



WLVT
We Lead Volleyball Together

Curriculum and training method



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WLVT
We Lead Volleyball Together

1. Empowering leaders: a theoretical guide for WLVT
2. Exercise Book
3. Handbook & Workbook for Young Leaders
4. Handbook & Workbook for Club Mentors
5. Handbook national federations and national facilitators
6. Handbook Role Models



We Lead Volleyball Together

Empowering Leaders: A Theoretical Guide for WLVT



WLVT

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Empowering Leaders: A Theoretical Guide for WLVT



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Further reading

Also find in this handbook, more information on:

- 7 strategies for supporters of youth leadership
- Representation of women and men in leading positions in volleyball

Glossary

Board Members	Board Members have a supportive role in goal-setting and inspiring other members to also support youth leadership in the club.
Club Mentor (CM)	The responsible mentor(s) in a club for the WLVT-programme, facilitating the Club Sessions for and with Young Leaders.
Club Sessions	The WLVT-training consists of 10 Club Sessions. These are facilitated by the CM for/with the YLs. Activities include the exercises in this handbook, mentoring YLs and/or preparing for the 1 or 2 activities for youth. This is approximately every other week.
Learning Goal	We identified various learning goals for the WLVT-programme relating to youth leadership. Each topic and exercise focus on 1 or more learning goals.
National Facilitator (NF)	The NFs facilitate the kick-off training and come-back training for YLs and CMs; and possibly the 3 online sessions with Club Mentors.
National Volleyball Federation	Together with the clubs, the federation plans dates for (online) training and sessions, and possibly organises online sessions together with NFs.
Role Model (RM)	National Role Models support the WLVT-programme with raising awareness on youth leadership, sharing their learnings on leadership, and amplifying the best-practices, results and stories of Young Leaders.
Self-work Sessions	Approximately every other week, YLs work on their exercises and practice on their own or in their team. In Club Sessions it is agreed on what they will do in the time until the next Club Session.
WLVT	We Lead Volleyball Together is the name of our training programme.
Young Leaders (YL)	The target audience (16-20 years) of our WLVT-programme.
Youth	Club (and school) youth participating in the 1 or 2 activities for youth between 13-15 years.

Relating documents

- **Exercise Book:** 48 exercises in chronological order that make up the training programme for Young Leaders.
- **Handbook & Workbook for Young Leaders:** Information for Young Leaders about the training programme and practical tools and formats.
- **Handbook & Workbook for Clubs:** Information for Clubs about the programme and practical tools and formats.
- **Handbook for National Federations and National Facilitators:** Information for Facilitators with an overview of the entire WLVT-programme.
- **Handbook for National Role Models:** Information for Role Models about the programme and the communication and presentation formats.

1 What we mean by youth leadership

The aim of the We Lead Volleyball Together [WLVT] programme is to have more youth [female and male] shaping volleyball. In this chapter, you find all about what leadership for young people means and how we can best support that:

- 1.1 Definition of leadership
- 1.2 Components of leadership for Young Leaders
- 1.3 Youth leadership needs a supportive environment

1.1 Definition of leadership

What do we understand by leadership? Leadership can be defined as the capacity to lead oneself and others towards common objectives and success. On and off the volleyball court, leadership involves leading oneself, leading in teamwork and leading others.

1.2 Components of leadership for Young Leaders

According to the definition, our training programme for Young Leader is focusing on the following components [see 1st column of table below]. All these 5 leadership components are integrated in the 5 phases of the training programme and relating learning goals.

Leadership components	Training programme phase	Learning goals in training programme
1. Understanding the context	A. Understand barriers & opportunities in leadership	• I understand barriers for women and youth in leadership and I know ways to overcome these barriers • I listen carefully to others and consider their input • I know my point of view, and act upon it • I can choose different roles in different circumstances
2. Knowing oneself	B. Explore my talents	• I communicate clearly and effectively • I can reflect on my actions and learn from it • I know my strengths and weaknesses and I feel proud of my talents • I know how to deal with emotions and disappointments
3. Leading oneself	C. Practice and build my skills	• I understand leadership in volleyball • I explore my values and leadership styles • I take up new challenges • I set goals • I plan for concrete steps towards achieving my goals • I ask for help when I need it and I support others • I know how to deal with pressure

4. Leading others	D. Build leadership skills in teamwork	● We make decisions ● I can solve conflicts ● We can easily adapt to change ● I can create a sense of togetherness ● I demonstrate the behaviour I wish to see in others
5. Influencing decision-making	E. Celebrate our achievements	● I can find supporters to realise my goal ● I can influence decision-making

We explain the leadership components in more detail below:

- 1. Understanding the context**

First of all, one needs to understand the context one is in, what are barriers, what are opportunities to overcome those, what are different viewpoints, and what is one's own. Understanding the context and getting informed enables young leaders to make informed decisions, and to act accordingly. For example: Acting may include standing up for your own viewpoints in your club, or to know what roles you can take on in different circumstances.
- 2. Knowing oneself**

Leading oneself starts with understanding oneself. Aspects of knowing oneself include:

 - Knowing your strengths and weaknesses and being proud of your talents.
 - Knowing how to deal with emotions.
 - Having the dedication to keep on learning. In this programme, we do that by practising new skills and by reflecting on them, making mistakes and retry.
 - 'Being yourself' (or authentic) and being okay with it.

Altogether, it builds confidence and self-esteem.
- 3. Leading oneself**

Leading oneself means taking charge of one's own goals and tasks. When we talk about leadership in volleyball, we start with understanding how leadership in volleyball is organised, and also to understand what one's own values are and preferred leadership styles. After that we focus on personal leadership skills. Aspects include: Knowing what you want, planning for it and acting accordingly, but also solving problems along the way.
- 4. Leading others**

Aspects of leading others include:

 - Creating a sense of togetherness, making everyone feel seen and heard. And also, setting and respecting boundaries of oneself and those of others.
 - Demonstrating the behaviour you wish to see in others as a method of setting the scene in any team you join or lead.
 - Providing clarity and making decisions when leading activities for youth.
- 5. Influencing decision-making**

Part of leadership is influencing decision-making. For example, in shaping the activities for youth, or in shaping the club as a youth representative in the board. Aspects of leading others include:

 - Inspiring and engaging others to participate in, or support the 1 or 2 activities for youth that young leaders are going to organise with their team. It also includes, finding allies for the Young Leaders' personal (future) plans and for the change you want to create.
 - Representing your team or players, listening to their input. It relates to being integer, or in other words using your leadership skills not just your own benefits, but for the common good.

