voices that reflect the multitude of identities in our society.

Participant, National Appreciative Inquiry Engagement Process

The Roadmap is designed on the core premise of Intersectionality as a form of critical inquiry and practice – it reflects the relationality between knowing and doing as interconnected.
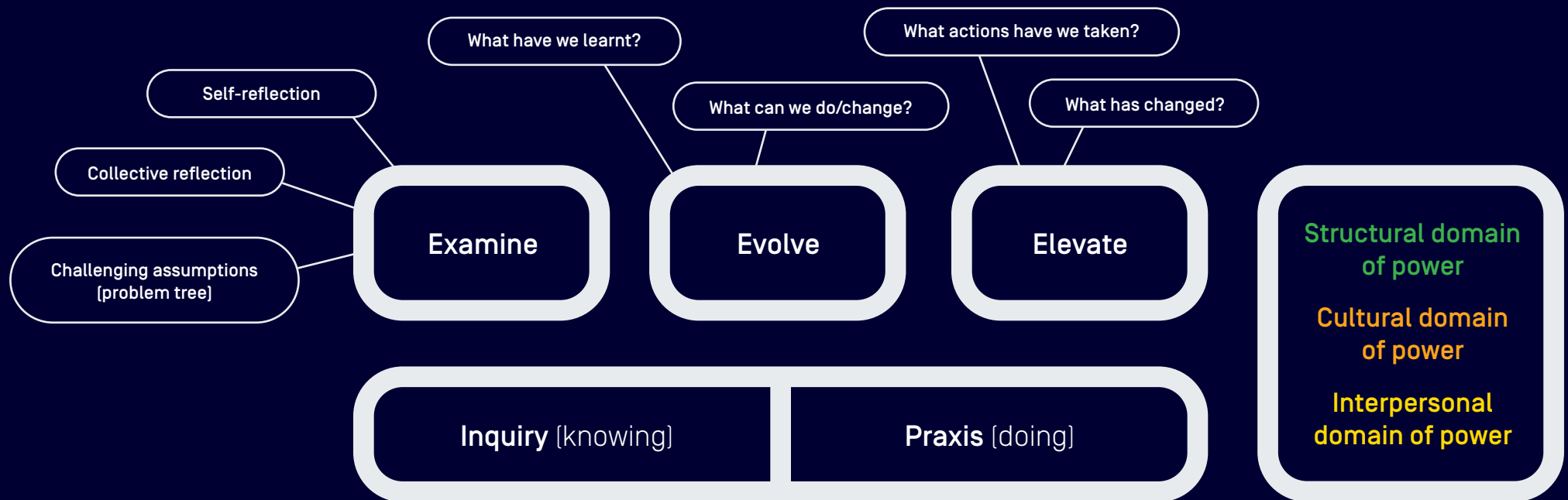
There are 3 levels of intersectional practice – **Examine, Evolve, Elevate**. These move us from inquiry (knowing) to praxis (doing). Inquiry and Praxis are essential to intersectionality as a form of critical inquiry and contribute to creating solutions to important issues identified in the nationwide appreciative inquiry engagement process. By embracing intersectionality as a form of critical inquiry and practice, sports organisations can foster inclusivity, equity, and innovation, ultimately enhancing their effectiveness and impact within their communities.

It is important to recognise that there is no standard checklist of actions for sporting organisations to complete that would make them inclusive. **Operationalising intersectionality is dynamic and evolving, not a static endeavour.** Inequality produces patterns of complex inequities that reinforce power structures and disparities in organisations that are often related to the political, historical, and cultural inequities of the surrounding society. As such, intersectionality in action requires inquiry and praxis across a number of power domains. Systems change can only be sustainable when our inquiry includes all layers of power.

The roadmap provides guidance around the structural, cultural and interpersonal domains of power to **Examine, Evolve and Elevate**.

The **structural domain of power** refers to fundamental structures of sporting organisations.

Diagram 3: Three levels of intersectional practice

What have we learnt?

What actions have we taken?

Self-reflection

What can we do/change?

What has changed?

Collective reflection

Challenging assumptions (problem tree)

Examine

Evolve

Elevate

Inquiry (knowing)

Praxis (doing)

Structural domain of power

Cultural domain of power

Interpersonal domain of power

INTERSECTIONALITY IN PRACTICE

Examine, Evolve, Elevate

The cultural domain of power emphasises the increasing significance of the idea of culture in the organisation of power relations within sporting organisations.

The interpersonal domain of power refers to how individuals experience the convergence of structural and cultural power within sporting organisations. Such power shapes intersecting identities that in turn organise social interactions. Intersectionality recognises that perceived group membership within sports can make people vulnerable to various forms of bias, yet because we are simultaneously members of many groups, our complex identities can shape the specific ways we experience bias.

By acknowledging the complexity of identity, sports organisations can address bias more nuancedly and inclusively,ensuring that all are valued, respected and included.

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Diagram 4: The privilege wheel:
Intersectional AOD Practice Guide July 2024

The majority of individuals in leadership roles in Australian sport peak bodies sit inside the middle ring (closest to power).

A SYSTEMS APPROACH

Intersectionality recognises that people are shaped by simultaneous membership of multiple interconnected social categories. The interaction between multiple social categories occurs within a context of connected systems and structures of power (e.g. rules, policies). A recognition of inequality of power is key to intersectionality.

Structural inequalities, reflected as relative disadvantage and privilege, result from interconnected social categories, power relations and contexts.

Systemic change can be understood as changing the conditions holding a particular situation in place. The systems iceberg conceptualises this understanding and shows that only day-to-day events are visible on the surface, but the conditions thatv shape them are hidden below the surface.

In the case of the iceberg, these conditions are expressed as patterns, structures and paradigms. All the elements are interconnected and shape each other.

As diagram 5 shows, systems are shaped by powerful hidden conditions, and systems change demands that we pay attention to these.

This Roadmap adopts three key conditions of change to guide intersectionality in practice and achieve sustainable shifts in progressing Excellence + Belonging + Courage + Connection

- Systems change advances equity by shifting the conditions that hold a problem in place.
- To fully embrace systems change, leaders should be prepared to see how their own ways of thinking and acting must change as well.

Shifts in system conditions are more likely to be sustained when working at all three levels of change: explicit, semi-explicit, and implicit.
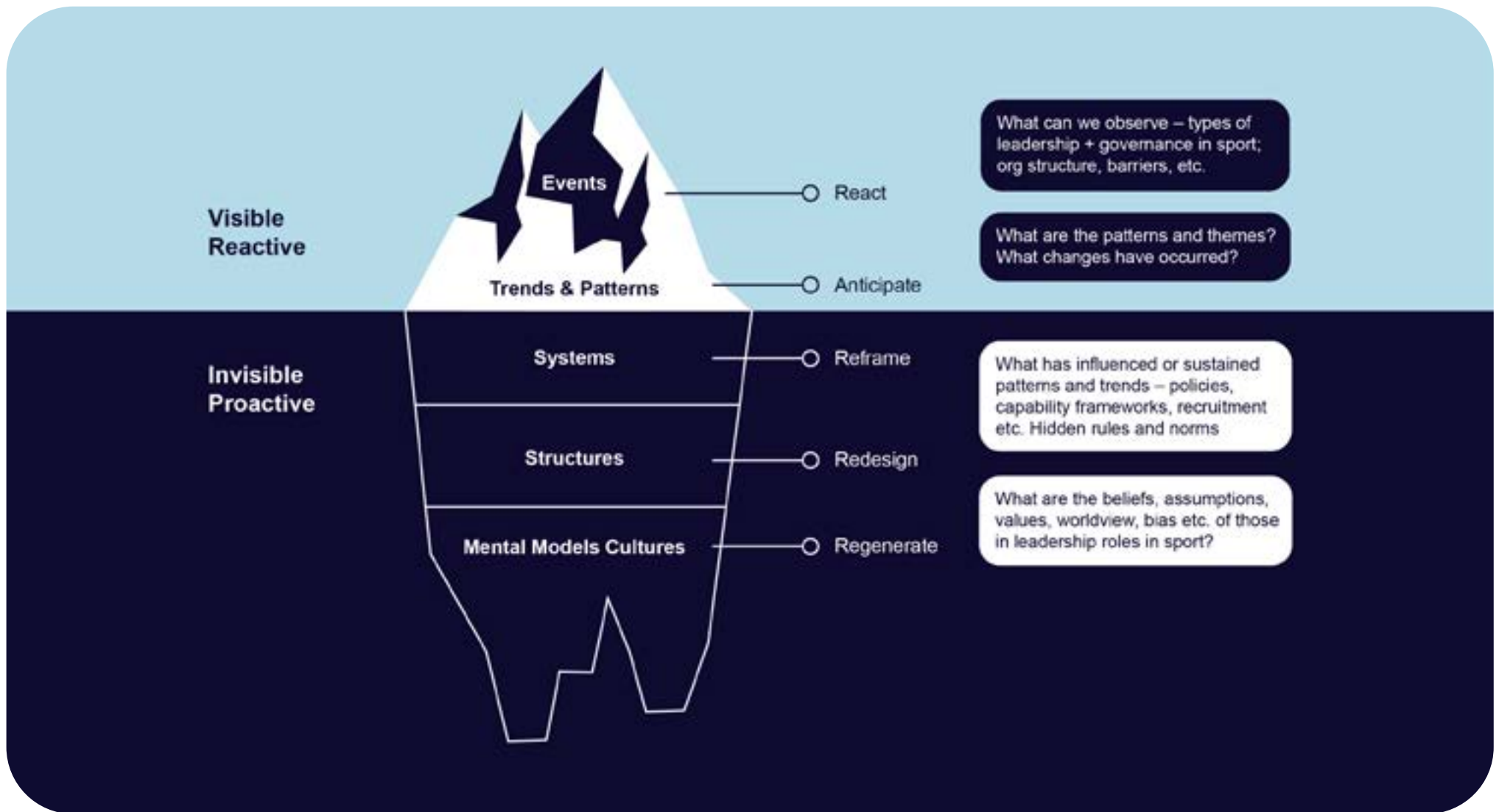
Diagram 5: Systems Thinking – Iceberg Model

🔍 KEY AREAS OF EXAMINATION

Key areas of organisational leaderships and governance readiness the Roadmap will examine:

Organisational Values

How does an intersectional approach to leadership and governance fit your organisational values, mission and strategic objectives?

Organisational policies and systems

What existing policies and systems relate to diversity, equity and inclusion, and intersectional practice?

Training and capacity building

What training is currently available to build capacity and knowledge around topics like intersectionality, cultural knowledge and understanding, diversity and inclusion, implicit bias, trauma-informed practice, active allyship, and systems change?

Leadership and Governance

How do leaders and/or Governing bodies provide an authorising environment and promote the value of incorporating an intersectional lens into the role of Leadership and Governance within sports organisations?

Resource Allocation

How does the organisation allocate resources to support the work of diversity, equity and inclusion across all levels of the organisation?

Stakeholder engagement

How will diverse stakeholders (e.g., existing staff, people with intersectional lived experience, community groups) be involved?

Commitment and Accountability

How will you stay committed to an intersectional approach and hold yourself accountable for this work?

Review and support

What systems are in place to evaluate and review outcomes for implementing this roadmap?

"

The risk of not doing the intersectionality framework and continuing to do what we do is we're just going to continue to deliver the same programs, which will get the same outcomes, and then nothing will necessarily change in the sector.

Ayden Shaw
General Manager, Disability Sports Australia
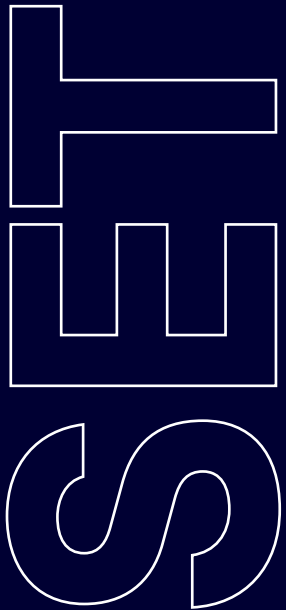
Section 2: Implementation

This section is designed on the core premise of Intersectionality as a form of critical inquiry and practice – it reflects the relationality between knowing and doing as interconnected.

There are 3 levels of intersectional practice – Examine, Evolve, Elevate. These move us from inquiry (knowing) to praxis (doing).

- **Examine:** Self-reflection/ Collective reflection/ Challenging assumptions

- **Evolve:** What have we learnt? What can we do/change?

- **Elevate:** What actions have we taken? What has changed?

Each level explores themes identified in the national consultation process which led to the development of the Roadmap.

HOW TO APPLY THE ROADMAP

Implementation of this Roadmap is designed to be flexible.

You may choose to explore one theme at a time or several themes you identify as leadership and governance priorities. There are no timelines attached to implementing the Roadmap. The sooner you begin, the earlier your sport organisation will experience the benefits.

Examine: is based on reflexive practice at the Board and leadership level.

It requires that you allocate designated times to genuinely reflect on the series of questions provided.

Options for reflecting on questions:

- Individual refection with group-based feedback / discussion
- Group based discussion
- A facilitated conversation (facilitator with intersectionality experience)

A note taker will be required across all options so that discussions can be captured to inform Evolve and Elevate.

Evolve: is action focused.

Based on learnings from Examine, the Board and Leadership group will make decisions on actions to transform leadership and governance practice.

This may include developing and implementing an action plan that addresses interpersonal, cultural and systems domains.

Actions:

- must be leadership and governance focused
- may involve cultural and systems changes that engage staff
- might be integrated into existing work the sport organisation in doing
- may engage relevant staff in actioning

Visible leadership action and accountability are critical to see outcomes from this level.

Elevate: is change focused.

This stage can only be explored once enough time has been allowed for actions to take effect.

Elevate requires the Board and leaders to identify changes that reflect progress towards greater equity, inclusivity, and responsiveness to diverse needs and experiences.

This may include evaluating:

- impact of systems changes
- visible changes in organisational culture and power structures
- visible changes in leadership practice and decision making
- equitable voices and representation in decision-making

"

My invitation to leaders who have not had the same lived experience as me is to be bold enough and curious enough to start a conversation that is based on connecting and understanding.

Teuila Reid
General Manager, Helping Hoops

EXAMINE, EVOLVE & ELEVATE

Exploring key domains of power through Implicit, Semi-Explicit and Explicit conditions

Interpersonal

Cultural

Structural

EXAMINE: IMPLICIT CONDITIONS

Implicit Conditions

These are our deeply held beliefs and assumptions, habitual ways of operating that influence how sport leaders, think, do, talk etc. Examining issues through an intersectional lens involves delving into the multiple layers of identity and power dynamics that intersect to shape individuals' experiences.

Link to Sports Governance Standards:

1. The spirit of the game – values driven by culture and behaviours

Interpersonal

Colonised systems and structures

How do power dynamics shaped by colonial history influence interpersonal relationships and interactions?

Bias and Discrimination

How do individual biases and discriminatory behaviours manifest in everyday interactions and relationships?

Negative and/or cultural stereotypes

How do stereotypes influence individual perceptions and interactions, shaping social hierarchies and power dynamics?

Need to fit in/adopt norms

How do individuals navigate and negotiate social norms in their interactions with others, considering power dynamics and social hierarchies?

Cultural

Colonised systems and structures

How are colonial narratives and ideologies embedded in cultural norms and practices?

Bias and Discrimination

How are biases reinforced and normalised within cultural discourses and representation?

Negative and/or cultural stereotypes

How are stereotypes perpetuated and reinforced through cultural narratives?

Need to fit in/adopt norms

How are norms constructed and reinforced within sports contexts, shaping individuals' sense of belonging and acceptance?

Structural

Colonised systems and structures

How do historical colonial legacies manifest in present-day sports systems and structures? In what ways do these systems perpetuate inequality and marginalisation for certain groups and individuals?

Bias and Discrimination

What are the underlying biases embedded within sports social interactions? How do these biases affect different groups disproportionately?

Negative and/or cultural stereotypes

How do stereotypes about identity influence perceptions and decison making? In what ways do these stereotypes intersect and compound the marginalisation of certain groups?

Need to fit in/adopt norms

How do sports norms dictate acceptable behaviour, speech, appearance, social expectations? Who sets these norms, and how do they exclude or marginalise certain identities?

Interpersonal

Not feeling safe or respected

How do power dynamics influence individuals' experiences of safety and respect in their interactions with others?

Tokenism

How do 'token' individuals experience and navigate their roles within interpersonal relationships and social groups?

Culture that feels exclusive

How do power dynamics shape individuals' experiences of inclusion and exclusion within interpersonal relationships and social groups?

Cultural

Not feeling safe or respected

How are notions of safety and respect culturally constructed and interpreted within sports?

Tokenism

How are 'token' individuals portrayed and perceived within cultural narratives and representations?

Culture that feels exclusive

How are exclusivity and inclusion/exclusion negotiated within cultural discourses and practices?

Structural

Not feeling safe or respected

What factors contribute to feeling unsafe and a lack of respect among certain groups?

How do these feelings intersect with other forms of oppression and discrimination?

Tokenism

How does 'token' representation within sports mask deeper issues of inequality?

In what ways does tokenism fail to address systemic barriers faced by marginalised groups?

Culture that feels exclusive

What aspects of culture contribute to feelings of exclusion for certain groups?

How do power dynamics within cultural spaces reinforce exclusivity?

EXAMINE: IMPLICIT CONDITIONS

Interpersonal

Privilege

How do individuals' privileges intersect and manifest in their interpersonal interactions and relationships?

Resistance to changing the status quo

How do power dynamics influence individuals' resistance or compliance with efforts to challenge the status quo within interpersonal relationships and social groups?

Belief that the current system is equitable

How do individuals' beliefs about the fairness of the current system influence their interpersonal interactions and relationships?

Cultural

Privilege

How is privilege perpetuated and normalised within cultural narratives and discourses?

Resistance to changing the status quo

How are narratives of resistance constructed and perpetuated within cultural discourses?

Belief that the current system is equitable

How are beliefs in the equity of the current system reinforced and normalised within cultural discourses and narratives?

Structural

Privilege

How is privilege conferred to certain groups? In what ways does privilege operate to maintain the status quo and perpetuate inequality?

Resistance to changing the status quo

What factors contribute to resistance against efforts to address systemic inequalities?

How do power dynamics and privilege play a role in perpetuating resistance to change?

Belief that the current system is equitable

How do dominant narratives perpetuate the myth of meritocracy and equal opportunity?

In what ways does this belief ignore the lived experiences of marginalised groups and uphold systemic oppression?

EVOLVE AND ELEVATE: IMPLICIT CONDITIONS

Evolve Implicit Conditions

Applying to practice to transform leadership and governance practice.

Interpersonal

Foster Accountability and Transparency

Hold individuals accountable for their interpersonal interactions and behaviours, particularly in relation to power dynamics and privilege.

Establish clear expectations for respectful and inclusive communication within your organisation.

Consider values, codes of conduct, upstander training

Collaborate with Stakeholders

Engage in dialogue and collaboration with diverse stakeholders to address interpersonal dynamics and promote inclusivity.

Seek input and feedback from marginalised groups to ensure their perspectives are heard and valued in decision-making processes.

Monitor Progress and Adapt Strategies

Establish mechanisms for monitoring and addressing interpersonal dynamics. E.g. an annual anonymous survey

Regularly assess progress towards building inclusive and equitable interpersonal relationships and adapt strategies as needed.

Elevate Implicit Conditions

Evaluating efforts requires looking for changes that reflect progress towards greater equity, inclusivity and responsiveness to diverse needs and experiences.

Interpersonal

Accountability and Transparency

Evaluate whether mechanisms for accountability and transparency are effectively addressing issues of interpersonal power dynamics and privilege.

Look for evidence of accountability for harmful behaviours and actions, as well as transparency in decision-making processes.

Improved Interpersonal Relationships

Look for evidence of improved relationships and communication among diverse stakeholders.

Assess whether all individuals feel respected, valued, and included in interpersonal interactions.

Conflict Resolution and Mediation

Assess the effectiveness of conflict resolution and mediation processes in addressing interpersonal conflicts related to power dynamics and privilege.

Look for evidence of fair and equitable resolution of conflicts, with attention to underlying systemic issues.