The above components show how young people can build leadership skills, and it is the following-order of training phases we use in the WLVT-training.

1.3 Youth leadership needs a supportive environment

For youth [female and male] to lead, they must not only have the motivation and skills to do so, but they must also be giving the opportunity, space or formal roles. In other words, youth leadership needs a supportive environment.

So, how can the supporters around the WLVT-programme create such a supportive environment? Theory defines the following strategies to support an environment where youth are included in decision-making and where youth leadership can take place:

7 strategies for supporters of youth leadership	How can we support this strategy?
1. Raising awareness	The federation and national Role Models raise awareness on the barriers and importance of youth leadership with outlets on/in [social] media.
2. Ensuring fair representation	Federations and clubs ensure fair representation when recruiting national facilitators, national Role Models, clubs [and its board members and club mentors] and participating Young Leaders.
3 Increasing visibility of [female] Young Leaders	Federations, clubs and national Role Models amplify the stories of Young Leaders by spreading best practices and results of youth leadership.
4 Creating an inclusive and welcoming environment	<i>[included in training, see Exercise Book]</i>
5 Engaging youth in decision-making	<i>[included in training, see Exercise Book]</i>
6 Providing youth with learning opportunities	<i>[included in training, see Exercise Book]</i> Also the video-clips on learning goals, and the visit and presentation of the national Role Models at clubs, provide a learning opportunity to Young Leaders.
7 Providing youth with opportunities to lead	<i>[included in training, see Exercise Book]</i>

Table 1: 7 strategies for supporters of youth leadership

We explain how this is integrated into our programme:

1. Raising awareness

It all starts with awareness. If one does not know the barriers youth and women face to access decision-making and leading roles, or the benefits of a better representation, there will be less support for the topic. What is more, stereotyping, exclusion and discrimination often happens unconsciously. Becoming conscious [or aware] is the starting point to also act differently.

Awareness can be raised by sharing facts, sharing experiences or sharing personal stories. For example, in social media posts, inspirational video clips, [online] presentations, and [online] media articles.

In our training programme, we do as follows:

- Young Leaders experience some of the barriers and the opportunities and reflect on it, hear each other's viewpoints and shape their own in the training programme.
- Representatives of volleyball clubs (including Club Mentors and Board Members) will get information in the (online) sessions and the handbook.
- Young Leaders, and clubs are also targeted by the videoclips or other media outlets by the federations and national Role Models.

2. Ensuring fair representation of youth (female and male)

Collecting many perspectives in decision-making and leadership roles will create better solutions, and a better sports offer. Federations and clubs can ensure fair representation, when recruiting National Facilitators, clubs (and its Board Members and Club Mentors) and participating Young Leaders. For more info on the importance of representation, see 2.1.

3. Increase visibility of (female) Young Leaders

Role models can challenge our stereotypes and could demonstrate that leading positions are attainable for those who feel represented by them. And thus, they provide us with a wider range of opportunities to choose from. Female or young Role Models are therefore crucial for inspiring women and youth to pursue leadership roles.

Also, the Young Leaders grow into role models themselves for the youth (13-15) in the club.

In addition, the WLVT-programme makes the efforts of Young Leaders visible. Therefore, the national Role Models support the WLVT-programme with raising awareness on youth leadership and sharing your learnings on leadership. As well as they amplify the best-practices, results and stories of Young Leaders at the end of the training programme by sharing these (as long as the Young Leader is okay with her/his story to be shared!). Also, federations and clubs can share these and by doing so, acknowledge the Young Leaders work during the WLVT-programme.

What's more, visibility means that Young Leaders can be found easily for leadership opportunities beyond our programme.

There are more strategies that support Youth Leadership, that we integrated into our training programme, which you can find in the *Exercise Book*, including:

- Creating an inclusive and welcoming environment. National Facilitators do so in the training sessions. Club representatives do so during Club Sessions and other meetings with youth and young leaders.
- Engaging youth (female and male) in decision-making from the start. Club representatives do so during Club Sessions and other meetings with youth and Young Leaders.
- Providing youth (female and male) with learning opportunities. The National Facilitators and Club Mentors provide learning opportunities by providing the WLVT-training. Also, the visit of the National Role Models to a club provides a learning opportunity for the Young Leaders.
- Providing youth (female and male) with opportunities to lead (see 2. Mapping opportunities for leading tasks and roles for Young Leaders in the club in the Workbook for Clubs).

Find more about this in the *Exercise Book*: Chapter 1.4 (4 tips to mentor youth) and chapter 1.5 (3 Methods to boost youth leadership).

2 Theoretical Guide to Exercise Book

In this chapter we explain what keeps women and youth from decision-making and leading roles, and what are ways to gain power for them to access decision-making and leading roles. Furthermore, we explain how both youth [female and male], and clubs will benefit from that.

The background information provided below uses the same following order of topics as the Exercise Book:

- 2.1 Understand barriers & opportunities in leadership
- 2.2 Explore my talents
- 2.3 Build my personal leadership skills
- 2.4 Build leadership skills in teamwork
- 2.5 Celebrate our achievements

Also in the sub-chapters, the following-order of the exercises in the Exercise Book are leading. As a facilitator, you can always check the background information to the exercises you are preparing. So that you can explain a bit more or add information during the discussions.

2.1 Understand barriers & opportunities in leadership

In the training phase Understand barriers & opportunities in leadership, Young Leaders experience some of the barriers and opportunities, share viewpoints and shape their own. Below we explain the underlying theory of our training programme, relating it to the exercises in the Exercise Book, as follows:

- Exclusion mechanisms – Exercise 4 to 6 in Exercise Book
- Barriers for women – Exercise 4 and 6 in Exercise Book
- Barriers for youth – Exercise 5 and 6 in Exercise Book
- The importance of representation – Exercise 6 in Exercise Book
- Ways to gain power and leadership – Exercise 7 to 9 in Exercise Book

Exclusion mechanisms Exercise 4 to 6 in Exercise Book

Women or youth more often face barriers to access decision-making and leading roles. You could say that exclusion because of being a woman or because of being young, is within our societal system. How such societal systems are shaped and changed we briefly explain below.

Who can face exclusion?