Themes addressed

- Bias and Discrimination
- Negative and/or cultural stereotypes
- Belief that the current system is equitable
- Not feeling safe or respected

Evolve Implicit Conditions

Applying to practice to transform leadership and governance practice.

Cultural

Promote Cultural Awareness and Responsiveness

Provide cultural awareness training and education to all members of your organisation.

Foster an organisational culture that values diversity and promotes inclusivity.

Challenge Tokenism and Exclusivity

Address cultural norms and practices that perpetuate tokenism and exclusivity.

Create opportunities for genuine representation and participation from marginalised groups in decision making.

Engage in Continuous Learning and Reflection

Encourage ongoing learning and reflection on unconscious bias.

Create spaces for dialogue and exchange of ideas to promote ongoing learning.

Elevate Implicit Conditions

Evaluating efforts requires looking for changes that reflect progress towards greater equity, inclusivity and responsiveness to diverse needs and experiences.

Cultural

Cultural Shifts

Observe changes in organisational culture towards greater respect for diversity and inclusivity.

Look for evidence of cultural norms and practices that promote belonging and value different perspectives.

Increased Cultural Competency

Assess the level of cultural competency among leadership.

Look for improvements in understanding and respect for cultural differences, as well as efforts to actively challenge stereotypes and biases.

Genuine Representation

Evaluate the extent to which representation of marginalised groups is genuine rather than tokenistic.

Look for meaningful engagement and participation from diverse voices in decision-making processes.

Themes addressed

- Colonised systems and structures
- Bias and Discrimination
- Tokenism
- Privilege
- Culture that feels exclusive

EVOLVE AND ELEVATE: IMPLICIT CONDITIONS

Evolve Implicit Conditions

Applying to practice to transform leadership and governance practice.

Structural

Identify Areas for Change

Conduct a thorough assessment of the structural policies, procedures, and systems within your governance framework.

Identify areas where structural inequalities and biases are embedded and where changes are needed to promote equity and inclusion.

Address Power Imbalances

Implement structural changes to redistribute power more equitably within your governance framework.

Consider changes to decision-making processes to ensure marginalised voices are heard and valued.

Develop Inclusive Policies and Practices

Review and revise organisational policies and practices to eliminate barriers and promote inclusivity.

Implement new policies that address systemic biases.

Foster Accountability and Transparency

Establish transparent mechanisms for accountability, such as regular reporting on diversity and inclusion metrics.

Hold leaders and decision-makers accountable for promoting equity and addressing systemic issues.

Elevate Implicit Conditions

Evaluating efforts requires looking for changes that reflect progress towards greater equity, inclusivity and responsiveness to diverse needs and experiences.

Structural

Increased Representation and Participation

Look for greater representation of marginalised groups in leadership positions, decision-making bodies, and key committees.

Evaluate the diversity of voices and perspectives included in important discussions, initiatives and decision making.

Policy and Procedural Changes

Assess the implementation of new policies and procedures aimed at promoting equity and inclusion.

Look for changes in hiring practices, promotion criteria, and resource allocation that reflect a commitment to addressing systemic biases.

Redistribution of Power

Monitor changes in power dynamics within the organisation or governance framework.

Evaluate whether decision-making processes have become more inclusive and participatory, with marginalised voices given greater weight.

Themes addressed

- Colonised systems and structures
- Bias and Discrimination
- Privilege
- Culture that feels exclusive

EXAMINE: SEMI-EXPLICIT CONDITIONS

Semi-Explicit Conditions

Quality of connections and communication among different stakeholders, especially those with differing histories / viewpoints.

Link to Sports Governance Standards:

1. The spirt of the game – values driven culture and behaviours
2. The team – aligned sport through collaborative governance
3. The players – a diverse board to enable considered decision-making

Interpersonal

Leaving the sector due to barriers and exclusion

How do power dynamics in interpersonal relationships contribute to individuals feeling excluded and marginalised?

What role do interpersonal interactions and behaviours play in perpetuating or challenging barriers to inclusion?

Stereotypes – do not feel they can be themselves at work

How do power dynamics in interpersonal relationships influence individuals' ability to be themselves at work?

What steps are being taken to create supportive interpersonal environments that challenge stereotypes and promote authenticity?

Cultural

Leaving the sector due to barriers and exclusion

How do cultural norms within sports reinforce feelings of exclusion and marginalisation?

In what ways do cultural attitudes and expectations shape individuals' decisions to leave?

Stereotypes – do not feel they can be themselves at work

How do cultural norms and values within sport reinforce stereotypes and expectations around identity?

What efforts are being made to create a culture where individuals feel empowered to express their authentic selves?

Structural

Leaving the sector due to barriers and exclusion

How do structural barriers within sports contribute to individuals leaving due to exclusion?

What policies or practices perpetuate these barriers, particularly for marginalised groups?

Stereotypes – do not feel they can be themselves at work

How do structural inequalities within the sector perpetuate stereotypes and inhibit individuals from being their authentic selves?

Are there policies or practices in place that address stereotypes and promote inclusivity?

Interpersonal

Pressure to fit in with norms

How do power dynamics in interpersonal relationships reinforce or challenge normative behaviours?

What efforts are being made to create inclusive interpersonal environments that value diversity and authenticity?

Lack of authentic consultation

How do power dynamics in interpersonal relationships influence who feels comfortable speaking up and being heard? What steps are being taken to create a culture of openness and inclusivity that encourages authentic consultation?

Cultural

Pressure to fit in with norms

How do cultural norms and values shape perceptions of what it means to "fit in" within the sector?

In what ways do cultural expectations influence individuals' experiences of pressure to conform?

Lack of authentic consultation

How do cultural norms and values influence perceptions of who is deserving of voice? In what ways do cultural attitudes towards authority and expertise affect authentic consultation?

Structural

Pressure to fit in with norms

What are the dominant norms and expectations within the organisation, and how do they privilege certain people over others? How does identity influence individuals' experiences of pressure to conform to these norms?

Lack of authentic consultation

How do power dynamics based on identity impact who is consulted and whose voices are heard in decision-making processes? In what ways does the lack of authentic consultation reinforce existing inequalities and exclusion?

EXAMINE: SEMI-EXPLICIT CONDITIONS

Interpersonal

Recruitment exclusivity and network biases

How do power dynamics in interpersonal relationships influence who has access to recruitment networks and opportunities?

What efforts are being made to address network biases and create more equitable access to opportunities?

Traits of leaders typically masculine

How do power dynamics in interpersonal relationships reinforce or challenge traditional norms in leadership?

What efforts are being made to promote diverse leadership styles and challenge stereotypes about effective leadership?

Cultural

Recruitment exclusivity and network biases

How do cultural norms and values shape perceptions of who is deemed "fit" for recruitment and advancement?

In what ways do cultural attitudes towards meritocracy and networking affect recruitment practices?

Traits of leaders typically masculine

In what ways do cultural attitudes towards leadership affect the representation of diverse leadership styles?

Structural

Recruitment exclusivity and network biases

How do structural biases in recruitment processes perpetuate exclusivity within the sector?

Are there systemic barriers that limit access to recruitment networks for marginalised individuals?

Traits of leaders typically masculine

How do norms and stereotypes influence perceptions of leadership traits and behaviours?

In what ways do these norms create barriers for individuals who do not conform to expectations?

Interpersonal

Average tenure of those in leadership roles is 10 year +

How do power dynamics in interpersonal relationships contribute to the perpetuation of long leadership tenures?

What efforts are being made to promote leadership diversity and facilitate opportunities for new voices and perspectives?

Homogenous leaders and lack of diversity

How do power dynamics in interpersonal relationships reinforce or challenge homogeneity in leadership?

What efforts are being made to promote inclusivity and diversity in leadership selection processes and decision-making?

Cultural

Average tenure of those in leadership roles is 10 year +

How do cultural attitudes towards leadership and authority impact the longevity of leaders within the sector?

In what ways do cultural norms around loyalty and stability influence leadership tenure?

Homogenous leaders and lack of diversity

How do cultural norms and values within the sector perpetuate homogeneity in leadership?

In what ways do cultural attitudes towards leadership and identity affect opportunities for diverse leadership representation?

Structural

Average tenure of those in leadership roles is 10 year +

How do structural factors contribute to the longevity of leaders within the sector?

How do power dynamics influence who is able to attain and maintain leadership positions for extended periods?

Homogenous leaders and lack of diversity

How do structural barriers contribute to the lack of diversity in leadership?

How does identity impact individuals' perceptions of belonging and advancement within sports organisations led by homogenous leadership?

EVOLVE & ELEVATE: SEMI-EXPLICIT CONDITIONS

Evolve Semi-Explicit Conditions

Applying to practice to transform leadership and governance practice.

Interpersonal

Conduct a comprehensive assessment

Assess interpersonal dynamics and power relations to understand how they impact inclusion and collaboration.

Identify opportunities for improving communication, building trust, and addressing conflicts related to power differentials.

Establish clear goals and objectives

Set goals for improving interpersonal relationships and communication across all levels of the organisation.

Define objectives for promoting inclusive leadership behaviours, such as active listening, empathy, and inclusive decision-making processes.

Provide training and education

Offer training programs on effective communication, conflict resolution, and allyship to improve interpersonal relationships and promote a culture of respect and collaboration.

Provide resources and support for employees to develop empathy, cultural sensitivity, and active listening skills.

Elevate Semi-Explicit Conditions

Evaluating efforts requires looking for changes that reflect progress towards greater equity, inclusivity and responsiveness to diverse needs and experiences.

Interpersonal

Improved Interpersonal Relationships

Look for evidence of improved relationships and communication among members of the organisation.

Assess whether all individuals feel respected, valued, and included in interpersonal interactions.

Conflict Resolution and Mediation

Assess the effectiveness of conflict resolution and mediation processes in addressing interpersonal conflicts related to power dynamics and privilege.

Look for evidence of fair and equitable resolution of conflicts, with attention to underlying systemic issues.

Themes addressed

- Stereotypes – do not feel they can be themselves at work
- Lack of authentic consultation
- Leaving the sector due to barriers and exclusion
- Pressure to ft in with norms

Evolve Semi-Explicit Conditions

Applying to practice to transform leadership and governance practice.

Interpersonal

Foster inclusive leadership

Provide training and support for leaders to develop their interpersonal skills and build inclusive team cultures.

Encourage leaders to actively listen to the perspectives of others, foster psychological safety within teams, and address instances of bias or discrimination promptly and effectively.

Promote accountability and transparency

Establish clear expectations for behaviour and conduct that promote inclusive and respectful interpersonal relationships.

Implement feedback mechanisms, such as 360-degree assessments or anonymous surveys, to gauge the effectiveness of interpersonal dynamics and identify areas for improvement.

Elevate Semi-Explicit Conditions

Evaluating efforts requires looking for changes that reflect progress towards greater equity, inclusivity and responsiveness to diverse needs and experiences.

Interpersonal

Accountability and Transparency

Evaluate whether mechanisms for accountability and transparency are effectively addressing issues of interpersonal power dynamics and privilege.

Look for evidence of accountability for harmful behaviours and actions, as well as transparency in decision-making processes.

Themes addressed

- Stereotypes – do not feel they can be themselves at work
- Lack of authentic consultation
- Leaving the sector due to barriers and exclusion
- Pressure to ft in with norms

EVOLVE & ELEVATE: SEMI-EXPLICIT CONDITIONS

Evolve Semi-Explicit Conditions

Applying to practice to transform leadership and governance practice.

Cultural

Conduct a comprehensive assessment

Evaluate organisational culture and values to identify norms and attitudes that perpetuate inequality and exclusion.

Identify cultural shifts necessary to create a more inclusive environment, such as promoting cultural responsiveness and fostering a sense of belonging for all members.

Establish clear goals and objectives

Define goals for cultural transformation, such as promoting values of inclusivity, respect, and equity throughout the organisation.

Establish objectives for fostering a more inclusive culture, such as implementing training programs on unconscious bias and creating affinity groups for marginalised employees.

Provide training and education

Offer training and workshops for all employees to raise awareness of unconscious biases.

Provide education on the value of diversity and inclusion in driving innovation, creativity, and organisational success.

Elevate Semi-Explicit Conditions

Evaluating efforts requires looking for changes that reflect progress towards greater equity, inclusivity and responsiveness to diverse needs and experiences.

Cultural

Cultural Shifts

Observe changes in organisational culture towards greater respect for diversity and inclusivity.

Look for evidence of cultural norms and practices that promote belonging and value different perspectives.

Increased Cultural Competency

Assess the level of cultural competency among members of leadership and across the organisation more broadly.

Look for improvements in understanding and respect for cultural differences, as well as efforts to actively challenge stereotypes and biases.

Themes addressed

- Stereotypes – do not feel they can be themselves at work
- Pressure to ft in with norms
- Traits of leaders typically masculine
- Recruitment exclusivity and network biases
- Homogenous leaders and lack of diversity

Evolve Semi-Explicit Conditions

Applying to practice to transform leadership and governance practice.

Cultural

Foster inclusive leadership

Promote leadership models that prioritise collaboration, empathy, and inclusivity over traditional hierarchical structures.

Encourage leaders to model inclusive behaviours and create opportunities for diverse voices to be heard and valued within decision-making processes.

Promote accountability and transparency

Foster a culture of accountability where all members feel empowered to speak up about instances of discrimination, bias, or exclusion.

Create channels for feedback and dialogue to ensure that concerns related to cultural dynamics are addressed transparently and effectively.

Elevate Semi-Explicit Conditions

Evaluating efforts requires looking for changes that reflect progress towards greater equity, inclusivity and responsiveness to diverse needs and experiences.

Cultural

Genuine Representation

Evaluate the extent to which representation of marginalised groups is genuine rather than tokenistic.

Look for meaningful engagement and participation from diverse voices in decision-making processes.

Themes addressed

- Stereotypes – do not feel they can be themselves at work
- Pressure to ft in with norms
- Traits of leaders typically masculine
- Recruitment exclusivity and network biases
- Homogenous leaders and lack of diversity

EVOLVE & ELEVATE: SEMI-EXPLICIT CONDITIONS

Evolve Semi-Explicit Conditions

Applying to practice to transform leadership and governance practice.

Structural

Conduct a comprehensive assessment

Assess structural policies, procedures, and systems to identify barriers to diversity, equity, and inclusion (DEI).

Identify areas where structural changes are needed to promote DEI, such as recruitment processes, decision-making structures, and resource allocation.

Establish clear goals and objectives

Set goals for structural changes that promote DEI, such as increasing representation of marginalised groups in leadership positions or implementing inclusive recruitment practices.

Define measurable objectives to track progress towards these goals, such as targets for diversity in employment or promotion rates for underrepresented groups.

Elevate Semi-Explicit Conditions

Evaluating efforts requires looking for changes that reflect progress towards greater equity, inclusivity and responsiveness to diverse needs and experiences.

Structural

Policy and Procedural Changes

Assess the implementation of new policies and procedures aimed at promoting equity and inclusion.

Look for changes in organisational policies that address systemic biases and promote fairness and transparency.

Themes addressed

- Recruitment exclusivity and network biases
- Average tenure of those in leadership roles is 10 year +
- Homogenous leaders and lack of diversity

Evolve Semi-Explicit Conditions

Applying to practice to transform leadership and governance practice.

 Structural

Foster inclusive leadership

Establish leadership development programs that emphasise the importance of inclusive leadership behaviours and practices.

Provide mentorship and coaching opportunities for emerging leaders from underrepresented groups to support their advancement into leadership positions.

Promote accountability and transparency

Establish mechanisms for accountability and transparency in decision-making processes, such as diversity dashboards.

Hold all leaders and managers accountable for promoting DEI goals and outcomes.

Elevate Semi-Explicit Conditions

Evaluating efforts requires looking for changes that reflect progress towards greater equity, inclusivity and responsiveness to diverse needs and experiences.

 Structural

Redistribution of Power

Monitor changes in power dynamics, particularly in decision-making processes.

Evaluate whether marginalised voices are given greater weight and influence in governance and leadership roles.

Increased Representation and Participation

Look for greater representation of marginalised groups in leadership positions, decision-making bodies, and key committees.

Evaluate whether structural changes have been made to promote diversity and inclusion, such as revisions to recruitment processes or changes to governance structures.

Themes addressed

- Recruitment exclusivity and network biases
- Average tenure of those in leadership roles is 10 year +
- Homogenous leaders and lack of diversity

EXAMINE: EXPLICIT CONDITIONS

Explicit Conditions

The Policies, rules, regulations and priorities that guide sports leaders' own and others actions. Formal practices, procedures, processes, guidelines, networks, as well as informal shared habits.

Resource Flows including how money, people, knowledge, information, and other assets are allocated and distributed is sport.

Link to Sports Governance Standards:

4. The gameplan – a clear vision that informs strategy
5. The rulebook – documents that outline duties, powers, roles and responsibilities
6. The playbook – board processes which ensue accountability and transparency
7. The defence – a system which protects thea organisation
9. The scorecard – embedded systems of internal review to foster continuous improvement

Interpersonal

Lack of career development opportunities and support

How do power dynamics in interpersonal relationships impact who receives career development opportunities and support, and who is overlooked?

Inequitable opportunities for advancement

How do power dynamics in interpersonal relationships affect who is perceived as "fit" for advancement and who is overlooked for promotion?

Cultural

Lack of career development opportunities and support

How do cultural norms and values influence perceptions of who is deserving of career development support?

Inequitable opportunities for advancement

How do cultural norms around leadership and success reinforce existing disparities in advancement opportunities?

Structural

Lack of career development opportunities and support

How does identity impact access to career development opportunities?

In what ways do systemic barriers, such as biased hiring or promotion practices, contribute to unequal access to support for career advancement?

Inequitable opportunities for advancement

How do intersecting forms of discrimination and privilege shape who has access to opportunities for advancement?

In what ways do structural barriers, such as lack of mentorship or sponsorship, contribute to disparities in advancement?

Interpersonal

Gap between policies and practices

How do power dynamics in interpersonal relationships impact the enforcement and interpretation of organisational policies, and who is held accountable for their implementation?

Barriers to access

How do power dynamics in interpersonal relationships affect who has access to resources and opportunities, and who is excluded or marginalised?

Cultural

Gap between policies and practices

How do cultural norms influence adherence to or deviation from established policies and procedures?

Barriers to access

How do cultural norms and values contribute to the creation or perpetuation of barriers to access?

Structural

Gap between policies and practices

How do privilege and power dynamics influence the implementation of policies aimed at promoting equity and inclusion?

What structural barriers exist that prevent policies from being effectively translated into inclusive practices?

Barriers to access

How does identity intersect with systemic barriers to access, such as geographic location, language proficiency, or migration status?

In what ways do structural inequalities perpetuate unequal access to resources and opportunities?

EXAMINE: EXPLICIT CONDITIONS

Interpersonal

DEI work is often siloed

How do power dynamics in interpersonal relationships impact collaboration and communication across departments or teams working on DEI initiatives?

Lack of cultural safety

How do power dynamics in interpersonal relationships impact the creation of inclusive and respectful environments where individuals feel culturally safe and valued?

Cultural

DEI work is often siloed

How do cultural attitudes towards diversity and inclusion influence the integration of DEI work into broader organisational strategies and practices?

Lack of cultural safety

How do cultural norms and values contribute to the creation or absence of cultural safety for all members?

Structural

DEI work is often siloed

How do privilege and power dynamics contribute to the siloing of diversity, equity, and inclusion (DEI) efforts?

What structural barriers exist that prevent DEI initiatives from being integrated into broader organisational strategies and practices?

Lack of cultural safety

How does identity intersect with experiences of cultural safety or lack thereof?

In what ways do structural inequalities perpetuate environments where individuals feel marginalised or excluded based on their identity?

Interpersonal

Lack of transparency and accountability

How do power dynamics in interpersonal relationships affect the willingness of individuals to hold themselves and others accountable for their actions and decisions?

Resource allocation means priorities are here and now

How do power dynamics in interpersonal relationships impact who has influence over resource allocation decisions and how they are made?

Cultural

Lack of transparency and accountability

How do cultural attitudes towards transparency and accountability influence the establishment and enforcement of mechanisms for oversight and accountability?