There are multiple characteristics that makes it easier or harder for one to access decision-making and leading roles. Everyone has their own unique mix of advantageous characteristics [or privileges] and disadvantageous characteristics. Society [our general thoughts and beliefs] shape what we see as privileges or not.

Examples of privileges are, being a man, being middle-aged, having a white skin colour, being heterosexual or being theoretical educated.

Examples of disadvantageous characteristics might include the opposite of the above. In addition, one can think of: having a disability, not speaking well the language of the country you live in, not being mentally healthy, or not fitting in the stereotypical boxes of 'woman' or 'man'.

In general, there are 3 exclusion mechanisms:

- Stereotyping:**
- Stereotypes are oversimplified or untrue thoughts or beliefs about a group of people. When it comes to stereotypes of men and women, societies and people have images on how they should behave.

Examples: A general perception is that girls and women should be just nice and pretty [watch for example the images of women on social media]. For many, this image collides with the typical image of sports, which is competitive, sweaty and about gaining muscles.

- Self-exclusion:**
- When stereotypes [beliefs and thoughts] inform your actions, you might not achieve all your potential. When you are trying to live up to the stereotypes of what a woman or man should be, you miss out on other talents, skills and roles you also have in you.

Examples: If you believe that women should always be caring and men should always be tough, it also means you rule out many roles for women, and many roles for men, and thus for yourself. In this programme Young Leaders will practice several roles, and find out which one fits them best [which can vary in different situations].

- Discrimination**
- When stereotypes [beliefs and thoughts] inform and justify one's actions towards others in a negative way this is called discrimination. It excludes people from certain groups [for instance women or young people] from decision-making and leadership roles.

Examples: Leadership qualities are perceived as masculine qualities by many men and women. An action that could flow from that belief is that women are getting less appointed in leadership roles. Also, young people are believed to be less capable of leading, as we might picture an older person when we think of a leader. An action that could flow from that thought is that young people are taken less seriously when they bring up an issue.

The way we think changes over time

All of this makes it harder for women and young people [or any other group of people that face exclusion] to thrive. Fortunately, our perceptions of how we think women, men or youth should act is changing over time and can be changed too! That is something that we try to do in our WLVT-programme: providing opportunities to learn and lead, creating a supportive environment for youth [female and male] and making alternatives visible to challenge us to think more openly. And by doing so changing exclusion mechanisms. Together we can overcome barriers for women and youth!

Barriers for women

Exercise 4 in Exercise Book

For women these exclusion mechanisms lead to specific barriers to access decision-making and leading roles in sports in general and in volleyball in specific:

- Lack of resources: Men have access to better sport facilities, equipment and coaches. And male sporters earn better salaries.
- Lack of female role models: Male sporters have way more presence in mainstream media than female ones. And thus, well-known female sporters are less represented. Moreover, we see a lack of representation of female role model coaches, referees and board members. Not often seeing female role models means that our beliefs are not challenged that it could be otherwise. And so, we do not get inspired to opportunities we have not thought of before.
- Mismatch in volunteer positions: Currently we see men are more likely to volunteer in decision-making positions in sports compared to women. In general, it seems that men's motivation is the interest in sports or associated benefits, whereas for women the motivation lies more often in developing their careers, building social networks, or supporting their children in the club. When people are not attracted upon their motivation, imbalanced representation is likely to appear.
- [Online] harassment: Women are more vulnerable to both physical and online harassment. An example of the latter: male leaders can be criticised for what they say or do, whereas female leaders can be also criticised for how they look, what they wear, or the way they say things [for instance: "don't be too emotional"].

This is a selection of barriers that we found by experience and from literature. During the discussion with Young Leaders you can come up with more examples

Barriers for youth

Exercise 5 in Exercise Book

For youth these exclusion mechanisms lead to specific barriers to access decision-making and leading roles in volleyball:

- Excluding voices and solutions: when youth [female and male] are not represented in decision-making, it means that their voices, wishes, needs and solutions are not heard. This creates a mismatch in what is offered by clubs and what youth wants.
- Mismatch in sports offer: For many young people there is a disconnect between what youth want and what sport clubs offer. Above 12 years' old, we see a declining membership among young people. For teen girls, we know that what keep many from playing sports includes safety [for example, going alone to the field at night], scheduling [for example, the planning of the training does not fit other chores], or a mismatch with the type of exercise [for example: a wish for less competition]. Another example is that many young people like to play in a team with their friends, no matter the difference in technical skill level.
- Education and Knowledge Gap: There is a lack of well-developed educational programmes for young people to develop leadership skills through sports. While there are training programmes for coaches and referees, similar programmes for board members and administrators are rare, leaving new volunteers unprepared for leadership roles.

This is a selection of barriers that we found by experience and from literature. During the discussion with Young Leaders, you can come up with more examples.

The importance of representation

Exercise 6 in Exercise Book

Representation means: A similar percentage of women or youth in leadership positions, as the percentage of female and young club members.

Relating definitions	Example
Underrepresentation: A lower percentage of women or youth in leadership positions, as the percentage of female and young club members.	Men are overrepresented in leadership positions [see table 2 below]. In an environment where everyone is the same [for example, everyone is male] and is not open to others [or excluding everyone who is not male, consciously or unconsciously] it will be harder to gain a leadership position when you are different [in this case, non-male].
Overrepresentation: A higher percentage of men or adults in leadership positions, as the percentage of male and adult members.	Those being underrepresented, like youth, are less likely to voice their wishes, needs and solutions and are thus less likely to be heard at the level of decision-makers.

The current state of representation

Looking at volleyball in Denmark, Iceland, the Netherlands and Norway, we see that girls and women are underrepresented in leadership roles such as coaches, referees and board members. This shows from the fact that from all club members 50 to 68% is female, whereas sometimes the percentage of women in leadership roles can be as low as 10%. See below for each county:

	f/m	Volleyball players	Average in leadership roles	Coaches	Referees	Board members
Denmark	Female	62%	34%	30%	45%	26%
	Male	38%	66%	70%	55%	74%
Iceland	Female	66%	31%	10%	25%	57%
	Male	34%	69%	90%	75%	43%
Netherlands	Female	68%	34%	46%	25%	31%
	Male	32%	66%	54%	75%	69%
Norway	Female	50%	41%	34%	50%	39%
	Male	50%	59%	66%	50%	61%

Table 2: Representation of women and men in leading positions in volleyball

Find out the figures for youth members and youth leaders (coaches, referees or board members) in your country or club in exercise 6 in *Exercise Book*.