Resource allocation means priorities are here and now

How do cultural values around resource management and organisational priorities influence decision-making regarding resource allocation?

Structural

Lack of transparency and accountability

How do privilege and power dynamics influence transparency and accountability within decision making?

What structural barriers exist that prevent meaningful transparency and accountability mechanisms from being implemented?

Resource allocation means priorities are here and now

How does privilege shape resource allocation priorities?

In what ways do structural inequalities contribute to short-term thinking and limited investment in long-term equity initiatives?

EXAMINE: EXPLICIT CONDITIONS

Interpersonal

Governance has not changed in over 10 years

How do power dynamics in interpersonal relationships impact the ability of individuals to challenge and advocate for changes in governance structures and practices?

Rigid governance structures and funding cycles and practices

How do power dynamics in interpersonal relationships influence the perpetuation or challenge of rigid governance structures and practices, and who benefits or suffers as a result?

Cultural

Governance has not changed in over 10 years

How do cultural attitudes towards tradition and stability influence resistance to change in governance practices?

Rigid governance structures and funding cycles and practices

How do cultural norms around hierarchy and authority reinforce rigid governance structures and practices?

Structural

Governance has not changed in over 10 years

How do power dynamics influence decision-making processes within the governance structure?

What structural barriers exist that prevent meaningful change and adaptation in governance practices?

Rigid governance structures and funding cycles and practices

How does privilege shape the design and implementation of governance structures and funding practices?

In what ways do structural inequalities contribute to rigid structures that limit flexibility and responsiveness to diverse needs and experiences?

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If we keep pigeonholing people, we're just going around in circles. Co-design and collaboration create a better product and something more meaningful and relevant to the community.

Sarah Loh
CEO, Softball Australia

EVOLVE & ELEVATE: EXPLICIT CONDITIONS

Evolve Explicit Conditions

Applying to practice to transform leadership and governance practice.

Interpersonal

Conduct a comprehensive assessment

Assess interpersonal dynamics and power relations within the organisation to understand how they influence leadership behaviour and decision-making.

Identify opportunities for improving communication, collaboration, and trust-building among leaders, staff, and stakeholders.

Set clear goals

Set goals and objectives for improving interpersonal relationships, communication, and collaboration among leaders, staff, and stakeholders.

Develop strategies for building trust, resolving conflicts, and promoting psychological safety within teams and across the organisation.

Elevate Explicit Conditions

Evaluating efforts requires looking for changes that reflect progress towards greater equity, inclusivity and responsiveness to diverse needs and experiences.

Interpersonal

Positive Interpersonal Relationships

Improved trust, communication, and collaboration among leaders, staff, and stakeholders.

Reduction in interpersonal conflicts and power struggles, leading to more cohesive and innovative teams.

Themes addressed

- Barriers to access
- Lack of cultural safety
- Lack of transparency and accountability
- Lack of career development opportunities and support

Evolve Explicit Conditions

Applying to practice to transform leadership and governance practice.

Interpersonal

Develop an action plan

Implement strategies for improving communication, collaboration, and conflict resolution skills among leaders, staff, and stakeholders.

Provide training and resources for developing empathy, active listening, and inclusive leadership behaviours.

Engage stakeholders and build coalitions

Facilitate opportunities for leaders and staff to engage in honest and open conversations about power dynamics, privilege, and inclusion.

Build trust and solidarity among team members through team-building activities, conflict resolution training, and mutual support networks.

Foster a culture of trust, mutual respect, and psychological safety where individuals feel valued, supported, and empowered to contribute their best.

Elevate Explicit Conditions

Evaluating efforts requires looking for changes that reflect progress towards greater equity, inclusivity and responsiveness to diverse needs and experiences.

Interpersonal

Empowered Leadership

Development of inclusive leadership behaviours, such as active listening, empathy, and inclusive decision-making.

Distribution of power and influence among team members, with a focus on shared leadership and collaboration.

Supportive Networks and Mentorship

Establishment of supportive networks and mentorship programs to empower marginalised individuals and promote their professional development.

Increased access to mentorship and sponsorship opportunities for underrepresented groups in leadership positions.

Themes addressed

- Barriers to access
- Lack of cultural safety
- Lack of transparency and accountability
- Lack of career development opportunities and support

EVOLVE & ELEVATE: EXPLICIT CONDITIONS

Evolve Explicit Conditions

Applying to practice to transform leadership and governance practice.

Cultural

Conduct a comprehensive assessment

Evaluate organisational culture, norms, and values to understand how they impact leadership practices and perpetuate inequalities.

Identify cultural shifts necessary to foster a more inclusive and respectful environment, such as promoting cultural competency training or recognising diverse leadership styles.

Set clear goals

Define goals and objectives for cultural change initiatives that promote inclusivity, respect, and empathy within the organisation.

Establish benchmarks for assessing progress and outcomes related to cultural transformation efforts.

Develop an action plan

Develop initiatives and programs to promote cultural change, such as awareness campaigns, and inclusive leadership development.

Provide resources and support for staff to participate in and engage in critical conversations about power and privilege.

Elevate Explicit Conditions

Evaluating efforts requires looking for changes that reflect progress towards greater equity, inclusivity and responsiveness to diverse needs and experiences.

Cultural

Inclusive Organisational Culture

Shift towards a culture of inclusivity, respect, and belonging where diverse perspectives are valued and celebrated.

Increased awareness and understanding of cultural differences and unconscious biases among staff and leaders.

Themes addressed

- Inequitable opportunities for advancement
- Governance has not changed in over 10 years
- Barriers to access
- Lack of cultural safety

Evolve Explicit Conditions

Applying to practice to transform leadership and governance practice.

Cultural

Engage stakeholders and build coalitions

Foster dialogue and collaboration among stakeholders to challenge cultural norms and values that perpetuate inequalities and exclusion.

Create spaces for sharing experiences, perspectives, and ideas to promote understanding and empathy across cultural differences.

Implement structural reforms

Implement cultural change initiatives aimed at challenging norms, values, and attitudes that perpetuate inequalities and exclusion.

Foster a culture of inclusivity, respect, and belonging through visible leadership, modelling of inclusive behaviours, and recognition of diverse contributions.

Elevate Explicit Conditions

Evaluating efforts requires looking for changes that reflect progress towards greater equity, inclusivity and responsiveness to diverse needs and experiences.

Cultural

Cultural Competency

Improvement in cultural competency skills among staff and leaders, leading to more effective communication, collaboration, and conflict resolution.

Reduction in incidents of discrimination, harassment, or microaggressions based on differences.

Supportive Work Environment

Creation of a psychologically safe environment where individuals feel empowered to speak up, challenge norms, and express their authentic selves.

Recognition and celebration of diverse cultural backgrounds, experiences, and contributions.

Themes addressed

- Barriers to access
- Lack of cultural safety
- Lack of transparency and accountability
- Lack of career development opportunities and support

EVOLVE & ELEVATE: EXPLICIT CONDITIONS

Evolve Explicit Conditions

Applying to practice to transform leadership and governance practice.

Structural

Conduct a comprehensive assessment

Assess governance structures, policies, and decision-making processes to identify systemic inequalities and barriers to inclusivity and accountability.

Identify areas for structural reform, such as revising governance charters or restructuring decision-making bodies to promote diversity and equity.

Set clear goals

Define clear goals and objectives for structural reforms that promote equity and transparency in governance and decision-making.

Ensure that goals align with broader organisational objectives and are measurable and achievable within specified timeframes.

Develop an action plan

Develop a comprehensive action plan outlining specific strategies, activities, and timelines for implementing structural reforms.

Assign responsibilities and allocate resources to support implementation efforts and ensure accountability.

Elevate Explicit Conditions

Evaluating efforts requires looking for changes that reflect progress towards greater equity, inclusivity and responsiveness to diverse needs and experiences.

Structural

Equitable Resource Allocation

Fair and transparent allocation of resources to support diversity, equity, and inclusion initiatives.

Prioritisation of long-term equity goals over short-term gains in resource allocation decisions.

Themes addressed

- Gap between policies and practices
- DEI work is often siloed
- Resource allocation means priorities are here and now
- Rigid governance structures and funding cycles and practices

Evolve Explicit Conditions

Applying to practice to transform leadership and governance practice.

 Structural

Engage stakeholders and build coalitions

Engage with stakeholders from diverse backgrounds to ensure their perspectives are considered in governance decisions and reforms.

Build coalitions with individuals and groups who are committed to promoting structural changes that advance equity, transparency, and accountability.

Implement structural reforms

Implement reforms to governance structures, policies, and decision-making processes to promote equity and transparency.

Ensure that structural changes are communicated effectively and that stakeholders are engaged in the process of implementation.

Elevate Explicit Conditions

Evaluating efforts requires looking for changes that reflect progress towards greater equity, inclusivity and responsiveness to diverse needs and experiences.

 Structural

Increased Diversity in Leadership

Greater representation of marginalised groups in leadership positions and decision-making bodies.

Implementation of structural reforms that promote diversity, equity, and transparency in governance structures and processes.

Transparent Policies and Practices

Improved transparency in governance processes, such as decision-making, resource allocation, and policy development.

Establishment of accountability mechanisms to ensure adherence to organisational policies and values.

Themes addressed

- Gap between policies and practices
- DEI work is often siloed
- Resource allocation means priorities are here and now
- Rigid governance structures and funding cycles and practices
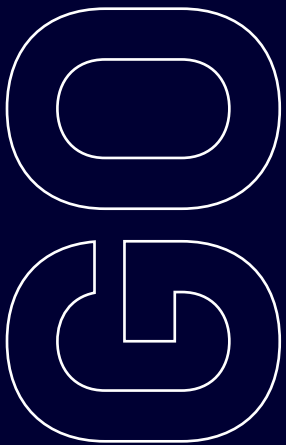
Section 3: Beyond Barriers – An All-Inclusive approach to governance and leadership in Australian Sport

- Case studies
- Videos from leaders in sports organisations discussing how they have applied intersectionality in their leadership and governance role
- Tools and activities to support implementation
- Practical resources to support implementation

Supporting core values of sports: Excellence + Belonging + Courage + Connection

CASE STUDIES

FIFA World Cup:
An intersectional lens

Gender Audits in Sport:
An intersectional lens

Sports Governance Standards:
An intersectional lens

CASE STUDY 1

FIFA World Cup: An intersectional lens

Surveys by the International Federation of Association Football (FIFA) estimate that about 270 million people globally are involved in football, encompassing professional players, recreational players, registered players (including under 18s), futsal and beach football players, referees, and officials. This broad involvement spans all categories of class, gender, ethnicity, age, and ability. Using intersectionality as an analytical tool to examine the FIFA World Cup can illuminate how intersecting power relations of Indigeneity, ethnicity, gender, class, nation, and sexuality organise this sport and sports more broadly.

Structural Domain of Power

FIFA's headquarters in Switzerland provide it with legal protections as an NGO, enabling it to manage finances with minimal government oversight. Managed by an executive committee of businesspeople, FIFA holds considerable influence with global corporations and national governments hosting the World Cup. For example, during the 2014 games in Brazil, FIFA influenced the Brazilian Parliament to pass laws benefiting its sponsors and operations, demonstrating the structural power it wields.

Gender inequality is embedded in FIFA's structural power relations, similar to many professional sports. The first World Cup in 1930 was exclusively for men, with the Women's World Cup only launched 60 years later in 1991. Despite the growing popularity of women's football, financial benefits for elite women players remain significantly lower than for men. The 2019 Women's World Cup saw a record-breaking audience, yet disparities persisted, with women players receiving only a fraction of the prize money awarded to their male counterparts in the 2018 Men's World Cup. This gendered structure results in accumulated advantages and disadvantages based on gender within FIFA's structural domain of power.

The 2022 FIFA World Cup in Qatar highlighted structural power issues, with allegations of human rights violations against low-paid migrant labourers. The gendered implications of such practices affect women differently, often exacerbating existing inequalities in terms of safety, wages, and working conditions. For instance, female migrant workers in Qatar faced heightened vulnerabilities due to restrictive legal and social norms that limit their mobility and access to justice.

The FIFA Women's World Cup hosted by Australia and New Zealand in 2023, was the most diverse to date. FIFA expanded the women's World Cup from 24 to 32 teams resulting in eight nations (Zambia, the Philippines, Haiti, Morocco, Panama, Republic of Ireland, Vietnam, and Portugal) competing for the first time. Morocco's Nouhaila Benzina also become the first player to wear a hijab at a senior-level women's World Cup. In previous years, powerful countries like the United States, Germany, and Japan had dominated the competition.

Few predicted that the newer teams that would make it to the knockout round but they outperformed. Nigeria, South Africa, and Morocco advance to the knockout round, the first time three African teams had reached this round and ended up playing the nations that had once colonised them.

Whilst South Africa eventually lost to the Netherlands, Morocco to France, and Nigeria to at England, the very presence of these three former colonised African countries was significant.

These African nations (and many others) have faced familiar barriers to get to where they are: lack of resources and attention, systemic inequities, shortage of home government support, discrimination, pay disparities, and unjust power dynamics. In a media interview during the 2023 games, Nigerian player Ifeoma Onumonu stated:

"I've seen what resources England has access to. In Nigeria, we don't have access to much. Our training fields aren't great. Where we sleep isn't great. Sometimes we share beds. There's a lot that needs to be done. We do what we can because we love playing for our country, but hopefully they make it easier for us to do our best."[9]

The Jamaican women's team were only able to get to the competition as a result of crowdfunding money and the Moroccan team had to overcome the conditional and systemic barriers of women pursuing athletic endeavours.

Cultural Domain of Power

The FIFA World Cup, the most widely watched sporting event globally, normalises cultural attitudes and expectations around social inequalities. High audience levels through mass and digital media raise questions about cultural messages regarding gender, ethnicity, class, and sexuality. For instance, the decision to host the 2022 World Cup in Qatar, a country with restrictive laws on LGBTQIA+ rights and gender equality, exemplifies how cultural norms can reinforce gender discrimination. The visibility of male athletes and their portrayal as national heroes often contrasts with the limited media coverage and stereotypical portrayals of female athletes.

Sport contests, like the World Cup, often project a narrative of fair play that overlooks structural inequalities. The metaphor of a level playing field is frequently used, but in reality, social divisions of class, gender, ethnicity, ability, and sexuality create uneven playing fields. This false narrative reinforces cultural myths about meritocracy and fairness, obscuring the systemic barriers faced by marginalised groups. For example, media coverage of the Women's World Cup often emphasises traditional gender roles and appearance over athletic achievements, perpetuating stereotypes and limiting the recognition of female athletes' skills and contributions.

Media representation of emerging teams such as Nigeria and Morocco at the 2023 FIFA Women's World Cup 2023 often portrayed these teams as an 'overnight success', diminishing the efforts that went into their training in addition to the challenges faced in getting to the games.

Journalist Natasha Marsh wrote, *"Too often when we, people of color, get a seat at the table, we're expected to be content, satisfied at the [sometimes belittling] welcome. I'm so glad South Africa .. Morocco, Nigeria, and Jamaica displayed on a global scale that "content" is not what we're after. Their very presence and victories disrupted the game's established hierarchies and introduced many viewers to their talent, which is nothing short of a win."[10]*

Interpersonal Domain of Power

The interpersonal domain of power addresses how individuals experience the combined impact of structural and cultural power, affecting identity aspects such as Indigeneity, class, gender, ethnicity, sexuality, and age. Intersectionality highlights the unique experiences of individuals who belong to multiple marginalised groups. For example, female athletes from different ethnic backgrounds may face distinct forms of sexism and racism. Black female athletes, for instance, often encounter both racial and gendered stereotypes, impacting their opportunities and treatment within the sport.

The visibility of athlete identities through media communications compounds the pressure to conform to gender norms. Female athletes, in particular, must navigate societal expectations of femininity while facing criticism for being perceived as overly masculine or for their sexual orientation. This intersectional scrutiny impacts their professional opportunities, endorsements, and public perception. Athletes who do not conform to traditional gender norms, such as those who identify as non-binary, face additional challenges, including discrimination, lack of recognition, and barriers to participation.

CASE STUDY 1

FIFA World Cup: An intersectional lens

The 2023 FIFA Women's World Cup

Despite breaking audience records, the financial disparity between male and female players remains stark. For example, Alex Morgan, the highest-paid female soccer player, earns less than a million dollars annually, compared to Lionel Messi's over $50 million annual team contract.

These gender pay gaps intersect with issues of ethnicity and class, as seen with the Jamaican women's team struggling to raise funds for participation and the Nigerian team not receiving payment despite their success. Additionally, women from lower socio-economic backgrounds often have fewer opportunities to pursue professional sports due to the high costs associated with training and competition.

With so many countries competing for the first time, and so many players of colour on a global stage, the 2023 Women's World Cup put representation at the foundation of the tournament. However, sustainable change needs people in power to improve allocation of resources within communities, tackle racial and gender inequality, and champion representation to make football equitable for all.

"We need more football clubs in under-resourced areas, more women coaches, and more funding and scholarships for women athletes. We need more people interested in the game, demanding change. Seeing players who look like you matters; it proves to youth around the world that they can play, too, because these athletes have proven it. This is the pathway to decolonising football, and the 2023 tournament is just the start."[11]

In conclusion, an intersectional analysis of the FIFA World Cup reveals how gender issues, intertwined with race, class, and other power relations, shape experiences and opportunities in football. By acknowledging these intersecting power dynamics, we can better understand and address the systemic inequalities that persist in the sport.

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9. **'We share beds': Onumonu laments Nigeria's resources after World Cup exit | Women's World Cup 2023 | The Guardian**

10. **The Decolonization of the Women's World Cup Has Only Begun | POPSUGAR Fitness**

11. **The Decolonization of the Women's World Cup Has Only Begun | POPSUGAR Fitness**

CASE STUDY 2

Gender Audits in Sport: An intersectional lens

Acknowledgment: We thank the Crash the Boards Program Team for generously contributing the Gender Audit Tool to be included as a case study in this project.

The Gender Audit Tool below forms part of the Crash the Boards Program. This audit tool forms part of a series of activities leading to the development of a Gender Equality Action Plan.

Crash the Boards is a partnership of basketball associations across Victoria who implement a suite of interventions targeting key change makers such as coaches, players, committee members and parents to address and prevent gendered based violence. TThe Crash the Boards program design is guided by Sport and Recreation Victoria's Safe and Inclusive Sport: Preventing gender-based violence guide and Our Watch's Change the Story framework, with content underpinned by prevention research and evidence, and specifically adapted to the basketball context.

The program consists of eight (non-linear) phases that each participating basketball association commits to completing, with ongoing implementation support provided by Crash the Boards program staff:

1. Gender Equity workshop – an education session with Association Committee/Board
2. Gender Audit Report – a tool and report that helps identify priorities, gaps, and opportunities in line with organisation strategic priorities and readiness
3. Gender Equality Action Plan (GEAP)
4. Awareness raising of messages
5. Junior coaches workshop
6. Junior player brief intervention
7. Active bystander training
8. Parent workshop

Applying an intersectional lens to the Gender Audit Tool

Work undertaken to improve gender equality in sport is integral to progressing the sport sector to be all-inclusive. This remains true for all under-represented groups based on attributes. Applying an intersectional lens helps us to ensure attribute specific responses are inclusive of the diversity of individuals who identify with the specific attribute. Often, this requires us to reflect on who we are not considering when we focus on attribute specific efforts. The last column in the table below offers some additional questions that could be applied as an intersectional lens to the gender audit tool.

"

Intersectionality is like layers and layers, and it's a tapestry of colours. For me, it shows the beauty of us as humans.

Irena Farinacci
National Diversity & Inclusion
Coordinator, Tennis Australia

CASE STUDY 2

Gender Audits in Sport: An intersectional lens

Category	Question	What would we ask by applying an intersectional lens?
Practices	The club gives the same trophies to women's/girls' and men's/boys' teams and there are equal displays of pictures, trophies and awards of all the teams.	Are women/girl athletes from diverse backgrounds represented in awards and displays? Has the club sought feedback from members of diverse backgrounds to ensure recognition practices are inclusive?
Practices	Our club provides equal allocation to the best facilities, to prime playing and training times and trainers/first aid to the women's/girls' and men's/boys' teams.	Are accommodations provided to ensure that all women/girl players have equal access, including those with disabilities? Are gender-diverse and non-binary athletes included in the allocation of resources?
Practices	Our club annually reviews how equal, safe, welcoming and inclusive our club is for women, girls and gender diverse people via an anonymous member survey and identifies areas for improvement.	Does the survey include questions addressing the experiences of women/girl players from diverse backgrounds? Are non-binary and gender-diverse players specifically included in the survey questions?
Practices	Our club takes practical steps to allow people with parental responsibilities to participate, e.g. providing a secure space for children with books and toys, and scheduling games and training sessions at suitable times.	Are the provided spaces and schedules accommodating for all types of carers, including single carers and LGBTIQA+ families? Are the facilities accessible to carers and children with disabilities?

Category	Question	What would we ask by applying an intersectional lens?
Practices	Our car park has disability parking or parking for people with prams/young children and facilities wheelchair friendly.	Are the parking facilities accessible and inclusive for people with disabilities and families with young children? Is the signage for parking inclusive and easy to understand?
Practices	There is enough lighting in the car park for everyone to feel safe when using the facilities after dark.	Is the lighting distributed to ensure there are no dark spots, particularly for those with mobility issues or visual impairments?
Practices	Our facility has all-gender toilets available for the public to use.	Are the all-gender toilets fully accessible to individuals with disabilities? Are safety and privacy measures adequate for everyone using the all-gender toilets?

CASE STUDY 2

Gender Audits in Sport: An intersectional lens

Category	Question	What would we ask by applying an intersectional lens?
Policies	When sexist behaviour occurs (such as sexist or disrespectful language, or unfair treatment based on gender), the club leaders would know how to take action and are confident to do so.	Have the club leaders received training on recognising and addressing harmful behaviour, including intersecting forms of discrimination? Are there accessible mechanisms for reporting harmful behaviour that account for barriers faced by marginalised groups? Are the processes for addressing harmful behaviour transparent and accountable, ensuring that members from all backgrounds trust and feel safe using them?
Policies	Our club values and/or code of conduct communicates using strong language our support of gender equality and zero tolerance of: sexist language, jokes and comments; verbal abuse; online misconduct; sexual harassment; and offensive or inappropriate images	Is the language in the code of conduct inclusive and specific in addressing various forms of discrimination? Are there clear procedures for enforcing the code of conduct to ensure accountability? Has the club sought feedback from members of diverse backgrounds in the development and ongoing revision of the code of conduct to ensure it addresses their specific needs and concerns?
Policies	All members (including parents, officials and volunteers) are required to sign the Code of Conduct at the start of each season and the club values are referred regularly	Does the Code of Conduct include protections against various forms of discrimination? Are there measures to ensure all members understand the Code of Conduct? How does the club actively promote its values throughout the season to ensure they are regularly referred to and embodied by all members?

Category	Question	What would we ask by applying an intersectional lens?
Policies	Practices from all cultures are respected and welcomed in the club, and our club communicates that all offensive comments and jokes about gender, sexuality, age, religion, race or disabilities are not tolerated.	Are club members trained on cultural awareness and the importance of respecting diverse practices? How does the club communicate its zero-tolerance policy on offensive comments and jokes? Are there culturally responsive conflict resolution processes in place?
Policies	Our club is familiar with the Member Protection processes for complaints and has a Member Protection Officer to support members with issues and concerns and to protect their best interests in the event of an issue.	Has the Member Protection Officer received training on intersectionality (how various forms of discrimination and bias can intersect and impact members differently)? Are the Member Protection processes culturally responsive and respectful of diverse backgrounds? Does the club collect and analyse data on complaints to identify patterns of intersectional discrimination and take proactive measures to address these issues?

CASE STUDY 2

Gender Audits in Sport: An intersectional lens

Category	Question	What would we ask by applying an intersectional lens?
People	Men, women and gender-diverse people are paid the same to do the same roles, including playing, coaching and other game day staff/officials.	Does the club ensure pay equity across other intersecting identities such as ethnicity and disability? Is there a mechanism for providing feedback on pay equity?
People	The club has targets to increase gender diversity in leadership in the future and there is a plan to recruit, train and retain women and gender-diverse people for leadership roles such as president, board/committee member, and coach.	Do the gender diversity targets consider other identities? E.g. ethnicity, disability etc., Are there specific strategies to retain leaders from diverse backgrounds? E.g. Are there mentorship programs in place that consider the unique challenges faced by women and gender-diverse people from various backgrounds?
People	Our club officials actively encourage women and gender-diverse people to join the committee each year.	Does the club address specific barriers that diverse women and gender-diverse people may face in joining the committee? Are there support programs like mentorship for diverse women and gender-diverse people?
People	The club has mentors to assist women, girls and gender-diverse people to move into leadership or coaching roles.	Do mentors receive training on intersectionality and cultural competence? How does the club evaluate the effectiveness of the mentoring program?

Category	Question	What would we ask by applying an intersectional lens?
People	When recruiting for leadership positions, 50 per cent of the selection panel are women and/or gender-diverse people.	Does the 50% representation reflect diversity in ethnicity, disability etc. Have the selection panel received training on unconscious bias and cultural competence? Is the composition of the selection panel transparent to promote trust in the recruitment process? Are the criteria for leadership positions inclusive and considerate of the diverse experiences and skills that individuals may bring? How does the club ensure that the selection panel's diversity goes beyond gender?
People	Volunteer and paid positions in our club do not reinforce gender stereotypes, e.g. only women are in the canteen or men are coaches.	Are roles and responsibilities flexible to accommodate diverse skills and backgrounds? Does the club monitor the distribution of roles to ensure diversity?
People	Our club has the commitment to increasing the gender diversity of coaches and ensures that people underrepresented in coaching positions know about the support it provides to them to become accredited coaches, e.g. subsidising coaching courses for women.	Does the commitment include other underrepresented groups? Are the support programs designed to address barriers faced by diverse individuals?

CASE STUDY 2

Gender Audits in Sport: An intersectional lens

Category	Question	What would we ask by applying an intersectional lens?
Participation	Our club looks for opportunities for mixed-gender participation on the field or in training/social events where appropriate.	Does the club consider other diverse characteristics when organising mixed-gender participation events? Are cultural sensitivities considered in planning these events?
Participation	Our club consults with women and gender-diverse people to ask how best to support them to become committee members.	Does the club also consult with diverse women and gender-diverse people from various backgrounds? Are there targeted training and resources to help them become committee members? How does the club ensure a safe and welcoming environment for women and gender-diverse people, particularly those from marginalised communities, to voice their needs and concerns?
Participation	Our club ensures women, girls and gender-diverse people are actively involved in all planning and decision-making.	Are diverse women, girls, and gender-diverse people included in planning and decision-making processes? Are there training and support mechanisms in place for them? How does the club ensure that cultural differences are respected and incorporated into the planning and decision-making processes?

Category	Question	What would we ask by applying an intersectional lens?
Participation	The club provides opportunities and pathways for women, girls and gender-diverse people to participate at all levels of the sport, including as players, coaches, umpires, volunteers, members or on the committee.	How does the club ensure its recruitment efforts reach diverse women, girls, and gender-diverse people? Are there policies in place to support their inclusion and advancement? Does the club seek feedback from women, girls, and gender-diverse people about their experiences and use this feedback to improve pathways and opportunities?
Participation	Transgender or gender non-binary people (including young people and children) are given the option of which team they want to play/train with and are supported in their choice.	Does the club have explicit policies supporting transgender and gender non-binary individuals? Are there dedicated support systems in place for them?
Participation	Everyone participates equally in the organising and cleaning up of club functions.	Are tasks distributed equitably to avoid burdening marginalised communities? How does the club recognise and appreciate contributions from all members?

CASE STUDY 2

Gender Audits in Sport: An intersectional lens

Category	Question	What would we ask by applying an intersectional lens?
Participation	Our club uses strategies to recruit women, girls and gender-diverse people, such as 'come and try days', 'bring a friend days' or offering a 'buddy' to new members.	Are these recruitment strategies accessible to individuals with disabilities and those who speak different languages? How does the club communicate these events to ensure they reach a diverse audience?
Participation	We ask women and gender-diverse people about feelings of safety at our facilities in our member survey.	Does the survey address different aspects of safety for diverse women and gender-diverse people? How does the club follow up on survey results to address safety concerns?

CASE STUDY 3

Sports Governance Standards: An intersectional lens

Applying an intersectional lens to the Sport Governance Standards involves considering the varied and interconnected social identities and experiences of individuals who participate in, manage, and are affected by sports governance.

Below are some examples of what can be considered for each principle.

CASE STUDY 3

Sports Governance Standards: An intersectional lens

Principle 1: The Spirit of the Game – Values-driven culture and behaviours

Sports Governance Standard	Integrating an intersectional lens
Code of Conduct	Ensure the code of conduct explicitly addresses issues of discrimination and bias, acknowledging multiple social identities.
Defined Values and Behaviours	Incorporate values that promote inclusivity, equity, and respect for all identities
Demonstrated Values and Behaviours	Monitor and call out behaviours that marginalise any group, ensuring representation and support for diverse identities

Principle 2: The Team – Aligned sport through collaborative governance

Sports Governance Standard	Integrating an intersectional lens
Stakeholder Engagement Plan	Develop plans that engage a diverse range of stakeholders, ensuring marginalised voices are represented, heard and considered.
Defined Values and Behaviours	Facilitate regular and proactive communication with diverse member bodies to understand and address their unique needs and challenges.
Member Collaboration	Foster an environment of mutual respect and understanding among member bodies with different cultural, social, and economic backgrounds.

Principle 3: The Gameplan – A clear vision that informs strategy

Sports Governance Standard	Integrating an intersectional lens
Strategic Plan	Ensure the strategic plan measurable targets for diversity, equity, and inclusion, and includes specific actions to address barriers faced by underrepresented groups.

Principle 4: The Players – A diverse board to enable considered decision-making

Sports Governance Standard	Integrating an intersectional lens
Board Skills Matrix	Ensure the skills matrix includes cultural competency and experience with diversity and inclusion.
Diversity, Equity, and Inclusion Goals	Set and publicly disclose specific goals for increasing diversity across multiple dimensions.
Gender Balance	Aim for a board composition that reflects gender diversity beyond the binary, including non-binary, gender-diverse identities, ethnicity, age etc.
Director Independence	Ensure directors are free from biases that may affect their judgment on diversity-related issues.
Appointment of Directors	Implement transparent and inclusive processes that encourage applications from diverse backgrounds.

CASE STUDY 3

Sports Governance Standards: An intersectional lens

Principle 5: The Rulebook – Documents that outline duties, powers, roles, and responsibilities

Sports Governance Standard	Integrating an intersectional lens
Legal Entity	Ensure the entity structure supports and protects diverse participation.
Director Term Limits and Eligibility	Avoid practices that might disproportionately affect the participation of underrepresented groups.
Director Induction	Provide training on diversity, equity, and inclusion during the induction process.

Principle 6: The Playbook – Board processes which ensure accountability and transparency

Sports Governance Standard	Integrating an intersectional lens
Finance, Audit, and Risk Committee	Include experts in equity and inclusion in the committee.
Chair Appointment and Evaluation	Evaluate the chair on their commitment to and effectiveness in promoting diversity and inclusion.
Conflict of Interest	Monitor and manage conflicts that may arise from biases or inequitable practices.

Principle 7: The Defence – A system which protects the organisation

Sports Governance Standard	Integrating an intersectional lens
Vulnerable Persons and Children	Implement policies that protect individuals from marginalised groups.
Risk Management	Include risks related to diversity and inclusion in the risk management framework.
Implementation of Risk Management	Train staff and volunteers on managing risks related to discrimination and exclusion.

Principle 8: The Best and Fairest – A system for ensuring integrity

Sports Governance Standard	Integrating an intersectional lens
Stakeholder Engagement for Integrity Framework	Ensure the framework addresses issues of integrity related to discrimination and bias.
Reporting Integrity Issues	Create accessible and safe reporting mechanisms for all individuals, especially those from marginalised groups.
Dispute Resolution	Ensure processes are fair and consider the unique challenges faced by diverse individuals.
Member Protection and Child Safeguarding	Adopt and implement policies that protect all members, with special attention to those from marginalised backgrounds.
Integrity Culture	Promote a culture that actively supports diversity and inclusion through education and policy enforcement.

CASE STUDY 3

Sports Governance Standards: An intersectional lens

Principle 9: The Scorecard – Embedded systems of internal review to foster continuous improvement

Sports Governance Standard	Integrating an intersectional lens
Board Evaluation	Include evaluations of the board's effectiveness in promoting diversity and inclusion.
Board Meeting Schedule and Agenda	Ensure meetings address issues related to diversity and inclusion regularly.
Board Meeting Minutes	Transparently record decisions and discussions related to diversity and inclusion.
Financial and Non-Financial Delegations	Delegate responsibilities in ways that promote equitable access and participation.
CEO Evaluation and Succession Planning	Evaluate and plan for leadership roles with an emphasis on diversity and inclusion.

▶ ALL INCLUSIVE LEADERSHIP PROFILES

Applying Intersectionalty in Practice

▶ Please click link to access video:

An ALL INclusive approach to governance and leadership in sport

▶ ALL INCLUSIVE LEADERSHIP PROFILES

Applying Intersectionalty in Practice

Ricky Baldwin: Empowering First Nations Youth Through Basketball

Ricky Baldwin, Founder of Koorie Academy Basketball, leverages the power of sport to promote cultural identity and empower First Nations youth. Baldwin's initiatives highlight the importance of cultural pride and provide opportunities for young people to connect with their heritage and develop leadership skills through sport. His leadership calls for greater acknowledgement and representation of First Nations voices within sports governance.

"For me, it's bigger than sport because you are actually teaching life skills. We are empowering them to come back and give to community to be future leaders."

▶ Please click link to access video:

ASC All Inclusive Leadership: Ricky Baldwin

Molina Asthana: Championing Diversity in Sports Governance

Molina Asthana, Chair of Gymnastics Victoria, exemplifies how diverse leadership can transform sports governance. Asthana advocates for the inclusion of women from diverse backgrounds in sports and challenges traditional structures to ensure that diverse voices have a seat at the decision-making table. Her approach highlights the critical role of lived experience in shaping inclusive policies that benefit all members of the sporting community.

"To lead, you have to challenge, and I'm constantly challenging structures that create, sustain, or perpetuate bias."

Please click link to access video:

ASC All Inclusive Leadership: Molina Asthana

▶ ALL INCLUSIVE LEADERSHIP PROFILES

Applying Intersectionalty in Practice

Irena Farinacci: From Exclusion to Inclusion in Tennis

As the National Diversity & Inclusion Coordinator at Tennis Australia, Irena Farinacci is transforming the tennis landscape to strengthen inclusion. Farinacci's work focuses on shifting the narrative, using personal stories and lived experiences to drive this change. Her commitment to creating welcoming spaces within the sport highlights the importance of embracing and valuing diverse perspectives.

"I think sharing stories from myself and listening to stories by others enables us to really learn from each other."

▶ Please click link to access video:

ASC All Inclusive Leadership: Irena Farinacci

IRENA FARINACCI

Sarah Loh: Breaking Barriers Through Sport

Sarah Loh, CEO of Softball Australia, understands the power of sport to break down social barriers and foster inclusion. Drawing from her own experiences of exclusion, Loh leverages her leadership to create environments where everyone feels they belong. Her emphasis on co-design and collaboration highlights the importance of developing sports systems and responses that are both meaningful and reflective of community aspirations.

"I am proud to be a change leader. I'm happy to be open and discuss being a female, being Asian, if it means it's going to impact the next generation."

▶ Please click link to access video:

ASC All Inclusive Leadership: Sarah Loh

SARAH LOH

▶ ALL INCLUSIVE LEADERSHIP PROFILES

Applying Intersectionalty in Practice

Teuila Reid: Leading with Empathy and Intersectionality

Teuila Reid, General Manager of Helping Hoops, advocates for a leadership style centred on empathy and intersectionality. Reid challenges conventional power structures by prioritising the needs of the most marginalised communities. Her leadership approach encourages leaders to engage in meaningful dialogue and make inclusive decisions that reflect the diverse realities of those they serve.

"Intersectionality to me is the structure of power and how power influences how we see ourselves, and therefore the decisions we make on how we live."

▶ Please click link to access video:

ASC All Inclusive Leadership: Teuila Reid

TEUILA REID

Ayden Shaw: Building Inclusive Sports for All Abilities

Ayden Shaw, General Manager of Disability Sports Australia, is dedicated to making sports accessible and inclusive for individuals of all abilities. Shaw's leadership is grounded in empathy, with a focus on creating safe and welcoming environments. His advocacy for intersectionality in sports governance ensures that sports organisations are equipped to meet the diverse needs of all participants, promoting a more inclusive sporting culture.

"I think the number one skill set that a leader needs to have is empathy. The ability to not just understand others but be able to genuinely think from their viewpoint."

Please click link to access video:

ASC All Inclusive Leadership: Ayden Shaw

AYDEN SHAW

⚙ TOOLS AND ACTIVITIES

1. Diversity & Inclusion Versus Justice & Equity
2. Critical Reflection
3. Who Holds Influence in Your Organisation?
4. Power Analysis Exercise
5. How to Lead with a Systems Change Lens
6. Intersectional Policy Analysis
7. Exploring Your Identity and Privilege - Power Flower
8. Unpacking bias guided activity – A Walk in the Park

⚙ TOOL 1:

Diversity & Inclusion versus Justice & Equity

Adapted from "Colleges need a language shift, but not the one you think" by Dr. D. L. Stewart [**Colleges need a language shift, but not the one you think [essay] [insidehighered.com]**]

The table on the following page offers a framework for understanding the conceptual terrain which applies to internationality. Intersectionality is ultimately about justice – a tool for social change, enabling us to dismantle oppressive systems and build a more just and equitable sporting world.

**Want to learn more?
Watch this 15 minute TED talk:**
D-L Stewart: Scenes from a Black trans life | TED Talk

At the crossroads of life and livelihood, scholar D-L Stewart invites us into scenes from his own life as he resists and reflects on the dehumanising narratives that shape the Black trans experience in the US.

Diversity asks: "Who is in the room?"	**Equity** responds: "Who is trying to get into the room but can't? Whose presence in the room is under constant threat of erasure?"
Inclusion asks: "Have everyone's ideas been heard?"	**Justice** responds: "Whose ideas won't be taken seriously because they aren't in the majority?"
Diversity asks: "How many more of [pick minoritised identity] group do we have this year than last?"	**Equity** responds: "What conditions have we created that maintain certain groups as the perpetual majority here?"
Inclusion asks: "Is this environment safe for everyone to feel like they belong?"	**Justice** responds: "Whose safety is being sacrificed and minimised to allow others to be comfortable maintaining dehumanising views?"
Diversity asks: "Isn't it separatist to provide funding for safe spaces and separate meeting places?"	**Equity** responds: "What are people experiencing here that they don't feel safe when isolated and separated from others like themselves?"
Inclusion asks: "Wouldn't it be great to have a panel debate Black Lives Matter? We had a Black Lives Matter activist here recently, so now we should invite someone from the alt-right."	**Justice** responds: "Why would we allow the humanity and dignity of people to be the subject of debate or the target of harassment and hate speech?"
Diversity celebrates: "Increases in numbers that still reflect minoritised status in the organisation and incremental growth."	**Equity** celebrates: "Reductions in harm, revisions to abusive systems and increases in supports for people's life chances as reported by those who have been targeted."
Inclusion celebrates: "Awards for initiatives and credits itself for having a diverse leadership group."	**Justice** celebrates: "Getting rid of practices and policies that were having disparate impacts on minoritised groups."

TOOL 2:

Critical Reflection

- Critical reflection is an important process for uncovering and exploring power, assumptions, biases and values at an individual and organisational level. These assumptions and biases can impact how organisations are structured and influence decision making.

- Critical reflection allows us to examine barriers that may have been created by systems and structures, and the assumptions, biases and values that underpin these.