What problems do underrepresentation bring?	The importance and the benefits of representation
● Limits the development of leadership skills among women and youth. If you are not invited to join decision-making or leading tasks, you cannot practice, and you cannot build skills.	● Opens opportunities for women and young people to access skill building and leadership roles. Women and youth can reach their potential, because they now access equal opportunities.
● Restricts their ability to influence their environment. When not [represented] in leadership positions, it means less opportunities to influence.	● Broadens their ability to influence their environment. When [represented] in leadership positions, it means opportunities to influence decision-making.
● Contributes to a mismatch between the activities offered by [the leadership of] clubs and the interests of young people. When the perspectives of women and youth are not taken into account, a mismatch is likely to occur.	● Contributes to a volleyball offer that matches the interests of young people.

That is why we find it important to contribute towards fair representation in our clubs.

In addition, Volleyball Clubs and Federations also harvest the benefits of a larger pool of leaders. That is why, in this programme we want to encourage and support young people to develop their talents, practice and build leadership skills, and use these for shaping volleyball together.

Ways to gain power and leadership

Exercise 7 to 9 in Exercise Book

Theory defines four ways to gain power. As a person you can gain power – and thus space for decision-making and leading:

Power from within

You gain power from within by trying out new things, practicing it and reflecting on it. You will get to know and understand yourself; what you're good at, your wishes and needs. By knowing yourself, you grow as a person. You become mentally stronger. And in turn it grows your self-esteem.

Power by being informed

You gain power by understanding the facts, the context you are in, and the barriers and opportunities in it. You gain power because of knowing your point of view enables you to make informed decisions. Or in other words: it helps you to decide what actions you can or want to make.

Power as a team

You gain power by teaming up. You gain power, because as a group it is easier to voice wishes and needs. As a group or team, you can divide the tasks, support each other, and are more likely to be taken seriously.

In addition, organising the activities for youth in your club is something that is visible to all. And being visible and taking space is an important part of gaining power and leadership.

Power with supporters

You gain power by engaging supporters to your goals in and outside the club. It is very hard to lead without being given the opportunity to do so. You must also be giving the opportunity, space or formal role to be able to practice leadership.

2.2 Explore my talents

Knowledge that is used for this phase of the training is already integrated into the *Exercise Book*. We do share sources and links for further reading in chapter 3.



2.3 Practice and build skills

In the training phase Practice and build skills, Young Leaders explore their values and shape their preferred leadership styles. Below we explain the underlying theory of our training programme, relating it to the exercises in the Exercise Book, as follows:

- Leadership styles – Exercise 23B-24 in Exercise Book
- Inclusive leadership – Exercise 23B-24 in Exercise Book

Leadership styles

Exercise 23B-24 in
Exercise Book

Exercise 23A is about personal values. These values relate to what you find most important in life. And most likely these relate to leadership style[s] you prefer when being led or when leading. This can be included in the discussion in exercise 23B.

These are said to be the 5 core leadership styles. Each is outlined below:

Description	Leadership Style	Specifics
Authoritarian [or autocratic]	Leaders have all the decision-making power, typically excluding group members from the decision-making process and dictating work processes and goals.	Specific actions include: ● Guiding group members through a crisis where fast decision-making is required. ● Having a clear chain of command, which leaves little doubt for the group members about what is expected of them. Potential negative effects: ● Highly toxic work environments. ● A negative group member experience, engagement and satisfaction.
Participative [or democratic]:	Leaders value input from their teams and invite them to be a part of the decision-making process.	Specific actions include: ● Creating environments of open-minded communication, collaboration, and transparency. And being accessible and available for the team. ● Building relationships between group members to facilitate belongingness. ● Sharing decision-making by listening to those they lead, allowing all group members to voice opinions. ● Supporting the group to achieve their goals. Potential negative effects: ● Slow decision-making.
Transformational leadership [or visionary]:	It's all about the vision. Leaders are focused on getting their teams to buy into the vision and unite over a shared sense of purpose.	Specific actions include: ● Inspiring by being visionary and by communicating the purpose in every task. ● Coaching group members to achieve that purpose or vision. ● Fostering the growth of individuals in the team. ● Being open to organisational change when it helps the purpose. Potential negative effects: ● Can slow down decision-making. ● Less emphasis on day-to-day operations and short-term goals. ● Work never stops looking at the big picture. This could result in long working days and member's burn-out.

Description	Leadership Style	Specifics
Transactional (or managerial)	Leaders emphasis on organisation, supervision, performance, compliance, and meeting goals	Specific actions include: ● Utilising rewards and penalties to motivate people. ● Monitoring members' performance to identify errors, mistakes, and failures to meet performance expectations and taking corrective action as needed. Potential negative effects: ● Micro-managing tasks ● Leaves little room for listening, empathy or relation building ● Discourages creativity and innovation ● Creates more followers than leaders, and thus leads to a small pool of new leaders
Delegative (or laissez-faire)	Leaders avoid micromanagement and delegate initiatives to group members. This especially works with high-skilled members.	Specific actions include: ● Mentoring more than specific guidance Potential negative effects: ● Delegative leaders may avoid their responsibilities by handing most of them off to their team ● When teams rely too heavily on self-motivation it can lead to stagnation and slow reactions to change

Note: This list is not exhaustive. There are many leadership styles, or combinations of these.

Inclusive leadership

Exercise 23B-24 in Exercise Book

The We Lead Volleyball Together training programme focuses inclusive leadership, because we have already seen that we all benefit when women and youth can equally participate. So, what does inclusive leadership needs, and how can you practice it?

How to practice Inclusive Leadership?	
Fostering Member's uniqueness	- Promoting diversity in the team, from recruiting members, to collecting all different perspectives. And encouraging members to continue presenting new ideas. For example, by using the CoResolve method (see Exercise Book). - Having everyone to get equal opportunities to lead (for example see Participation Ladder). - Supporting the group to achieve their goals. And fostering the growth of individuals in the team. - Recognizing group member's efforts and contributions.
Strengthening belonging within a team	- Addressing group member's well-being and general satisfaction to make them feel appreciated. - Making group members feel that they are treated equally, without personal biases. - Allowing all group members to voice opinions.
Supporting organisational efforts	- Promoting organisational mission on inclusion. - Being open to organisational change when necessary to becoming an inclusive organisation with inclusive leaders and teams.