- Critical reflection allows us all to reflect on our position of power within the broader sports system and develop ways in which we can influence and negotiate power for better outcomes to individuals engaged in our sports organisations.

What is Critical Reflection?

Most people in senior leadership roles engage in some form of reflection in their work. This might involve asking ourselves questions about how we dealt with a particular issue, and the rationale behind this, in order to build on existing knowledge and leadership practice.

Critical reflection requires us to go much deeper. Critical reflection is a process of becoming self-aware, considering our thoughts, feelings and assumptions, and examining how these impact on our work. It requires us to ask ourselves questions about:

- Our assumptions and biases

- Our values and beliefs

- Our social location or position

- Broadening our perspectives to understand how bias creates systemic discrimination

- The level of power and privilege that we bring to our professional role based on our own life experiences

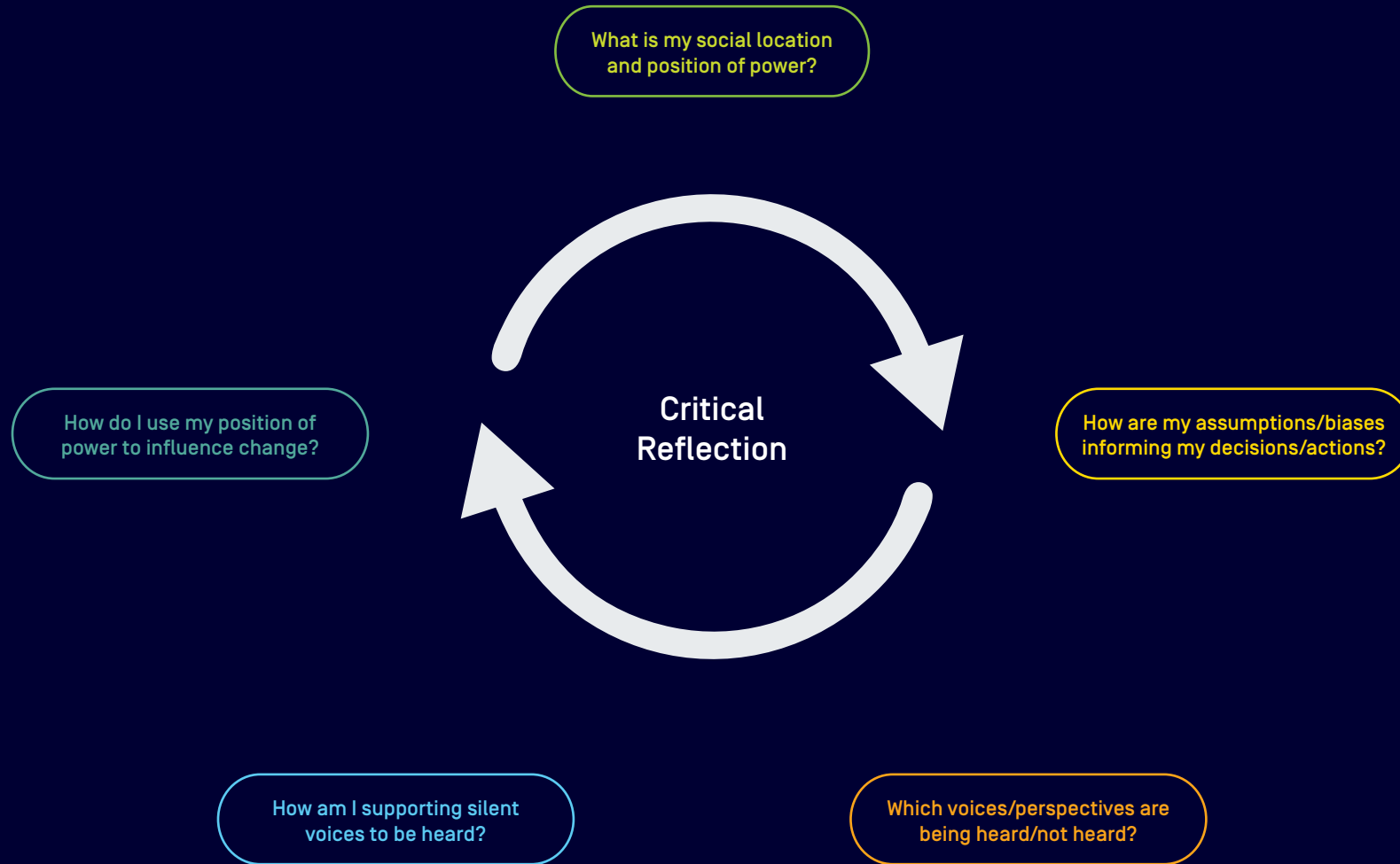- The level of power and privilege that we hold in our professional role.

Critical reflection informed by an intersectional lens involves recognising that we are all part of structures in our organisations and society that infer power and privilege.

Sports organisation leadership should critically reflect on the organisation's biases and assumptions, and location in the broader sporting code. This can be done with input and feedback from stakeholders at all levels.

Points to consider can include:

- The sports organisation's underlying principles, biases and assumptions about stakeholders including staff, members, players and the broader community

- The sports organisation's position within the broader sports system and how it may hold a level of power and influence relative to other organisations and clubs.

- The sports organisation's role in creating and/or minimising systemic barriers to access and support for individuals who experience inequality within society.

As power and privilege at an individual and organisational level can shift across time and different settings, it is important for critical reflection to occur as a continuous process and be embedded in practice. Critical reflection contributes to ongoing learning, growth and practice development.

What is my social location and position of power?

Critical Reflection

How are my assumptions/biases informing my decisions/actions?

How do I use my position of power to influence change?

How am I supporting silent voices to be heard?

Which voices/perspectives are being heard/not heard?

TOOL 2:

Critical Reflection

Critical reflection is different to thoughtful action.[12]

Thoughtful action	Reflective practice
Is instantaneous – one decides what to do next, thinking about it for only a split second.	Requires one to take time out to reflect. It involves a conscious attempt to plan, describe, and reflect on the process and outcomes of the action.
There is no cycle of clearly defined separate phases. It is an unpredictable sequence because one responds to events in the situation itself.	It is a clear cycle of separate moments in which one engages in completely different activities.
There is no describing moment, because one is engaged in acting.	As reflection occurs after action, one creates an observational record and describes the results of the action.
One is not aiming at an improvement to the practice. One is thinking about how best to do what one always does.	The major aim is to produce an improvement to the practice.
There is no element of inquiry and one is not deliberately setting out to learn something from experience.	One designs and uses inquiry strategies to find out more about one's practice.

12. Handbook for Learning-centred evaluation of Computer-facilitated learning projects in higher education, R. Phillips, J. Bain, C. McNaught, M. Rice and D. Tripp, Committee for University Teaching and Staff Development Project, Murdoch University. Teaching and Learning Centre 2000

⚙ TOOL 2:

Critical Reflection

Why Use Critical Reflection?

Critical reflection is an important tool in adopting an intersectional approach.

Individuals across all levels of an organisation who engage in critical reflection are likely to be more aware of their own assumptions, biases, beliefs and position of power, and therefore more likely to change practices to ensure they are inclusive.

Engaging in critical reflection allows all of us to understand:

- how power is present in our interactions with others (peers, colleagues, players, members)
- the ways in which we hold positional power
- how to negotiate our power to positively benefit people
- how to balance and manage power in order to create partnerships
- how to consider ways to use one's power in conscious and non-oppressive ways
- how structural and systemic discrimination and inequity influences individuals sense of safety, trust, personal influence and control

Shared reflective practice can promote collaboration between leaders from diverse professional backgrounds to ensure better organisational responses around access, inclusion, equity and belonging. It helps consider what else might be influencing access and expectations. This can result in removing barriers that limit those people who have been systemically marginalised in our society from accessing sport.

A practical way to critically reflect

A practical way to apply critical reflection includes 4 key stages: Describe, Reflect, Implement, Evaluate.

Each stage involves asking a series of questions in order to 'unpack' a leadership decision and understand it from a range of standpoints, including your own and others'. It challenges you to think about your assumptions and identify any underlying issues that may have impacted on the decision. It acknowledges that it is okay to make mistakes as long as we learn from them.

Ongoing reflective practice helps leaders bring forward ideas to help improve and enhance leadership practice. It can be a powerful tool for building individual and organisational capabilities.

Critical reflection is a key component of embedding intersectionality into practice.

This tool will support you to:

- undertake critical reflection as individuals and groups
- engage in self-awareness, critical analysis and assessment
- overcome assumptions and bias
- understand power and privilege
- engage in ways to address systemic discrimination and barriers

Reflective Practice Exercise

This reflective practice exercise is a suitable starting point for people to identify and address your own power and privilege.

This activity can be completed on an individual basis or within a group setting. If completing this activity in a group, ensure that there is enough time to discuss these questions and allow space for people to sit in the discomfort.

Evaluate

Has there been change?

How have I shared the learning?

Describe

What do I understand about the context for my decision?

What assumptions am I making?

What are the underlying issues?

Reflect

From whose point of view am I seeing the context?

How do I test my assumptions?

Do I need to consider any underlying issues?

What additional information might I need?

Implement

What decision will I now make?

What impact will this have on the organisation?

What impact will this have on other stakeholders?

⚙ TOOL 2:

Critical Reflection

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Addressing Power and Privilege

Addressing our privilege can create discomfort which is both predictable and necessary in terms of unsettling our relationships to power and opening us up to accountability. The following reflective questions provide a frame for beginning to address our access to power and responding accountably in relationships of power.

- What are the connections between my own power and privilege with disadvantage?
- How can I hold myself accountable for unearned privileges?
- How can I hold myself accountable to my biases?
- How do I resist centring myself in my experiences of disadvantage when working with others?
- How am I responding to power both moment to moment and within interactions?
- Am I naming privilege, but doing nothing to lessen it? Such as naming my own privilege, and then dominating the space.
- How can I sit in the discomfort required to accountably address positions and access of power?
- Who else is in solidarity in making space for discomfort, accountability and repair of power relations? What ideas, practices, and lived experience helps me/us?
- How are we holding ourselves as professionals, our teams, organisation and our professions to account for misuse of power?
- How are others invited in safe and trustworthy ways to name the misuse of power?
- What structures and practices are in place to make this naming possible, and useful consistently and predictably across time?

Adapted from: Reynolds, V. & Hammoud-Beckett, S. (2018). Social Justice Activism and Therapy: Tensions, Points of Connection, and Hopeful Scepticism. In Audet, C. & Pare, D. (Eds.) Social Justice and Counselling. NY: Routledge

Reflective Practice Activities for Groups

Initial questions

- How do we respectfully keep each other accountable when we have enacted power imbalances within our interactions?

- How do we challenge each other respectfully?

- How will we support each other to feel safe when owning our mistakes?

- How can we create an ongoing culture of collective care?

- What is one step/action that can be taken to create or strengthen a culture of critical reflection within the organisation?

Ongoing Questions

- How do we support and promote a sense of community within our team?

- How do we ensure that all voices are heard and considered in the work we do?

- How do we acknowledge and appreciate the strengths and experiences that our colleagues bring to their work?

- How do we create space for those who generally do not have a voice to be heard?

- What changes have resulted from reflecting on and in practice?

- How can we negotiate our power?

- How can we influence changes in our service system to ensure that people are receiving inclusive and equitable access?

- How can we consider how to use our power in conscious and non-oppressive ways?

⚙ TOOL 3:

### Who Holds Influence in Your Organisation?

Are the diverse experiences of people in your sport represented at the decision-making level? Use the exercise below to self-reflect on who holds influence in your organisation.

This triangle reflects organisation hierarchy. At the top are people in positions of power (board, executives, coaches), those who are seen and heard most frequently, and those who are most well represented in policies, materials, documents.

Place individuals on your triangle according to where they fit – those holding the most influence are at the top, those holding the least are towards the bottom and those who would not be found in the organisation at all should be left outside the triangle.

The aim is not to identify ways of including people as a sign of tokenism, or even aiming to become all-inclusive overnight, but rather to examine what norms exist in your sports organisation, which individuals have most/easiest access to positions of power, how that impacts on the organisation and its work, and how we can begin to challenge the status quo.

Adapted from: Who Holds Influence in Your Organization? Canadian Women and Sport
https://womenandsport.ca/
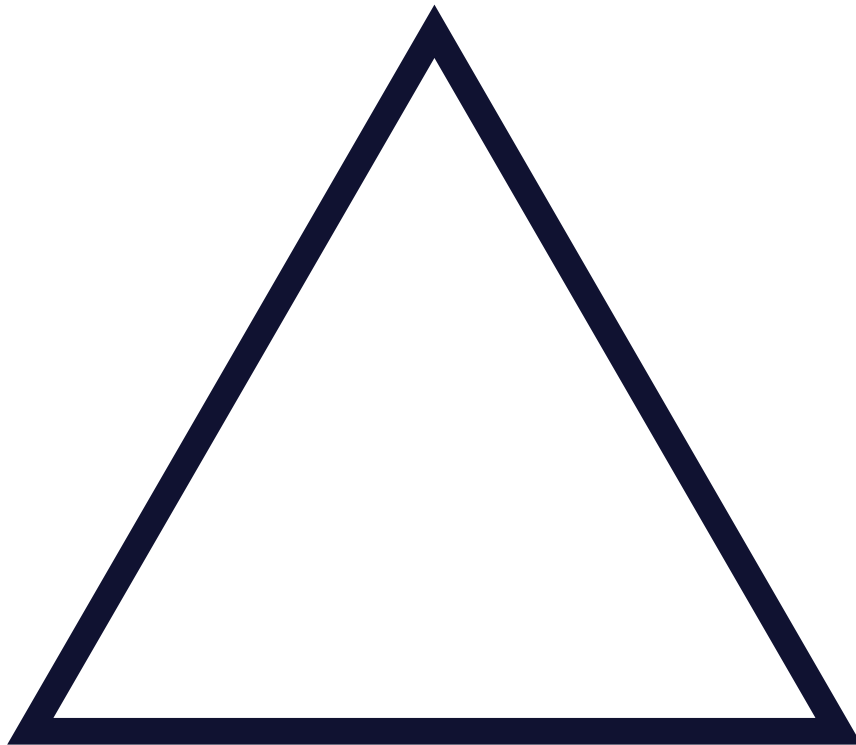
- A woman who wears a hijab

- A bisexual transgender woman

- A white cisgender man

- A non-binary person

- A Black cisgender woman

- A person with a visible disability

- A newcomer to Australia

- A person who is not a university graduate

- A transgender man

Questions for reflection

- Which people are "inside your triangle" and which are not?

- What characteristics are common among those at the top of the triangle? At the bottom?

- What changes would your sports organisation need to make so that more people are represented near the top of the triangle?

⚙ TOOL 4:

Power Analysis Exercise

What is its purpose?

To uncover opportunities and challenges for altering power dynamics within a system, whether by directly influencing those in authority or establishing conditions enabling others to gain power, thereby transforming the system.

What is it?

A visual mapping technique that fosters a shared understanding of existing power relationships concerning a specific issue by positioning stakeholders along two intersecting axes: 1] from opposing to supporting a systemic solution and 2] from having no power to significant power in making decisions regarding the systemic solution.

Quick facts

Participation: Highly participatory. **Expertise:** A skilled facilitator is needed.

Shortest Time: Less than one month. **System Question(s):** People

Resource Type: Visual Mapping

The process involves eight steps:

1. Identify the main issues or circumstances adversely affecting your primary group.
2. Outline your objectives and the main competing agendas challenging the changes you want to make.
3. Chart the significant policy conflicts or initiatives connected to the issues and conditions.
4. Determine the key decision-making bodies that govern the issues or conditions.
5. Map out the major organised and active opposition groups.
6. Map out the organised ally groups.
7. Identify the key unorganised groups or constituencies.
8. Examine the overall scenario and formulate strategies for implementing change.
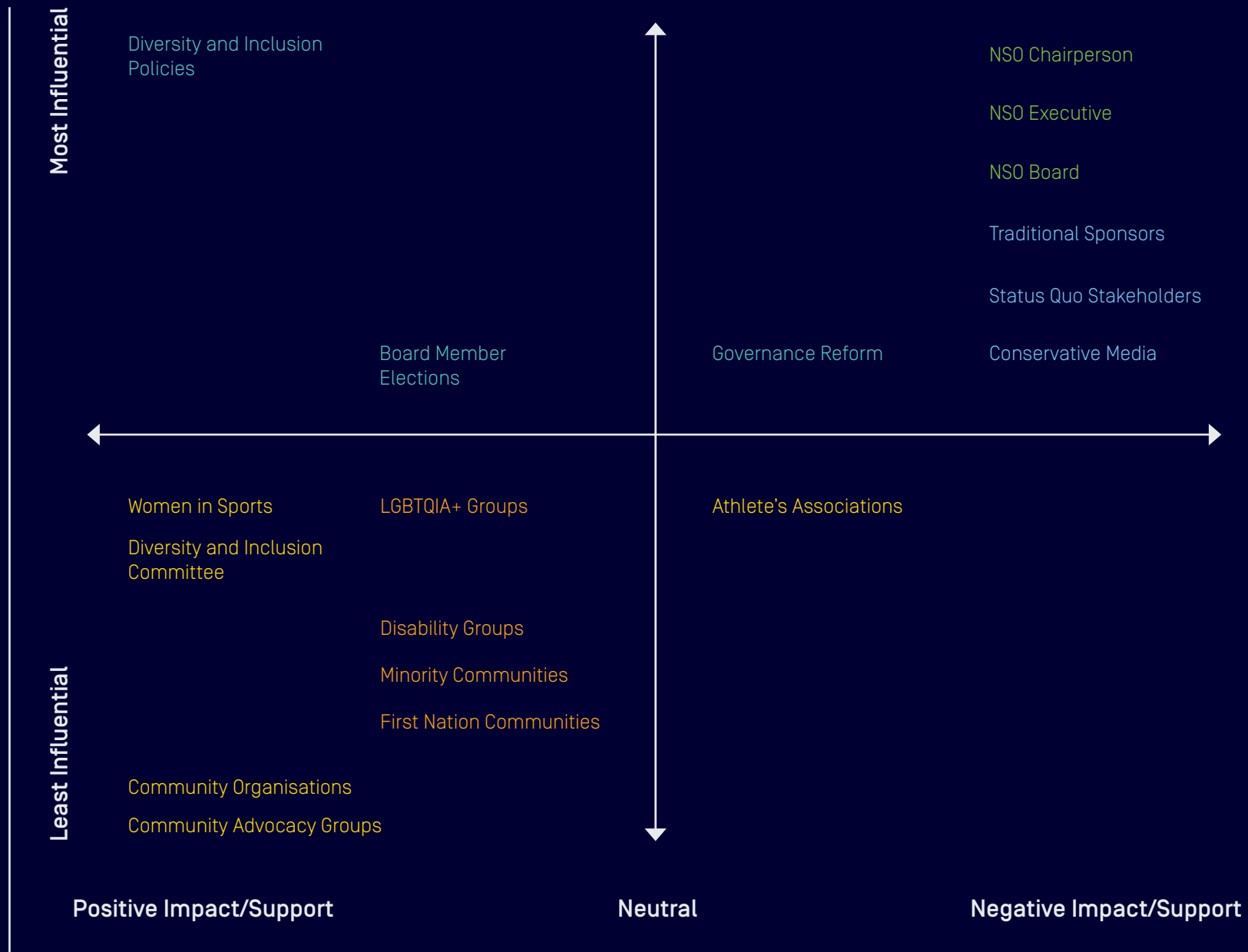
When is it useful?

- When power dynamics play a crucial role in a problem, directing resources towards a specific group can alter those dynamics.
- When setting goals and strategies for large-scale change, community organising, policy, or advocacy initiatives.
- When a clearly defined issue, problem, or desired outcome exists.

How does it work? An example

A sport organisation conducted a power analysis to understand the governance landscape regarding a key issue: increasing intersectional diversity on their board. This process led to a campaign to influence the nomination committee to seek out and prioritise diverse candidates, resulting in a more representative board that better reflects the community it serves.

First, the group identified problems such as a lack of diversity on the board and the need for equitable representation. They then outlined their agenda of promoting diversity, equity, and inclusion (DEI), while noting opposition agendas focused on maintaining traditional power structures.

Most Influential

Diversity and Inclusion Policies

NSO Chairperson

NSO Executive

NSO Board

Traditional Sponsors

Status Quo Stakeholders

Board Member Elections

Governance Reform

Conservative Media

Women in Sports

LGBTQIA+ Groups

Athlete's Associations

Diversity and Inclusion Committee

Disability Groups

Minority Communities

First Nation Communities

Community Organisations

Community Advocacy Groups

Least Influential

Positive Impact/Support

Neutral

Negative Impact/Support

Organised Ally Groups

Decision Makers

Organised Opposition

Unorganised Community Sector

Major Policy Battles

127

⚙ TOOL 4:

Power Analysis Exercise

They identified major policy battles, such as board member elections and governance reforms.

In the subsequent steps, stakeholders mapped out the following:

1. Major decision-makers: The board of directors and nomination committees.
2. Major opposition: Current Board Directors, Traditional sponsors, Stakeholders invested in maintaining the status quo and conservative media.
3. Allies: Diversity advocates and community groups.
4. Unorganised group: Minority communities and women in sports.

Finally, strategies were developed by discussing the current position of their organisations and allies, identifying essential partners, and determining where to focus their efforts for maximum impact.

This is a hypothetical example based on the "Power Analysis" activity in the Systems Grant-making Resource Guide published by www.geofunders.org

Tips and Cautions for Sports Organisations

Inclusion of Diverse Stakeholders: To enrich the map, including diverse stakeholders, both insiders and outsiders, may be beneficial.

Facilitation: Requires a skilled facilitator to manage power dynamics and conflict.

Discussion Space and Time: Ensure sufficient space and time for discussion, especially when identifying primary decision-makers and opposition groups.

Simplification of Positions: Be cautious about making conclusions that are too stark. Recognise the complexities in stakeholders' positions.

Addressing Power Dynamics: It is useful to include organisational leaders and other stakeholders on the map and discuss power dynamics openly.

⚙️ TOOL 4:

Intersectional System Change Action Learning Tool

Introduction

This resource draws inspiration from "The Water of Systems Change Action Learning Tool" and is tailored to support boards and committees within Australia's sports sector. It aims to encourage an intersectional lens when approaching systemic issues related to social change, delving into understanding the mental models, power dynamics, relationships, resource allocation, practices, and policies that hold a problem in place. The aim is to develop equitable solutions that embrace and celebrate diversity, equity, and inclusion.

The Exercise

The exercise is divided into five parts:

Part 1: Issue Selection

Refer to the Intersectionality Road Map and identify an area of focus that aligns with a key issue your organisation or the wider sector has identified needs addressing. Assess systemic conditions and determine strategies and stakeholders for addressing the issue.

Part 2: Key Leadership tenets required for effective systems change

Part 3: Aspiration Outcomes, Key Strategies & Stakeholders

Part 4 A & B: External and/or Internal Assessment

Use a systems change model to identify implicit, semi-explicit, and explicit conditions of systems change and perform an external and/or internal assessment of conditions affecting the issue.

Part 4: Action Planning

Combine insights from Parts 1, 2, 4 & 4 to determine actionable next steps.

Suggested Method

Allocate 3-4 hours for the exercise. Working collaboratively with others focused on the issue will yield the best results. Including diverse perspectives will enhance the insights gained. A facilitator can help balance and guide the conversation effectively.

Linked to the tool: Are you an Orchestrator, Agitator, or Innovator tool that you can use in the next process step.

Definitions:

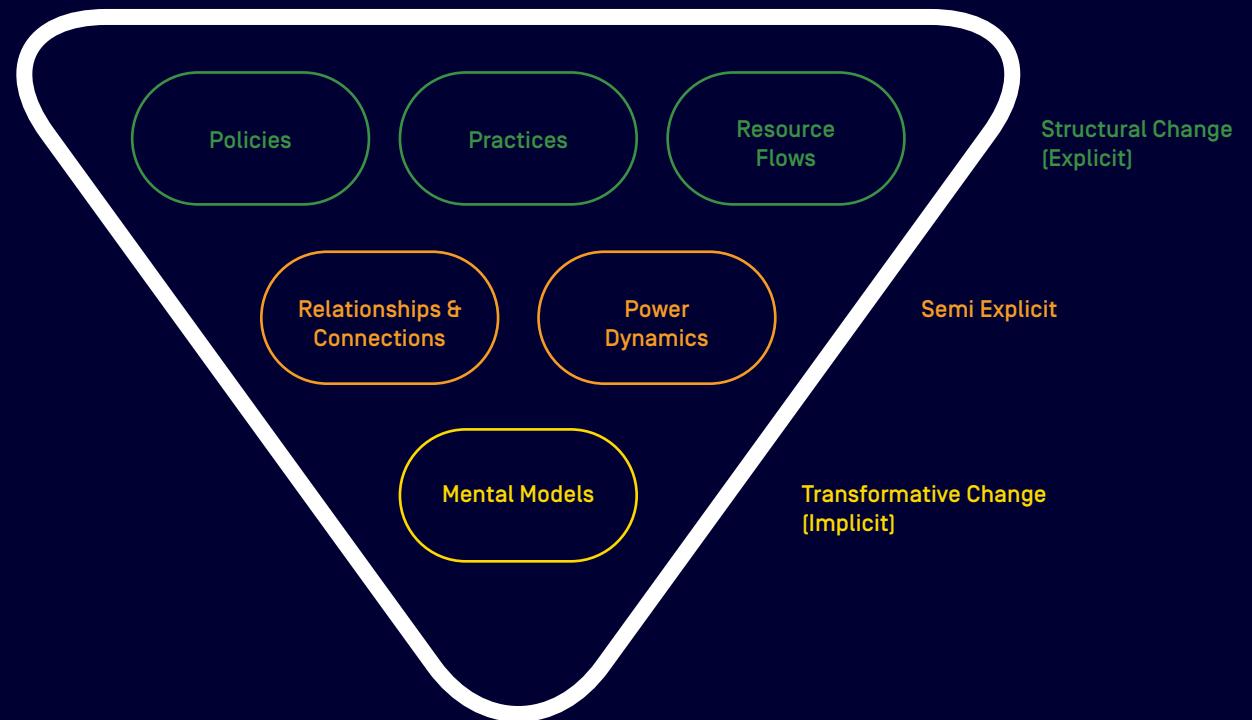**Policies:** Rules, Regulations and priorities (formal and informal).

Practices: Organisational and practitioner activities targeted to addressing and making progress.

Resource Flows: How money, people, knowledge and information are allocated and distributed.

Relationships & Connections: Quality of connections and communication occurring between actors.

Power Dynamics: Which individuals and organisations hold decision- making power, authority and influence (both formal and informal)

Mental Models: Deeply held beliefs and assumptions that influence one's actions.

Source: The Water of Systems Change - FSG

Policies

Practices

Resource Flows

Structural Change (Explicit)

Relationships & Connections

Power Dynamics

Semi Explicit

Mental Models

Transformative Change (Implicit)

⚙ TOOL 4:

Part 1: Issue Selection

Step 1: Identify what issue you want to address from the Issues Tree on page 21.

Step 2: Assess how the systems change conditions above on page 132 might be holding the problem in place.

Consider an issue you are passionate about or working to improve (e.g. disparities in board and governance roles in NSOs, siloed DEI efforts in NSOs). This is the issue you will be working with throughout this exercise.

Issue: Write down your chosen issue here:

⚙ TOOL 4:

Part 2: Systems Change Leadership

Systems change leadership involves a holistic approach to addressing complex social issues by fostering inclusive, collaborative, and transformative practices. Leaders must play various roles and adhere to key tenets to achieve successful systems change.

Consider the following key tenants and questions related to the issue you selected from the Intersectionality Framework:

1. Reflect on your own identity, privileges and positions of power related to the issue

Leaders must reflect on their identities, privileges, and positions of power relative to the issues they are addressing, considering how their position impacts their work and relationships with the communities directly affected.

Questions to ask:

- What are your identities, privilege(s), and positions of power about the issue(s) you are addressing?

- Are you directly impacted by the issue(s)?

- Are you a member of the group?

- Do you work with people who are directly impacted?

- How does your position impact your work on the issue?

2. Proximity to the People and Problems

This involves being physically, emotionally, and intellectually close to the communities and individuals affected by the issues you are trying to change. They prioritise building relationships and trust within these communities, recognising them as partners rather than mere beneficiaries.

Questions to ask:

- Who are the people most impacted by the issue you are addressing?

- Are there subgroups and identities within this larger group that go or have gone unnoticed?

- How often do you engage with the communities and individuals directly affected by the issues we're addressing?

- What steps are you taking to build trust and strong relationships within these work areas, communities or individuals?

- How do you ensure you listen to and value the voices of those most impacted by these issues?

- In what ways are you physically present in the communities you serve, and how does this proximity inform my understanding of the problems?

3. Leaders engage with individuals most affected by the issue as assets

Leaders recognise the inherent assets and strengths within communities and individuals impacted by the issue.

They foster an environment where diverse talents, expertise, and skills are valued and utilised in developing solutions.

This approach shifts the focus from fixing deficiencies to leveraging existing strengths, empowering stakeholders to participate actively in the change process.

Questions for Leaders:

- How do I identify and acknowledge the inherent strengths and assets within the individuals or communities affected by the issues?

- What strategies am I using to leverage community members' diverse talents and expertise in developing solutions?

- How do I shift the focus from fixing deficiencies to empowering stakeholders and valuing their contributions?

- How am I creating an environment that encourages active participation from all stakeholders in the change process?

- In what ways am I sharing power and decision-making authority with the communities and individuals most impacted by the issue?

4. Collective Leadership

Effective systems change requires collaboration and shared leadership among multiple stakeholders.

Leaders cultivate a culture of collective leadership, where decision-making is distributed and diverse perspectives are valued.

They foster networks and partnerships across sectors and disciplines, recognising that no single individual or organisation can drive systemic change alone.

Questions for Leaders:

- How do I promote a culture of shared leadership and collaborative decision-making among stakeholders?

- What steps am I taking to ensure diverse perspectives are included and valued in our leadership processes?

- How do I foster networks and partnerships across different sectors and disciplines to support systemic change?

- How do I ensure that our collective efforts are aligned towards a common goal?

5. System Awareness

Leaders deeply understand the system they seek to change, including its structures, relationships, and dynamics.

They conduct thorough diagnoses to identify interconnected systemic conditions, recognising that problems are often multifaceted and interrelated.

This awareness enables leaders to navigate complex systems, anticipate unintended consequences, and identify leverage points for intervention.

Questions for Leaders:

- How well do I understand the structures, relationships, and dynamics of the system we aim to change?

- What diagnostic tools or methods am I using to identify interconnected systemic conditions and root causes?

- How do I stay informed about the multifaceted and interrelated nature of the problems we face?

- How am I identifying and utilising leverage points for effective intervention within the system?

⚙ TOOL 4:

Part 2: Systems Change Leadership

6. Navigating Opposing Forces

- Leaders acknowledge and openly discuss opposing forces within the system, including stakeholders invested in maintaining the status quo.

- They develop strategies to navigate resistance and foster constructive dialogue, seeking common ground and aligning interests where possible.

- This requires resilience, negotiation skills, and a willingness to challenge entrenched interests to pursue systemic change.

Questions for Leaders:

- How do I identify and openly discuss the opposing forces and stakeholders resistant to change within the system?

- What strategies am I developing to navigate resistance and foster constructive dialogue among stakeholders?

- How do I seek common ground and align interests while addressing entrenched interests?

- What skills and approaches am I using to challenge the status quo and pursue systemic change?

By reflecting on these questions, leaders will be in a much better position to understand the complexities of the issue they have chosen to address. This comprehensive approach ensures that leaders are mindful of their roles and influences, actively engage with and empower the individuals and communities affected, foster collective leadership, and navigate systemic challenges effectively as they continue to work through this tool.

"

For true intersectionality at the board level, you need a good mix of people who bring lived experience to the table... Every seat should have someone that brings a diverse perspective.

Molina Asthana
Chair, Gymnastics Victoria

⚙ TOOL 4:

Part 3: Aspiration Outcomes

7. Addressing Transformative Levers

Beyond addressing structural aspects of the system (such as policies and resource flows), leaders focus on deeper transformative levers.

This includes addressing power dynamics, relationships, and narratives that shape the system, recognising that lasting change requires shifts in underlying paradigms and beliefs. Leaders engage in storytelling and narrative-shaping to challenge existing narratives and inspire collective action towards a shared vision of change. By embodying these key elements and traits, leaders can effectively engage with systems change, fostering inclusive, sustainable, and transformative outcomes.

Consider your aspirations for outcomes you hope to see with this issue five years from now. Ideally, think about improvements in outcomes that are commensurate with the scale of the problem (e.g., are related to changing the whole system or a key subset of the system). Improvements of this magnitude would likely require something more than expanding an individual program.

"

Intersectionality is a lens through which you can see where power comes and collides, where it interlocks and intersects. It's not simply that there's a race problem here, a gender problem, and a class or LBGTQ problem there.

Kimberley Crenshaw

Aspirational Outcomes:

Write down your aspirational outcomes here:

> **Example:** A more diverse, inclusive and safe workplace that is representative of Australia and leaves no one behind

⚙ TOOL 4:

Part 4: Assess External Conditions

Note: If the matter you aim to tackle extends beyond your organisation and is rooted in broader systemic issues or pertains to a specific community, please proceed with this assessment and complete the Internal Conditions Assessment in Section 3 as well. However, if the issue primarily concerns internal organisational matters, proceed to Section 3 and bypass this assessment.

Question: Based on your aspirations, what existing elements reinforce current conditions holding the problem in place?

Use the template below to detail your ideas.

> "
> If you see inequality as a "them" problem or "unfortunate other" problem, that is a problem. We've got to be open to looking at all of the ways our systems reproduce these inequalities, and that includes the privileges as well as the harms.

Kimberley Crenshaw

Example from Roadmap: Rigid governance structures and funding cycles and practices

Interpersonal

How do power dynamics in interpersonal relationships influence the perpetuation or challenge of rigid governance structures and funding practices, and who benefits or suffers as a result?

Cultural

How do cultural norms around hierarchy and authority reinforce rigid governance structures and funding practices?

Structural

How does privilege shape the design and implementation of governance structures and funding practices?

In what ways do structural inequalities contribute to rigid structures that limit flexibility and responsiveness to diverse needs and experiences?

⚙ TOOL 4:

Part 4: Assess External Conditions

Diagnosis: Assessing Systems Conditions

Identify Strategies: Given what you articulated on the previous page, what strategies can help advance systems change efforts? Who needs to be involved? Consider the following:

- What policies need to be changed or implemented?
- What practices support or hinder progress?
- How can resource flows be adjusted to support change?
- What new relationships need to be formed?
- How can power be redistributed to promote equity?

"

Nihil de nobis, sine nobis.
Translated from Latin to mean
Nothing about us without us.

System change conditions	Example: Rigid Funding Cycles	What existing elements are reinforcing the current conditions and hindering our progress?
Explicit		
Policies	Funding Cycles are not aligned with the rate of change.	
Practices	Grant processes that favour certain organisations	
Resource flow	Funding only flows to NSO's so other groups miss out.	

System change conditions	Example: Rigid Funding Cycles	What existing elements are reinforcing the current conditions and hindering our progress?
Semi-Explicit		
Relationships	Those with the strongest relationships with funders get the funding.	
Power Dynamics	Limited voice of those with lived experience	
Implicit		
Mental Models	Bias around resource allocation 'High-performance v's participation'	

⚙ TOOL 4:

Part 5: Internal Assessment

Everyone plays a part, directly or indirectly, in the challenges we are working to address. As Bill O'Brien noted, "The success of the intervention is based on the interior condition of the intervener." This section encourages you to reflect on the aspects of your and your organisation's approach that might need adjustment to support progress on the issue more effectively. Part four involves two key steps:

1. Evaluate how internal factors might be obstructing your ability to reach your external goals. This involves examining:

   - How your personal actions may be contributing to the persistence of the problem.
   - How your organisation's actions may reinforce the conditions that sustain the problem.

2. Identify potential strategies and key individuals who should be involved in implementing the desired changes.

Use the template on the next page to record your responses.

> **"**
>
> You gotta dig a little on the ground you think you're standing on, so you can actually see that much of what you take for granted in society is actually layers upon layers of inequalities that have allowed for a baseline that's fundamentally unequal.

Kimberley Crenshaw

Example: Recruitment exclusivity and network biases taken from the Roadmap

Interpersonal

How do power dynamics in interpersonal relationships influence who has access to recruitment networks and opportunities?

What efforts are being made to address network biases and create more equitable access to opportunities?

Cultural

How do cultural norms and values shape perceptions of who is deemed "fit" for recruitment and advancement?

In what ways do cultural attitudes towards meritocracy and networking affect recruitment practices?

Structural

How do structural biases in recruitment processes perpetuate exclusivity within the sector?

Are there systemic barriers that limit marginalised individuals' access to recruitment networks?

⚙ TOOL 4:

Part 5: Internal Assessment

Diagnosis: Assessing Internal Systems Conditions

System change conditions	Example: Recruitment Exclusivity and Network Bias	What strategies can help advance your systems change efforts? Who needs to be involved to affect the necessary internal change?
Explicit		
Policies		
Practices	**Conduct a comprehensive assessment:** • Assess structural policies, procedures, and systems to identify barriers to diversity, equity, and inclusion (DEI). • Identify areas where structural changes are needed to address discriminatory recruitment processes, decision-making structures, and resource allocation.	
Resource flow	• Allocate recruitment budgets to diverse sources and platforms that cater to underrepresented groups. • Invest in programs in schools, universities, and community organisations that may not traditionally be part of your recruitment network.	

System change conditions	Example: Recruitment Exclusivity and Network Bias	What strategies can help advance your systems change efforts? Who needs to be involved to affect the necessary internal change?
Semi-Explicit		
Relationships	Foster inclusive leadership: • Develop leadership development programs that emphasise the importance of inclusive leadership behaviours and practices. • Provide mentorship and coaching opportunities for emerging leaders from underrepresented groups to support their advancement into leadership positions.	
Power Dynamics	Redistribution of Power: • Monitor changes in power dynamics, particularly in decision-making processes. • Evaluate whether marginalised voices are given greater weight and influence in governance and leadership roles. • Promote accountability and transparency. • Establish mechanisms for accountability and transparency in decision-making processes, such as diversity dashboards or regular DEI audits. • Hold leaders and managers accountable for promoting DEI goals and outcomes within their areas of responsibility.	
Implicit		
Mental Models	• Awareness and Education • Conduct workshops on unconscious bias and diversity to educate leaders and hiring managers about how network bias and exclusive recruitment practices can limit talent pools and perpetuate homogeneity. • Challenging Assumptions • Questioning Norms: Encourage leaders to regularly question their assumptions about where to find talent. Ask critical questions like, "Why do we typically recruit from these networks?" or "Who are we missing by limiting our search to this group?"	

⚙ TOOL 4:

Part 6: What comes next?

If you've completed Parts 1, 2, 3, 4 & 5 of this exercise, you should have produced the following outputs:

- An evaluation of essential leadership principles necessary for effective systems change about the issue you have identified, taking an intersectional lens.

- An analysis of key elements crucial for systems change, including addressing explicit, semi-explicit, and implicit conditions that maintain a problem and potentially hinder your work's impact.

- Insights into strategies that could address these elements and considerations about individuals within the system who are or could be engaged in altering these conditions.

- An evaluation of how you and your organisation might contribute to the issue you are attempting to resolve.

- Ideas on strategies to address your and your organisation's contributions to the problem.

With this information, here are some suggested next steps:

- You are currently working with hypotheses. The first step could be to investigate and research the most significant hypotheses you've developed to test their validity.

- If you already have a strategy, the next step could be to align your findings from this exercise with your current strategy. Identify what is missing from your strategy and consider integrating these new insights.

- If you haven't developed a strategy yet, use this exercise as a foundation. Conduct additional research and analysis to validate your hypotheses before proceeding.

- Consider sharing your findings with a broader group of stakeholders involved with your issue or repeat the exercise with a different or larger group.