These principles are integrated into the training. Also see the Tips for mentoring youth and for Boosting youth leadership in the Exercise Book [1.4 and 1.5].

How does this relate to the leadership styles?

Inclusive leadership does not fit to all of the above 5 leadership styles, but could be combined most naturally with participative leadership, and depending on the way it is organised, it could also fit to transformational leadership and delegative leadership.

It does not seem to be a good fit to transactional leadership, because everyone has to fit the same mall, and there is little room for being or doing it differently. And obviously, an authoritarian leadership style is opposite to inclusive leadership. Even more so: an authoritarian coaching style inhabits the well-being and the motivation of people. And the more authoritarian, the less togetherness is perceived. It is opposite the positive coaching that we promote in the WLVV-programme.

The benefits of inclusive leadership

Inclusive leadership comes with a fair representation. And we already saw (in chapter 2.1) that the benefits of that are equal opportunities for training and practicing roles, more influence in decision-making, and a better match of the activities offered.

2.4 **Build leadership skills in teamwork**

Knowledge that is used for this phase of the training is already integrated into the *Exercise Book*. We do share sources and links for further reading in chapter 3.

2.5 **Celebrate our achievements**

Knowledge that is used for this phase of the training is already integrated into the *Exercise Book*. We do share sources and links for further reading in chapter 3.



3 Further Reading

Find all [scientific and experience-based] sources we used as the basis of our training programme. You may also use the links to these sources for further reading.

Chronologically, per chapter of the Exercise Book:

How to mentor youth

- The motivating sports environment for young people [DK Volleyball Federation [VODE] https://www.dif.dk/media/ov4cwyzh/dif_det-motiverende-idraetsmiljoe-1.pdf
- Erasmus+ project [BE, NL, DK and UK] [2019] *She Got Game*. Erasmus+: <https://erasmus-plus.ec.europa.eu/nl/projects/search/details/2019-1-NL02-KA205-002463> <https://www.shegotgame.eu/guidebook>
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Colophon

Photography

All photos used in this publication are the property of [Nevobo](#), [NVBF](#), [BLI](#), [VODE](#) and [THUAS](#).

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The background of the entire page is a photograph of a volleyball team and their coach. The coach, a woman with blonde hair, is on the left, wearing a dark jacket and looking towards the players. Several young players are in the center and right, wearing orange jerseys and black shorts, with their arms raised in a celebratory gesture. The image has a strong orange color overlay.

We Lead Volleyball Together

EXERCISE BOOK



WLVT

We Lead Volleyball Together

We Lead Volleyball Together

EXERCISE BOOK



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Chapter 1

Find tips and tricks to facilitate the training days and Club Sessions.

Chapter 2

Find 48 exercises that help Young Leaders building leadership skills. Subchapters for the training by National Facilitators are indicated in the index in orange.

Chapter 3

Find inspiration to more volleyball forms, organisation forms, and short fun games for introduction, teambuilding or for active forms of evaluation

Click on the hyperlinks in the index to go the topic you wish to go to.

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Glossary

Board Members	Board Members have a supportive role in goal-setting and inspiring other members to also support youth leadership in the club.
Club Mentor (CM)	The responsible mentor[s] in a club for the WLVT-programme, facilitating the Club Sessions for and with Young Leaders.
Club Sessions	The WLVT-training consists of 10 Club Sessions. These are facilitated by the CM for/with the YLs. Activities include the exercises in this handbook, mentoring YLs and/or preparing for the 1 or 2 activities for youth. This is approximately every other week.
Learning Goal	We identified various learning goals for the WLVT-programme relating to youth leadership. Each topic and exercise focus on 1 or more learning goals.
National Facilitator (NF)	The NFs facilitate the kick-off training and come-back training for YLs and CMs; and possibly the 3 online sessions with Club Mentors.
National Volleyball Federation	Together with the clubs, the federation plans dates for [online] training and sessions, and possibly organises online sessions together with NFs.
Role Model (RM)	National Role Models support the WLVT-programme with raising awareness on youth leadership, sharing their learnings on leadership, and amplifying the best-practices, results and stories of Young Leaders.
Self-work Sessions	Approximately every other week, YLs work on their exercises and practice on their own or in their team. In Club Sessions it is agreed on what they will do in the time until the next Club Session.
WLVT	We Lead Volleyball Together is the name of our training programme.
Young Leaders (YL)	The target audience [16-20 years] of our WLVT-programme.
Youth	Club [and school] youth participating in the 1 or 2 activities for youth between 13-15 years.

Relating documents

- [Empowering Leaders: A Theoretical Guide for WLVT](#): Background information on which we based the WLVT-training programme and links for further reading.
- [Handbook & Workbook for Young Leaders](#): Information for Young Leaders about the training programme and practical tools and formats.
- [Handbook & Workbook for Clubs](#): Information for Clubs about the programme and practical tools and formats.
- [Handbook for National Federations and National Facilitators](#): Information for Facilitators with an overview of the entire WLVT-programme.
- [Handbook for National Role Models](#): Information for Role Models about the programme and the communication and presentation formats.

1 About the handbook

In chapter 1 you find tips and tricks to facilitate the training days and Club Sessions:

- For National Facilitators, Club Mentors and Young Leaders
- 48 Exercises for training sessions and Club Sessions
- How to organise your training days or Club Sessions
- 4 Tips to mentor youth
- 3 Methods to boost youth leadership



1.1 For National Facilitators, Club Mentors and Young Leaders

This Exercise Book is for everyone who facilitates exercises in the We Lead Volleyball Together Programme. This can be the National Facilitators in the kick-off and come-back training, for the Club Mentor during Club Sessions, and for Young Leaders who are able to gradually take up the responsibility to lead some of the activities later on in the programme.

1.2 48 Exercises for training sessions and Club Sessions

In this handbook you find all 48 exercises in chronological order that help Young Leaders building leadership skills. These exercises are divided over the 5 main topics in this training programme:

- Understand barriers & opportunities in leadership
- Explore my talents
- Practice and build skills
- Build leadership skills in teamwork
- Celebrate our achievements!

You can easily find each topic, as each of the chapters have a different colour. Or use the clickable links in the index to find the subchapter you want to go to.