- As you identify other conditions that may need to be addressed, your assessment might reveal potential partners who could help you achieve your goals.

Think about using the Orchestrator, Agitator, or Innovator tool to advance this work through effective leadership strategies for system change.

⚙ TOOL 5:

How to lead with a systems change lens

Strong leadership is essential in navigating the complexities of systems change and steering towards transformational outcomes. Leaders in sports organisations must adopt multiple roles to drive change effectively, each role contributing uniquely to the process. These roles include:

The Agitator

Role: Bring the grievances of specific individuals or groups to the forefront of public awareness.

Responsibilities:

- Highlight problems effectively through appeals to reason, fairness, and emotion.
- Understand and respect all stakeholders' mental models and priorities, including supporters, opponents, and undecided individuals.
- Recognise that a message's impact can vary significantly depending on the audience, evoking different emotions and reactions.

The Orchestrator

Role: Coordinates action across groups, organisations, and sectors to scale the proposed solution.

Responsibilities:

- Design and lead the strategy for implementing change.

- Work closely with both supporters and initial opponents of the change.
- Adapt communication approaches to suit different audiences while maintaining a coherent overall message.
- Ensure the integrity of the movement is preserved.

The Innovator

Role: Creates actionable solutions to address identified grievances.

Responsibilities:

- Conceptualise and develop possible solutions.
- Communicate solutions in appealing ways to encourage support from individuals, groups, and organisations.
- Serve as bridges, leveraging personal power and experience across multiple sectors to foster collaboration and innovation.

Together, these roles form the backbone of effective systems change. The orchestrator is adept at aligning diverse stakeholders and coordinating collective action towards shared objectives. The innovator, pioneering novel solutions to dismantle entrenched dysfunction within the system. And the agitator, a voice for the marginalised, raising awareness of systemic injustices and catalysing public demand for change. In any pathway to systems change, all three are indispensable, converging to create a symphony of progress and possibility.

	Agitator	Innovator	Orchestrator
Goal	Articulate a critique and mobilise diverse parties around it	Develop an actionable solution and demonstrate its superiority to the status quo	Mobilise all parties around the solution and ensure its adoption
Communicating	Highlight a problem that needs to be solved	Connect the innovation to the problem and explain why it is a superior solution	Tailor the message to different constituents while maintaining overall coherence
Organising	Launch collective action against the status quo	Build a coalition of supporters behind the proposed solution	Broaden and sustain collective action toward change
Evaluating	Assess the extent to which agitation resonates with movement participants and establishes	Assess the extent to which the solution actually addresses the problem in a feasible way	Assess progress toward change adoption
Traps	Fragmented agitation and stalled solution	Blindness to negative consequences and impractical elegance	Mission drift and dilution

Reference: Julie Battilana & Marissa Kimsey – Should you agitate, innovate or orchestrate, Stanford Social Innovation Review, Sep 18, 2017

⚙ TOOL 5:

Example Issue: Increasing Gender and Cultural Diversity in Leadership Positions

The Agitator

Role: Raises awareness about the lack of gender and cultural diversity in leadership positions and supports change.

Actions:

- **Highlight Intersectional Barriers:** Use data and personal testimonials to illustrate the compounded challenges individuals face at the intersection of gender and race in accessing leadership positions. Share stories from women of colour and other marginalised groups to emphasise the issue.

- **Engage Media and Public:** Launch a campaign that includes social media posts, op-eds, and interviews to raise awareness of the lack of diversity in leadership. Collaborate with influencers and organisations focusing on gender equity and racial justice to amplify the message.

- **Organise Events and Discussions:** Host public forums, panel discussions, or workshops that address the intersectional barriers to leadership. Create spaces for affected individuals to share their experiences and advocate for change.

- **Build Support Coalitions:** Form alliances with advocacy groups and organisations that support gender and racial equity. Leverage these partnerships to strengthen the campaign and push for systemic change within the sport organisation.

The Orchestrator

Role: Coordinates actions and strategies across multiple stakeholders to increase gender and cultural diversity in leadership roles.

Actions:

- **Develop a Comprehensive Strategy:** Design a strategy incorporating diverse voices across the organisation, including those representing various genders, cultural backgrounds, and other intersecting identities. Ensure the strategy includes specific goals for increasing representation at different leadership levels.

- **Align Stakeholders:** Bring key stakeholders, such as board members, executives, diversity advocates, and community leaders, to collaborate on implementing the diversity strategy. Facilitate regular meetings to ensure alignment and address any emerging issues.

- **Communicate Inclusively:** Create a communication plan that addresses different audiences within the organisation. Use multiple channels and formats to ensure the message about the importance of diversity and inclusion resonates with individuals from various backgrounds.

- **Monitor and Evaluate:** Set up systems to track progress towards diversity goals. Collect data on the representation of different identity groups in leadership roles and assess the effectiveness of implemented strategies. Make adjustments based on feedback and outcomes.

The Innovator

Role: Develops and implements innovative solutions to increase gender and racial diversity in leadership positions.

Actions:

- **Create a Mentorship Program:** Design a mentorship and leadership development program specifically for individuals from underrepresented gender and racial groups. Ensure the program includes targeted support, networking opportunities, and skills training.

- **Develop Inclusive Recruitment Practices:** Innovate recruitment and promotion practices to ensure they are inclusive and equitable. This might include revising job descriptions, implementing blind recruitment processes, and creating pathways for diverse candidates to enter leadership roles.

- **Pilot New Initiatives:** Launch pilot projects or initiatives that test innovative approaches to increasing diversity, such as leadership incubators, sponsorship programs, or diversity-focused leadership training workshops.

- **Assess and Refine:** Evaluate the effectiveness of these initiatives by gathering feedback from participants and analysing data on leadership diversity. Use this information to refine and expand successful programs and address any identified gaps or challenges.

Integrating Roles for Effective Systems Change

Together, these roles form the backbone of effective systems change in sport organisations:

The Orchestrator aligns diverse stakeholders and coordinates collective action towards shared objectives.

The Innovator pioneer's novel solutions to dismantle entrenched dysfunction within the system.'

The Agitator gives voice to the marginalised, raises awareness of systemic injustices, and catalyses public demand for change.

All three roles are indispensable in any pathway to system change, and people can move from one role to the other as required. They converge to create a symphony of progress and possibility, ensuring that leadership and governance in sports organisations are inclusive, equitable, and effective.

⚙ TOOL 5:

Systems Change Leadership: Navigating Complexity with Strength and Vision

Along with the roles Leaders can play in systems change, there are also key tenets to successful systems change as outlined below:

1. Proximity to the People and Problems

This involves being physically, emotionally, and intellectually close to the communities and individuals affected by the issues you are trying to change.

They prioritise building relationships and trust within these communities, recognising them as partners rather than mere beneficiaries.

2. Leaders engage with individuals most affected by the issue as assets

Leaders recognise the inherent assets and strengths within communities and individuals impacted by the issue. They foster an environment where diverse talents, expertise, and skills are valued and utilised in developing solutions.

This approach shifts the focus from fixing deficiencies to leveraging existing strengths, empowering stakeholders to participate actively in the change process.

3. Collective Leadership

Effective systems change requires collaboration and shared leadership among multiple stakeholders. Leaders cultivate a culture of collective leadership, where decision-making is distributed and diverse perspectives are valued. They foster networks and partnerships across sectors and disciplines, recognising that no single individual or organisation can drive systemic change alone.

4. System Awareness

Leaders deeply understand the system they seek to change, including its structures, relationships, and dynamics.They conduct thorough diagnoses to identify interconnected systemic conditions, recognising that problems are often multifaceted and interrelated. This awareness enables leaders to navigate complex systems, anticipate unintended consequences, and identify leverage points for intervention.

5. Navigating Opposing Forces

Leaders acknowledge and openly discuss opposing forces within the system, including stakeholders invested in maintaining the status quo. They develop strategies to navigate resistance and foster constructive dialogue, seeking common ground and aligning interests where possible. This requires resilience, negotiation skills, and a willingness to challenge entrenched interests to pursue systemic change.

6. Addressing Transformative Levers

Beyond addressing structural aspects of the system (such as policies and resource flows), leaders focus on deeper transformative levers. This includes addressing power dynamics, relationships, and narratives that shape the system, recognising that lasting change requires shifts in underlying paradigms and beliefs. Leaders engage in storytelling and narrative-shaping to challenge existing narratives and inspire collective action towards a shared vision of change. By embodying these key elements and traits, leaders can effectively engage with systems change, fostering inclusive, sustainable, and transformative outcomes.

⚙ TOOL 6:

Intersectionality-Based Policy Analysis Tool

Adapted from: Hankivsky, O. (Ed.). (2012). An Intersectionality-Based Policy Analysis Framework. Vancouver, BC: Institute for Intersectionality Research and Policy, Simon Fraser University.

Inquiry questions

Key question	Considerations	Your notes
What do you bring to this area of policy analysis?	• What are your personal values, experiences, interests and beliefs? • How do these personal experiences relate to social and structural locations and processes (e.g., gender, 'race' and ethnicity, socio-economic status, sexuality, gen¬der expression and age; patriarchy, colonialism, capitalism, racism and heterosexism) in this policy area?	
What is the policy 'issue' under consideration?	• What assumptions (e.g. beliefs about what causes the issue and which population(s) is/are most affected) underlie this representation of the 'issue'?	

Key question	Considerations	Your notes
How are groups differentially affected by this representation of the 'issue'?	• Who is considered the most advantaged and who is the least advantaged within this representation? Why and how? • How do current representations shape understandings of different groups of people?	

⚙ TOOL 6:

Intersectionality-Based Policy Analysis Tool

Key question	Considerations	Your notes
What are the current policy responses to the issue?	• Who has responded to the 'issue' and how? • What are the current policy responses trying to achieve? • Do current policies focus on target groups? • How do existing policies address, maintain or create inequities between different groups? • Do existing responses create competition for resources among differently situated groups?	

Innovation questions

Key question	Considerations	Your notes
What inequities exist in relation to the issue?	• Which are the important intersecting social locations and systems? For example, how do systems of inequality (racism, colonialism, classism, heterosexism) interact in relation to this policy issue? • Where will you look to find necessary information to help you answer this ques-tion? • What potential approaches can be used to promote discussion of the issue across differently affected groups? • What are the knowledge/evidence gaps about this issue across the diversity of the population?	

⚙ TOOL 6:

Intersectionality-Based Policy Analysis Tool

Key question	Considerations	Your notes
Where and how can interventions be made to improve the issue?	• What are the logical entry points? What are the available policy levers? • Who is part of the proposed intervention? Who is positioned to influence and implement the intervention? • What role can diverse stakeholders play in these interventions? How will they be meaningfully engaged and supported in providing input?	
Where and how can interventions be made to improve the issue?	• How will proposed options address inequities and promote social justice? How will you ensure that the proposed options do not reinforce existing stereotypes and biases or produce further inequities for some populations? • How will the solutions interact with other existing policies? • What might be the challenges and opportunities for proposed policy solutions?	

Key question	Considerations	Your notes
Where and how can interventions be made to improve the issue?	• How will proposed options address inequities and promote social justice? How will you ensure that the proposed options do not reinforce existing stereotypes and biases or produce further inequities for some populations? • How will the solutions interact with other existing policies? • What might be the challenges and opportunities for proposed policy solutions?	
How will implementation and uptake be assured?	• Who will be responsible (and who is best positioned) to ensure the implementation of the policy recommendations? • What time frames and accountability mechanisms are identified for implementation? • How do the policy solutions encourage solidarity and coalition building across divergent interests and groups?	

⚙ TOOL 6:

Intersectionality-Based Policy Analysis Tool

Key question	Considerations	Your notes
How will you know if inequities have been reduced?	• How will you measure policy implementation and outcomes? • What intersectional factors will be measured in the evaluation process? How will they be measured? • How will affected groups be meaningfully engaged in assessing the reduc¬tion of inequities? • What will be the measure of success?	
Where and how can interventions be made to improve the issue?	• How will you know if inequities have been reduced?	
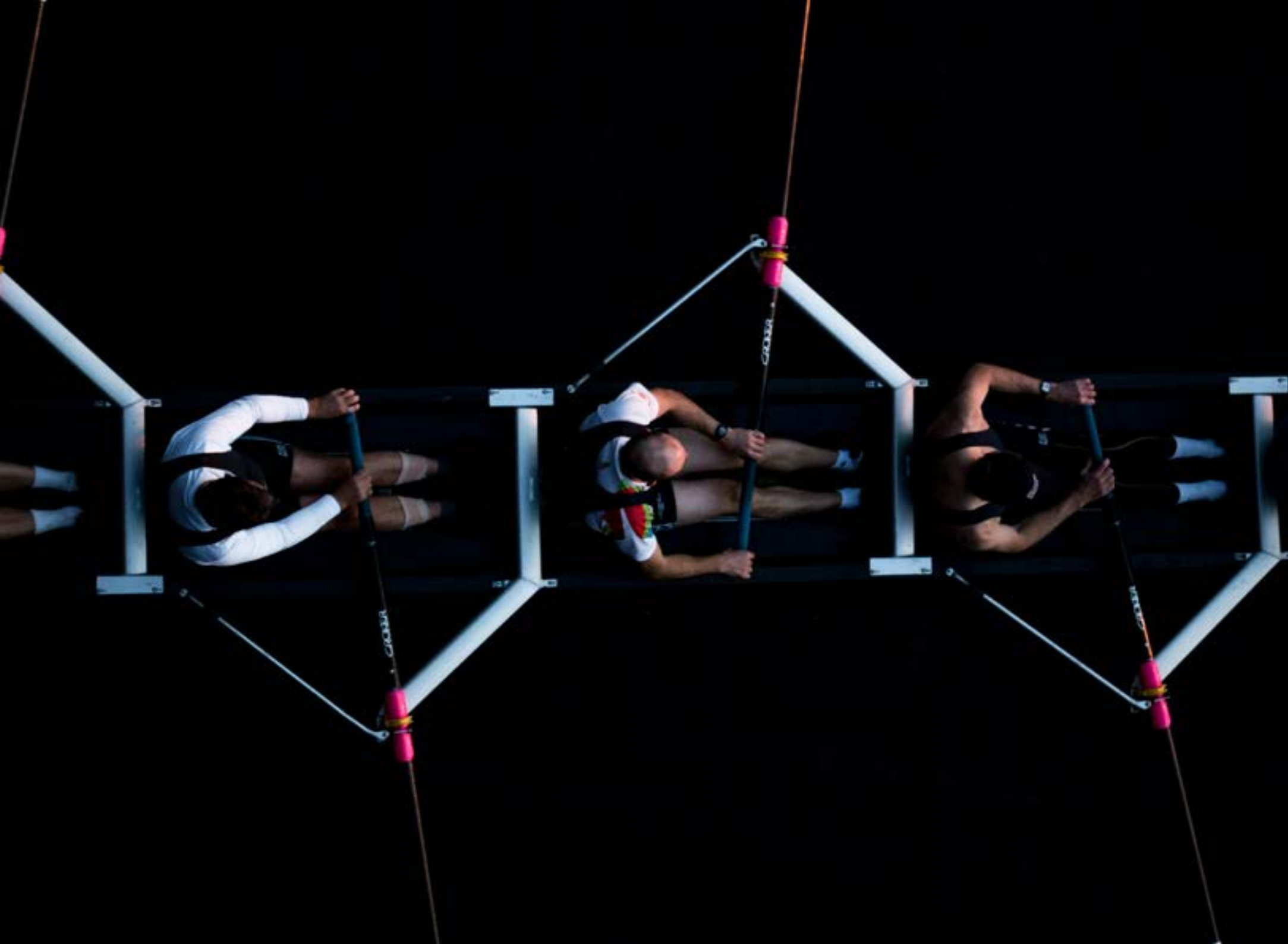
⚙ TOOL 7:

Exploring your Identity and Privilege: Power Flower

Adapted from: Intersectionality Resource Guide and Toolkit: An Intersectional Approach to Leave No One Behind, UNPRDP, UN Women

When to use this tool

This is a tool for self-reflection which has been designed for workshop and group meeting settings. It can be used at any point in time but ideally, it should be used at the start of any new initiative as a way to positively influence approaches and actions from the outset.

Overview

Every one of us has multiple, nuanced identities that form our lives. Just as our own identities are complex, so too are those of the people we work with and encounter. Gender, disability, ethnicity, age, education – among others – intersect and interact to shape who we are and what challenges and contradictions we confront. Exploring our multiple characteristics in a group setting helps build personal and collective awareness of our respective circumstances.

Purpose

To introduce the basic concept of intersectionality, highlighting how diverse identities coexist within each of us and change throughout our lives from infancy to maturity.

To explore the ways in which our own intersecting identities contribute to both oppression and privilege, illustrating how power is relational and always dynamic.

To reflect on how these forces operate in people's lives, deepening our understanding of how identity, power, subordination, and exclusion affect our organisations, ourselves as individuals, and our social change strategies.

Time: 90-120 minutes depending on size of group

Participants: No more than 25 people

Facilitator competencies

In order to initiate meaningful discussions with critical self-reflection, it is imperative that a person with lived experience of intersectional discrimination leads or co-facilitates the session.

This activity can bring up sensitive issues and therefore requires at least one of the facilitators to be very experienced, especially at constructively navigating the direction of discussions.

Accessibility considerations

Since this is a visual-based activity, the facilitator(s) will need to pay attention to ensuring that all visual references are described clearly for any blind and partially-sighted participants. For completing the personal identity exercise (step 4), provide the participants with a sheet of card each suitable for their Braille slate.

Provide a short break halfway through the session to allow any participants requiring a sensory break to have a brief rest.

Have some support assistants on hand for any participants who may request them.

Materials and space needed:

- Sheets of paper in a variety of colours with flower outline – 1 per participant (see below)

- Flipchart sheets
- Scissors
- Markers and pens
- Tape/blue tack or sticky wall
- Empty wall or floor space
- Braille card for visually impaired participants if needed

Process

1. Facilitator preparation

    - Cut out 12 large petal shapes and a medium-sized circle from flipchart paper and place them on the wall or floor, sticking them together so they are arranged in the shape of a flower.

    - Photocopy for each person an A4 sheet of paper with a pre-drawn flower with 12 petals.

    - Each petal will represent one category, which can include classifications such as: gender, ethnicity, language, faith, age group, socioeconomic status, education level, disability, location (e.g., urban, sub-urban, rural, remote), relationship status (e.g., married, divorced, partnered, single), sexual orientation, citizenship status, housing (e.g., owned, rented, subsidised, none) etc.

    - Prepare each category on a 'master' card ready to place on each petal. With the group you will narrow this down to 12 categories, but it is a good idea to prepare a few more than you need and have some spare cards ready for relevant suggestions from the group.

    - The central part of the flower will represent the group's context for which they will reflect. This is typically the country that the group is based in (Australia) but can be adapted to suit the scope of the exercise and make-up of the group to reflect other contexts such as members o a particular sports organisation.

2. Seat the group in a circle or semi-circle depending on whether you have used the floor or wall to place the large flower. Introduce participants to the purpose of the activity, highlighting that this is a safe space for us all to reflect on who we are and how certain characteristics/identities we possess may enable or hinder not only our everyday lives, but also the lives of others.

3. Begin the activity by agreeing with the group the context that the activity will focus on (e.g., Australia, NSO) and write this on the centre circle of the flower. Then agree with the participants the different social characteristics/ identities that they would like to explore with regard to the agreed context. The facilitator can kickstart this by suggesting some ideas from the cards already prepared. By the end, each of the 12 petals will have a category stuck to it.

4. Hand out the A4 sheet/card with the 12 flower petals to each participant and ask them to note both the agreed categories and their own personal characteristics/ identities corresponding to each category.

⚙ TOOL 7:

Exploring your Identity and Privilege: Power Flower

5. After completing the individual flowers, reflect as a group on questions such as:

   - Have any aspects of your identity changed over the years? If so, what factors influenced those changes?

   - Which identities do you feel you have choice over and which do you feel are decided for you?

   - How have the intersection of your identities affected who you are today?

   - What aspects of your identity do you think have influenced your relationship with others?