Time planning

The 48 exercises can be done in a period of 6 months, during:

- 2 parts of kick-off training [ideally in 2 separate days or 1 weekend] for Young Leaders and Club Mentors
- 10 Club Sessions facilitated by Club Mentors for/with Young Leaders of around 2 hours each
- 12 Self-work Sessions by Young Leaders
- 1 day of come-back training
- 1 or 2 activities for youth [13-15 years] by Young Leaders [with the presence and back-up support of a Club Mentor]

In chapter 2 it is explained which exercises go to which training session or Club Session, or how you can adapt sessions and exercises to your group, context or timeline.

1.3 How to organise your training days or Club Sessions

Do the exercises in the indicated following order

When organising for a training or a Club Session, you can do as follows:

- Do the exercises in the indicated following order
- Or adapt your session to your time schedule, context and group
- Always do prepare your own session

Just do the 48 exercises in the following-order as indicted in chapter 2. You can check the table in [annex 1](#), where it is also indicated which exercises fit to which training or Club Session.

In addition, each exercise has a similar set-up that speaks for itself. More explanation you find in the textbox below.

Exercises' set-up

Title of the game

Learning goal

What does the game aim to learn to Young Leaders? [see "I" or "we"-statements]. For example: "I take on new challenges", or "We set goals"

Or what is the programme goal? [see "-ing"-statements] Examples are: "Teambuilding" or "Building on the YLs' motivation".

Time

The expected time needed for the game

Materials

Materials you need for the game

The game

Preparations

Prepare the field with the materials and make the teams.

Goal

Explain the goal of the game. For example: winning the game.

Rules

Explain the most important rules and start playing as quickly as possible. When everyone understands the game, you can add the rest of the rules.

Reflection

Reflect

Reflect with the players on how they liked the game.

Connect

Connect it to their experiences or behaviour on or off the field. Ask players to think about what they have learned? Out loud or for themselves.

Apply

Practice what you have learned in the next game or week.

Variations

- Here we share tips to adapt the game to your group size. Or make the game easier or harder, looking at the needs of the group.

Tips for the facilitator

- Here we share tips on what should be stressed in the discussion and where to find more information.

Notes

- Sometimes an exercise misses 1 or more items. That is because those were not relevant in the particular game.
- Find more information on How to lead a sports exercise in the *Workbook for Young Leaders*.

Adapt your session to your time schedule, context and group

We understand that every group and every context is different. Therefore, we encourage you to adapt the training and Club Sessions to your specifics:

- **Adapt to time schedule:** Ideally, the WLVT-training programme for Young Leaders takes 6 months. Maybe you need to adapt the programme to less time. In the table listing all learning goals & exercises ([see annex 1](#)) you can find suggestions to cut exercises [those marked with a *]. You can also save time by adapting to your group, see next point.
- **Adapt to the group:** You can always adapt your sessions to what your group needs at that time. For instance, if you feel the group already understands one learning goal, you can choose to spend less time on it. Or when there is a need for teambuilding, or better communication you can go back to the exercises with those learning goals. But you may also adapt to age; a group of 15-year-olds is different than a group of 20-year-olds.
- **Adapt to context:** Adapt your sessions to your own personal way of leading. There can also occur other circumstances that make you feel that your group needs something else right now. Please, do adapt to what you feel works best for your group at the giving time, as long as they serve the same learning goals.

For a format to adapt, see 3. Format to prepare your session in the *Workbook for Clubs*.

Always prepare your own session

It is advised to always prepare your session in advance. For practical reasons: have your materials ready. But also, to prepare the content: in the *Empowering Leaders: A Theoretical Guide for WLVT* you find information that you can use to further explain the topic in the exercise.

In the Handbook for Clubs, you find a format on how to organise your Club Session, that relates to the ideal set-up of a session. The ideal set-up of a training day or session is:

	What	Where to find it
1	Warming-up Start with a brief welcome to explain the programme of today's session and look back on the period since the last time you met. In addition, always start with a fun short game to spark the action modus, motivation and togetherness. Or start with an active play that might already touch the topic of the day.	We added some examples for this. See exercises 2A , 2B , 3 , and 16 . In other sessions, add your own warming-up or fun game. For inspiration, see chapter 3 . More games and energizers.
2	Core exercises 1 or more exercises to experience, practice and reflect on the learning goals of the WLVT-programme.	All these exercises are listed in chapter 2 .
3	Cooling-down Briefly reflect on the learnings of today. And agree on who does what until the next meeting (including in the Self-work Sessions for Young Leaders).	We added some examples for this. See exercises 10 and 15 . In other sessions, add your own warming-up game. For inspiration, see 3.6 Wrap-up Activities .

Tip

Alternate discussion with physical exercise to keep it active and fun.

1.4 Tips to mentor youth

Practicing and learning together needs a space where everyone is at ease and feel safe to open up and feels heard and valued. Such a positive environment will facilitate learning and is more likely to result in successful outcomes of the training programme

How to facilitate a positive learning environment?

- Create a welcoming environment
- Build trust with Young Leaders
- Create a sense of togetherness amongst Young Leaders
- Coach positively

Create a welcoming environment

Create a welcoming environment in which all members feel at ease and safe to open up. This needs more attention when you start working with a new group but remains important later on. Also, Young Leaders themselves can help creating a welcoming environment during the Club Sessions.

Find examples and tips on how to do this in [exercise 1](#) and [Tips for creating a welcoming environment in sports sessions](#) [chapter 2].

Build trust with Young Leaders

Trust between the Club Mentor and the Young Leaders is an important pillar that encourages the Young Leaders' motivation and belonging, and thus learning. Tips on how to do this:

- **Be reliable:** Do what you say you do. And keep a minimum of cancelled sessions or arrange a substitute Club Mentor. This will be easier when working with 2 Club Mentors in a team, or when Board Members can join if needed.
- **Listen:** Be curious and emphatic and listen to the Young Leaders. They may need to talk about off-the-field issues. You can make time for that at the start of each session, or by being present some time before and after a session.
- **Focus on participation:** Encourage the Young Leaders to be brave, not perfect. Focus on participation and being good team players by complimenting, coaching or cheering for each other. Ideally, this leads to a space where Young Leaders can be themselves and where it is acceptable to fail, learn and try again.

Create a sense of togetherness amongst Young Leaders

Organise activities to encourage team cohesion, a sense of togetherness and belonging. Tips on how to do this:

- **Organise teambuilding activities.** This is also part of the exercises in [chapter 2](#). Or find more teambuilding games in [chapter 3.4](#).
- **Encourage fun:** Make sure there are several moments in a training or Club Session where players have fun together. Fun is an important element for continued motivation and participation. Lots of exercises in this handbook integrate a component of fun.
- **Encourage acceptance:** Make sure that each Young Leader gets positive social experiences in the programme. It will encourage a sense of belonging, or even establishes friendships. This is also part of the training programme [including exercises [9](#) and [19](#)].

Coach positively

Positive coaching promotes the well-being of Young Leaders, enhancing confidence, independency and learning. Tips on how to do this:

- **Be a role model:** As a facilitator, show the behaviour you want to see in the Young Leaders. Find an example in exercise [36](#).
- **Provide positive feedback:** Focus on what went well or what went better than last time. It is important that when taking on new things and practicing, we can make mistakes. Moreover, focusing on the positive gives a positive energy that one needs to retry. Reflect together and plan new steps on how to do it next time.
- **Show confidence:** Have the Young Leaders to take more and more responsibilities. Explore how to adapt to your group, and to individual needs and strengths, while valuing individual differences. The best is to provide Young Leaders with opportunities and tasks that are a bit difficult but realistic for them to manage. Every step taken successfully [including making mistakes and re-tries] will grow their self-esteem and confidence.

Find examples and tips on how to do this under [Participation Ladder \[1.5\]](#).

1.5

3 Methods to boost youth leadership

When we want to support young people into leadership, it needs building on their personal motivation, the opportunity to learn, and they need to be given opportunities to lead. The main methodologies we use in the We Lead Volleyball Together Programme therefore include:

- Building on our personal motivation
- Learning by doing and reflecting
- Taking on leadership tasks and roles

Building on our personal motivation

The WLVT-programme is meant to build on the Young Leaders' motivation, as well as on the Clubs' motivation. Building on our motivation, help us making an effort for something, and therefore it is more likely to result in successful outcomes of the training programme.

For Young Leaders this means that it is integrated into the exercises, as follows:

- The Team Goal and the activity Young Leaders will organise for youth [13-15] builds on their motivation [this includes exercises [3](#), [11a](#) and [32](#)].
- Young Leaders can explore and practice leadership tasks and roles upon their personal motivation [see [chapter 2.3](#)].
- Mentoring by the Club Mentor[s] [this includes exercises [27b](#) and [46b](#)].

This will make it really their programme, that they very much like to work on. That also means that as a Club Mentor you must be willing and able to adapt to the Young Leaders' wishes and needs and to involve them in decision-making.

For Board Members and Club Mentors it is also important to first think about what their motivation is to enhance youth leadership. In that way they can set goals for their club. [See 1. Goal setting for Youth Leadership in the Club in the *Workbook for Clubs*].

Learning by doing and reflecting

First of all, the WLVT-programme is full of experiencing and practicing. This provides for an active way of learning (i.e. nonformal education), that is unlike theoretical learning at school (i.e. formal education). Moreover, it provides Young Leaders to practice, make mistakes and learn from these, and to retry. Youth we have worked with before indicated that they like this type of learning very much.

Secondly, reflection on our progress and learning is a vital component of learning. We learn by reflecting on our actions: What did we do well? And what did we do not so well? How can we do it different next time?

Moreover, by discussing in a group, it also provides listening and understanding different viewpoints, and to build your own viewpoints.

Both are integrated into the exercises, during training days and in Club Sessions. Young Leaders can follow the examples of National Facilitators and Club Mentors and do what the facilitator does, when organising 1 or 2 activities for youth.

How reflection is integrated in the WLVT-programme

- **During the Club Sessions:** In all relevant exercises, using the [Reflect Connect Apply method](#). See also: [Exercises' set-up](#).
- **Recording Talents & Skills:** The exercises in the Club and Self-work Sessions will help identify Young Leaders' strengths, what they want to learn next, and it will help to track their progress. At the end of the WLVT-training they have recorded all their talents, skills, progress and learnings in their Workbook [see *Workbook for Young Leaders*].
- **Mentoring by Club Mentor:** Besides positive coaching, the training programme plans for 2 one-on-ones with the Young Leader discussing their goal, action plan and progress [see [2.3](#) and [2.5](#)].
You can also refer Young Leaders to additional tasks and roles in the club [see 2. Mapping opportunities for leading tasks and roles for Young Leaders in the club in the *Workbook for Clubs*] or future training opportunities from the federation [see Follow-up leadership courses in your country in the *Workbook for Young Leaders*].
- **Reflection with a buddy:** The Club Sessions start with exercises on giving each other compliments and genuine feedback [see [2.2](#)], and for 6 weeks Young Leaders team-up with a buddy to be able to offer each other support and feedback during their leadership practices [see [2.3](#)].

Taking on leadership tasks and roles

Young Leaders will be taking up new challenges by practicing leadership tasks and roles during the WLVT-training programme. The Club Sessions' exercises enable them to get prepared for this, by finding out what they like and by building leadership skills.

In the We Lead Volleyball Together programme we want to have young people taking part in decision-making from the start. For Young Leaders to be able to take up leadership tasks and roles, they need to be given the opportunities to do so. Facilitators, Clubs and Club Mentors can facilitate this by:

- Transferring some responsibilities for organising the Club Sessions to Young leaders in the kick-off training.
- Providing opportunities for leadership tasks during the Club Sessions and the 1 or 2 activities for youth. We use the Participation Ladder to ensure that youth gradually get more decision-making and leading power. See the explanation with examples in the textbox on the next page.

And in the follow-up of the WLVT-programme, Clubs may be:

- Providing opportunities for leadership roles in the club [see Mapping opportunities for leading tasks and roles for Young Leaders in the club in the *Workbook for Clubs*].
- Referring to follow-up training by the federations [for coach, referee or board member; see Follow-up leadership courses in your country in the *Workbook for Young Leaders*].

Note that these can all be adapted to the different skill levels and wishes of the Young Leaders.

Moreover, Young Leaders will learn most while doing. It means as facilitators we need to take a step back at times giving space to the Young Leaders. Tips on how to do this:

- Allow Young Leaders to practice, make mistakes and solve them. Support them in developing plans, trying it out and reflecting on it. And not do it for them. That way they learn most. [Of course, you can interfere when an unsafe or dangerous situation occurs.]
- When reflecting on an exercise or practice, first and foremost let the Young Leaders come-up with their viewpoints and knowledge first. Often a group can come-up with various viewpoints already. You only need to add when you see they are missing on some aspects, or when incorrect information is shared.