6. By now the facilitator(s) should have created a safe space for participants to openly share their opinions and ideas. Next, go back to the main flower on the wall/floor and go through each category asking the group who they consider as having the most power within the context. (For example, which age group in Australia / NSO typically holds the most power?) Once there is consensus, write in these dominant characteristics one by one inside each corresponding petal.

7. When finished, ask the group to return to their individual flowers and count the number of petals in those noted as dominant characteristics in the big flower. Participants will possess anything from zero to 12 matches.

8. Ask the group to stand up and reorganise themselves in the chairs according to their number of matches. One end of the circle will represent the highest number and the other the lowest.

9. Once the participants have found their new seats, ask them to sit down and take a look at the new arrangement. What patterns do they notice?

10. Facilitate a discussion around the questions such as:

    - How does it feel to be where you are placed? Did you expect it? Why/why not?

    - Do you think where you are sitting now provides a realistic reflection of your power status within your context? Why/why not?

    - Are you surprised by where some other people are sitting in relation to you? If so, why?

    - Were you ever conscious of your power and privilege in relation to others before?

    - In the future do you think that you are likely to stay where you are, or move up or down the power ladder? Which characteristics are likely to influence your answer?

    - If you were to change the context, e.g. outside your NSO, how different do you think the flower and your position would be?

    - What does this activity tell you about your own power or potential for exercising power? If you now knowingly hold power and privilege over others, how might this influence your everyday life and work? How might you be able to redress the imbalance?

Notes for the facilitator(s) during this deeper discussion:

For some people, this activity can be uncomfortable, so be prepared to step in when needed while also being sensitive to the existing power dynamics in the room.

Highlight any observations you make that help to illustrate issues around intersectionality such as intersecting identities, relational power and time and space – for example:

- Because each individual has many identities, individuals can be dominant in one relationship and subordinate in another.

- Power is often least visible to the powerful. Those with more power are often comfortable giving an opinion based on 'gut feeling' alone. The less power you have the less likely you are to speak without back-up evidence e.g., gender dynamics mean that women are more likely to feel the need to substantiate their opinions than men.

- Those with more power can easily fall into the trap of looking at their power in relation to those more powerful than them (i.e., those not in the room) rather than those less powerful than them.

- Conversely, people with less power typically acknowledge that there are many more with less power than them.

Debriefing notes

We are members of more than one community at the same time and so can experience oppression and privilege simultaneously. We have, for example, professional identities and personal life identities.

How does this work? An elite athlete is respected in her profession but may suffer domestic violence at home in her private life. She experiences both privilege and domination at the same time. Intersectionality is an analytical tool for studying, understanding, and responding to the ways in which our identities can intersect and contribute to unique experiences of oppression and privilege. Just as programming that doesn't specifically address gender or disability inclusion is likely to fail, so too are blunt instruments that slot people into simple categories like 'poor', 'young', 'rural', etc. By reflecting on how these multiple aspects operate in our own lives, we can gain a better sense of ourselves and our relationship to power and understand how these factors influence others.

Since everyone is made up of different characteristics, we need to find points of connection and action with people across these differences so that we can tackle the multiple forms of discrimination we face whether they be due to disability, class, gender, age etc.

This is intended to be a thought-provoking exercise which we encourage participants to continue to contemplate beyond the session. Everyone is urged to constantly check themselves – their beliefs, their judgements, their actions – as they go about their daily lives, and think about what they could do differently or give more consideration to from this point onwards. Reflexivity is a key enabler for addressing intersectionality.

⚙ TOOL 8:

Unpacking bias guided activity – A walk in the park

Adapted from: Unpacking Bias Activity Intersectionality Toolkit, The International LGBTQ Youth and Student Organisation (IGLYO), 2014

Estimated time: 30 minutes

Facilitator Requirements

- Quiet space without interruptions
- May play slow soft music if helps settle room
- Keep the pace of the exercise slow and calm

Purpose

Sometimes, even if we don't realise, we live by some unconscious biases that have shaped us throughout our lives. With this exercise you can begin an honest conversation about them, while recognising that we all have unconscious biases.

At the end of the exercise you will be able to bring your participants at the point of realising their own unconscious biases and thinking of ways of changing the status quo.

Procedure for Guided Fantasy (20 mins)

Ask group to sit in circle, and slowly talk through the following guided fantasy.

Close your eyes. Take a minute to imagine yourself in a public park. Just for now it is empty of people. It's a warm summer's day, the trees are heavy with leaves and the sun breaks through to make you feel warm. There is a slight breeze; you can feel it on your face. As you look forward you can see a path winding its way far into the distance. Around the path there are followers, grassy patches of cut grass and large leafy trees. The only sound is of birds singing.

You hear the birds and smell the freshly cut grass; you feel the heat of the sun and are refreshed by the slight breeze. You look in front of you and decide to follow the path. You begin to walk and you move along the path and hear human voices in the distance. You look first to your right and then to your left, you notice a young child kicking a football. The child throws the ball into the air and catches it as it falls.

You notice the ball fall hard into the child's hands. Two people are playing with the child – you smile and wave towards them noticing the smiles on their faces. You continue to walk around some large trees and pass two people sitting on a bench. They are laughing loudly – you try to hear what they are saying. You move again along the path and see a couple walking towards you holding hands. They walk past you as you look at them.

As you walk on a number of men are sitting on a bench by the path, talking and laughing – you look at them one by one. As you walk on you are nearing the gate of the park, you walk through the gateway and in front of you, you see this building (make relevant to environment). You walk into the building and then into this room. You sit on the chair and feel it under you.

You begin to slowly open your eyes and come back into the group when you are ready.

Key Questions for Discussion (40 mins)

Use the following questions to stimulate discussion in the group on the experience of the Walk in the Park.

- When you saw the child with the ball, was the child female?

- The two people you saw with the child, did you imagine them to be the child's parents?

- The two people sitting on the bench: What did they look like? Were they white and able-bodied?

- The couple holding hands that were walking towards you; were they an old or retired couple, were they able-bodied, were they non-white, were they two women or two men?

- The group of men on the bench, were they young or old, were they able-bodied, and were they white?

- Did anyone in your park wear clothing or jewellery which made you think they were from a different culture?

Was everyone in your park:

- White?

- Able bodied?

- Young or middle-aged?

- Were there couples of the same sex

- Were there any retired or old people in your park?

- Were their different ethnic groups in your park?

Final debriefing questions:

- Why do you think that you saw the park in that way?

- How do you think that the way we see the world influences our work?

ADDITIONAL RESOURCES

Videos on Intersectionality

Title	Description	Link
The Future of Inclusion and Intersectionality in Australian Sports	Representatives from Australian community groups, and sports organisations discuss the importance of intersectionality in sports and the role of sports organisations in promoting inclusion.	Watch Think Sport
Intersectionality 101 Teaching Tolerance	Short 3 minute video introducing the basics of Intersectionality	https://youtu.be/w6dnj2lyYjE

Title	Description	Link
Intersectionality Canadian Women and Sport	To ensure that all women and girls can enjoy the many benefits of sport in an environment that is inclusive and safe, sport leaders need to look beyond gender to identify and dismantle barriers that can arise from overlapping forms of discrimination.	https://youtu.be/Pkt5dbVzQjs
A Peoples Journey: African American Women and the Struggle for Equality NMAAHC	Learn how early freedom fighters fought against multiple oppressions. Kimberlé Crenshaw explains how the intersections of these oppressions manifest today in the term she coined, "intersectionality."	https://youtu.be/X5H80Nhmn20

Title	Description	Link
Intersectionality in Practice Dr. Ashlee Christoffersen University of Edinburgh	Short video explaining in Intersectionality and practice and how this differs from diversity initiatives	[Videos – Intersectionality in Practice [ed.ac.uk]](#)
Kimberlé Crenshaw: What is Intersectionality? **National Association of Independent Schools [NAIS]**	Kimberlé Crenshaw, talks about intersectional theory, the study of how overlapping or intersecting social identities—and particularly minority identities—relate to systems and structures of discrimination.	https://youtu.be/ViDtnfQ9FHc

Title	Description	Link
What is Intersectionality and Why is it Important? ADP	Learn about Intersectionality and how it affects all of us, both in our work and personal lives.	https://youtu.be/3qhadch9oDo
What is intersectionality? Professor Peter Hopkins, Newcastle University	Short pictorial explanation of Intersectionality.	https://youtu.be/O1islM0ytkE

ADDITIONAL RESOURCES

Videos on Intersectionality

Title	Description	Link
What Is Intersectionality? Queer 10, The Advocate	The Advocate's Ashley Jiang tells us the intricacies of intersectionality.	https://youtu.be/EXJ4Dbdm1ks
What is Intersectionality? Intersectional Analysis Explained in Five Minutes Armchair Academics	This brief video covers intersectionality as a theoretical method and analytical perspective in the social sciences. This video is an excerpt from our two-part series "The Ten Most Important Theories in Social Science".	https://youtu.be/tJcPnC_Jcg4

Title	Description	Link
The urgency of intersectionality Kimberlé Crenshaw TED Women 2016	Now more than ever, it's important to look boldly at the reality of race and gender bias -- and understand how the two can combine to create even more harm. Kimberlé Crenshaw uses the term "intersectionality" to describe this phenomenon. In this moving talk, she calls on us to bear witness to this reality and speak up for victims of prejudice.	Kimberlé Crenshaw: The urgency of intersectionality | TED Talk

ADDITIONAL RESOURCES

Articles on Intersectionality

Looking Back to Look Forward: Exploring Crenshaw's Political, Structural, and Representational Intersectionality in Sport

Anders, A., De Vita, J., Fisher, L., Corr, C. Culture Studies, November 2023

[PDF] Looking Back to Look Forward: Exploring Crenshaw's Political, Structural, and Representational Intersectionality in Sport (researchgate.net)

Operationalization of intersectionality in physical activity and sport research: A systematic scoping review

Heejun Lim et al SSM - Population Health Issue 14, 2021

Operationalization of intersectionality in physical activity and sport research: A systematic scoping review - ScienceDirect

The Sport Intersectional Model of Power [SIMP] as a tool for understanding intersectionality in sport governance and leadership

By Simpkins, E., et alIn book: Gender Equity in UK Sport Leadership and Governance (pp.37-50). Emerald Publishing 2022

[PDF] The Sport Intersectional Model of Power [SIMP] as a tool for understanding intersectionality in sport governance and leadership [researchgate.net]

Intersectionality and Privilege

University of Edingburgh

Intersectionality and Privilege | Equality, Diversity and Inclusion [ed.ac.uk]

An Intersectional Approach to Inclusion at Work

Ludmila N. Praslova - Harvard Business Review June 2022

An Intersectional Approach to Inclusion at Work [hbr.org]

What is intersectionality?

The Conversation. November 3, 2023

What is intersectionality? A scholar of organizational behavior explains [theconversation.com]

It's not all about gender or ethnicity: a blind spot in diversity programs is holding equality back

The Conversation. January 24, 2023

It's not all about gender or ethnicity: a blind spot in diversity programs is holding equality back [theconversation.com]

Six misunderstood concepts about diversity in the workplace and why they matter

The Conversation. May 4, 2022

Six misunderstood concepts about diversity in the workplace and why they matter [theconversation.com]

Transgender people of color face unique challenges as gender discrimination and racism intersect

The Conversation. April 1, 2022

Transgender people of color face unique challenges as gender discrimination and racism intersect [theconversation.com]

How the language we use entrenches inequalities

The Conversation. October 9, 2019

How the language we use entrenches inequalities [theconversation.com]

What is intersectionality? All of who I am

The Conversation. March 8, 2019

What is intersectionality? All of who I am [theconversation.com]

Explainer: what does 'intersectionality' mean?

The Conversation. February 26, 2019

Explainer: what does 'intersectionality' mean? [theconversation.com]

Intersectionality: how gender interacts with other social identities to shape bias

The Conversation. February 4, 2016

Intersectionality: how gender interacts with other social identities to shape bias [theconversation.com]

Intersectionality: what is it and why it matters

University of British Columbia. March 8, 2021

Intersectionality: what is it and why it matters | VPFO | UBC

Using intersectionality to understand structural inequality in Scotland: evidence synthesis

Scottish Government. March 2022

What is meant by the concept of 'intersectionality'? - Using intersectionality to understand structural inequality in Scotland: evidence synthesis - gov.scot [www.gov.scot]

What is intersectionality, and what does it have to do with me?

YW Boston. March 29, 2017

What is intersectionality, and what does it have to do with me? | YW Boston

What Is Intersectionality and Why Is It Important?

Anne Sisson Runya, AAUP. November-December 2018: Gender on Campus

What Is Intersectionality and Why Is It Important? | AAUP

ADDITIONAL RESOURCES

Books on Intersectionality

Intersectionality [Key Concepts] 2nd Edition
by Patricia Hill Collins and Sirma Bilge
Polity Press 2020

Intersectionality as Critical Social Theory
By Patricia Hill Collins
Duke University Press 2019

On Intersectionality: Essential Writings
by Kimberlé Crenshaw
The New Press, 2019

Women, Race & Class
By Angela Y. Davis
Penguin Classics 2019

Ain't I a Woman: Black Women and Feminism
by bell hooks
Pluto Press, 1987

Race, Class, Gender: Intersections and Inequalities
By Margaret L. Andersen and Particia H. Collins
Cengage Learning, 2020

Podcasts on Intersectionality

Intersectionality Matters! African American Policy Forum

Intersectionality Matters! is a podcast hosted by Kimberlé Crenshaw, an American civil rights advocate and a leading scholar of critical race theory.

Intersectionality Matters! on Apple Podcasts

Podcast: What Is Intersectionality And Why Do We Need It?

We dive into the meaning of intersectionality, it's various contours and how it is impossible to talk about feminism without acknowledging the intersections within it.

https://feminisminindia.com/2020/10/01/podcast-intersectionality-meaning/

Doing Intersectionality Resources

Guidance Note on Intersectionality, Racial Discrimination & Protection Of Minorities

The United Nations Network on Racial Discrimination and Protection of Minorities

GuidanceNoteonIntersectionality.pdf [ohchr.org]

This Guidance Note was prepared by the United Nations Network on Racial Discrimination and Protection of Minorities to support those involved in United Nations efforts to end discrimination, inequality and exclusion. The Note seeks to encourage an intersectionality perspective in the context of policy development, programming and project implementation as a means of strengthening the United Nations system's efforts to eliminate racial discrimination and strengthen the protection of minorities. The Note provides a summary of the concept of intersectionality and its grounding in the principle of equality and non-discrimination and, more broadly, international human rights. It presents examples of the ways in which United Nations agencies have prioritized an intersectionality perspective in their work and makes a series of recommendations for practitioners

APPENDIX

Definitions of core constructs of intersectionality

Social Inequality

This is the fundamental object of investigation for intersectionality.

Intersectionality sharpens our focus on understanding and explaining complex social inequalities in the world and human experience.

Example: Understanding social inequality through an intersectional lens prompts sports organisations to reassess governance and leadership, fostering equitable opportunities and diverse representation. Recognising intersecting social disparities across ethnicity, gender, and socioeconomic status, organisations and leadership scrutinise current practices and policies, ensuring inclusivity and innovation.

Intersecting Power Relations

As an analytical framework, Intersectionality urges for a power conscious lens. It looks at power from many angles and asks what kind of power relations might be hidden behind those that are more apparent in a given context?

Intersectionality considers power as relational – not as something to be gained or lost but rather about how power is exercised via relationships that create categories of winners and losers. It understands power relations through a lens of mutual construction. For example, power relations of racism, heterosexism, ableism etc. gain meaning via their relationship to one another. These are not just analysed via their intersection but also across the structural, cultural and interpersonal domains of power.

This analytical framework of power offers a dual analysis that identifies intersecting categories of power that are organised across domains of power. Power conscious analysis suggests intersectionality is a form of critical praxis with a response to complex social inequalities, organised by a complex matrix of power.

Example: Understanding Intersecting Power Relations in Governance and Leadership

By adopting an intersectional perspective on power relations, sports organisations recognise that power operates through complex relationships across various domains, such as structural, cultural, and interpersonal. This understanding prompts the organisation to critically analyse how power dynamics of racism, heterosexism, ableism, and other forms of oppression intersect and shape leadership practices.

Leadership within the organisation acknowledge that power is not just about individual authority but is exercised through relationships that create winners and losers. They recognise that traditional notions of power can mask hidden inequalities and commit to fostering an inclusive and equitable leadership environment.

Understanding intersecting power relations prompts sports organisations to adopt a more nuanced and critical approach to governance and leadership, challenging existing hierarchies and striving for greater inclusivity and social justice.

Social Context

Contextualising involves thinking about social inequality, relationality and power relations in a social context. It ask us to consider how institutional structures are shaped by ideas.

Example: By contextualising social inequality, relationality, and power relations, Leaders is sport gain insight into the structural barriers and systemic biases that impact diversity, equity, and inclusion efforts. It recognises that institutional structures are shaped by societal ideas and norms, which can reinforce inequalities if not actively challenged.

For instance, the organisation acknowledges that historical discrimination and unconscious biases may limit opportunities for specific individuals and groups in leadership positions or access to resources. Understanding these social dynamics prompts the organisation to develop targeted strategies that address systemic barriers.

Furthermore, by considering relationality, the organisation fosters authentic connections with diverse stakeholders, amplifies marginalised voices in decision-making processes, shares power and creates a sense of belonging for all members.

By understanding social context, the sports organisation can implement more effective diversity, equity, and inclusion initiatives that address systemic inequalities and foster a culture of belonging and respect within the organisation.

Relationality

Relationality refers to the connections among ideas, discourses. Intersectionality's point of inquiry is that seemingly basic ideas treated as separate are actually interconnected.

It challenges binary relational thinking and helps forge a complex understanding of the relationship among history, social organisation and forms of awareness – both personal and collective.

It replaces 'either / or' with 'both / and thinking' to generate new questions and areas of inquiry.

Its core premise is that Intersectionality is a form of critical inquiry and practice - a statement of relationality between knowing and doing as interconnected.

Identity is always constructed in relationship to and within social contexts shaped by intersecting power relations.

Example: By embracing relationality, those in leadership positions within sports organisations recognise that individual identities are constructed within complex social contexts shaped by intersecting power relations. This understanding prompts leaders to challenge binary thinking and adopt a 'both/and' approach, acknowledging the multifaceted nature of identity and representation.

For example, rather than viewing diversity efforts as separate initiatives, leaders approach representation as intertwined with broader organisational goals. They recognise that addressing underrepresentation requires not only diversifying leadership but also fostering safe and inclusive environments that empower individuals from underrepresented groups.

Understanding relationality encourages leaders to forge connections between history, social organisation, and forms of awareness, informing strategies that promote diverse representation at all levels of the organisation. By integrating intersectionality as a form of critical inquiry and practice, leaders actively engage in ongoing reflection and action to dismantle barriers to inclusion.

APPENDIX

Definitions of core constructs of intersectionality

Complexity

The core ideas of social inequality, intersecting power relations, social context and relationality highlight Intersectionality's complexity because these ideas interact with one another.

Thinking about social inequalities and power relations within an ethos of social justice and doing so in their specific contexts brings complexity to intersectional inquiry and praxis.

Considering how intersecting power relations shape identities, social practices, institutional arrangements and cultural representation and ideologies in ways that are contextualised introduces a level of complexity into everything.

Example: By embracing complexity, board members of Sports Organisations recognise that social inequality, intersecting power relations, social context, and relationality are interconnected and influence each other within the organisation. This understanding prompts them to examine the systems and structures in place critically.

For example, rather than viewing social inequality and power relations as isolated issues, board members understand that they intersect in complex ways, shaping identities, social practices, institutional arrangements, and cultural representations within the organisation. This recognition introduces a level of complexity that requires a nuanced approach to decision-making and problem-solving.

Board members engage in intersectional inquiry and praxis, considering how social inequalities and power dynamics manifest within the organisation's specific contexts. They recognise that promoting social justice requires addressing these complexities and developing strategies that account for the intersecting nature of oppression and privilege.

By understanding complexity, board members are better equipped to interrogate and address the systems within sports organisations, fostering a culture of equity, inclusion, and social justice.

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