The Participation Ladder to Youth Leadership

There are different levels a club or the Club Mentor can give space and opportunities for youth leadership. These are

	What it means	Examples for WLVT-programme
1. Leading	Young Leaders lead and organise independently.	Young Leaders organise the 1 or 2 activities for youth themselves. The Club Mentor (or another adult from the club) joins the activities for youth led by Young Leaders for questions and back-up support only.
2. Co-leading	Young Leaders initiate activities and implement together with an adult.	Young Leaders will lead their personal goal and action steps towards it, with the support and advice of the Club Mentor. This included: pick a favourite leadership role for the activity for youth, explore their favourite leadership role further in the Club and during the Role Model visit, and practice it in the Club Sessions. See all about it in chapter 2.3 .
3. Advising	A professional creates the environment in which Young Leaders can advise or make decisions.	In the training or Club Sessions Young Leaders can use the approach of CoResolve, a successful method in inclusive decision-making. See exercises 9 and 32 .
4. Consulting	Young Leaders are asked for their ideas or opinion. Decisions are made by adults.	Consult youth before recruiting Young Leaders (see 3.1 Preparations by clubs in the <i>Workbook for Clubs</i>). And consult Young Leaders when picking the best suitable dates for the Sessions and the activity for youth.
5. Assisting	Young Leaders assist in organising a session or training.	Gradually provide Young Leaders with leading tasks in the club sessions. It already starts in the kick-off training: when Young Leaders already start to make agreements on tasks and responsibilities. From the 1 st Club Session on they can assist in preparing and cleaning the field. Or coaching the others or cheering for each other. When you feel (some) Young Leaders in your group are ready for it, you can also ask them to prepare for specific activities and lead them in the next Club Session.
6. Participating	Young Leaders participate in the activities led by an adult.	The way the facilitator leads, as well as the exercises are an example of what the Young Leaders can do when leading youth at the Activity for youth, and how to do it. Or in other words: they do as you do.

As a facilitator, you can support Young Leaders taking steps up the ladder. Find out more about that in the *Workbook for Clubs*.

2 WLVT Exercises

All 48 exercises in this chapter help Young Leaders building leadership skills. The exercises are meant for Young Leaders to experience and practice skills and to reflect on their learnings. This chapter is divided into 5 main subchapters and topics:

- Understand barriers & opportunities in leadership
- Explore my talents
- Practice and build skills
- Build leadership skills in teamwork
- Celebrate our achievements!

See also [Annex 1](#) which lists all exercises and relating learning goals.



2.1 Understand barriers & opportunities in leadership

In this phase of the training, we focus on experiencing barriers and opportunities in leadership for youth (female and male), including topics of exclusion and ways to gain decision-making power and space for leadership. By reflecting on each exercise together, players get to understand the underlying theory, hear various viewpoints and shape their own position. This will help Young Leaders to make informed decisions and to create or make use of these opportunities.

Specific learning goals

- I understand barriers for women and youth in leadership and I know ways to overcome these barriers
- I listen carefully to others and consider their input
- I know my point of view, and act upon it
- I can choose different roles in different circumstances

Time planning

This phase consists of 2 parts of kick-off training. Ideally it takes 2 days [1 weekend or 2 separate days]. The clubs finalise the preparations [see *Workbook for Clubs*] before the kick-off training.

Who prepares what

The federation organises the training location and other practicalities. The National Facilitator[s] facilitate[s] the training days, and gradually hand-over responsibilities to the Club Mentors during some of the exercises. Federations and national Role Models will also be raising awareness on youth leadership, sharing their learnings on leadership, and amplifying the best-practices, results and stories of Young Leaders online. These materials you can also use to inform Young Leaders and Clubs.

More facts & further reading

Find more background information in *Empowering Leaders: A Theoretical Guide for WLVT*, to be able to explain more about it during the training or sessions.

Kick-off Training Part 1

These 9 exercises fit in around 6 hours of training [excluding breaks] during the 1st part of the kick-off training. The first exercises focus on teambuilding. Later in the day the exercises focus on experiencing obstacles and opportunities in leadership for women and youth. By reflecting on each exercise together, players get to understand the underlying theory and one's own position.

Exercise 1 Be Welcoming

Learning goal	Teambuilding I can create a sense of togetherness
Time	30 minutes [15 min before the start + 15 min. introduction of the programme]
Materials	Things to listen to, to play with, to watch or to read when everyone comes in, to make everyone feeling comfortable and sparking conversations between participants about WLVT-themes. You can choose, for example: music, video-clips from Role Models, flip-over sheets and markers, timetable of programme, small games to do, etc.

The game Preparations

Choose which tips for creating a welcoming environment in sports session fits you best. See below.

Goal Create a welcoming environment in which all participants feel comfortable, sparking conversations. [This is one of the 4 pillars How to mentor youth, see [1.4.](#)]

Rules Choose what fits you best.

Tips for the facilitator

- No need for reflection here. They will do that in exercise 35, where Young Leaders will prepare for their own welcoming exercise at the 1 or 2 activities for youth.

Tips for creating a welcoming environment in sports sessions

- Put people who are coming in at ease. For example, with music, to be able do a small exercise, see or read something, to spark a first conversation between or with the participants. So, there is positive energy before the actual programme starts.
- Provide clarity on the programme going on. For example, by putting it on the wall, or tell it at the start.
- Start and end sessions standing in a circle, creating time to chat and time to listen to each other, about their day, or ask them what they liked, or what they want to do next time.
- Regularly, do fun games that everyone can join, no matter the skills level.
- Create routines [when having multiple sessions]: the session always flows along a similar format.
- Creating a standard ritual for greeting, celebrating or ending [part of] a session. For example, a yell, high-five or a little dance move.

Exercise 2a

Getting to know each other

Learning goal	Teambuilding I can create a sense of togetherness
Time	30 minutes
Materials	Choose one or more Introduction Games (see 3.3) and pick materials accordingly. Choose what fits you best

The game

Preparations

Introduce yourself as the facilitator of this training. Tell a little bit about yourself. The games will also serve to get to know something about each of us. Further preparations depend on the exercises you choose.

Goal

Fun, active playing with lots of different people, getting to know each other a bit.

Rules

Depends on exercises you choose.

Variations

- No need for reflection here. They will do that in exercise 35, where Young Leaders will prepare for their own welcoming exercise at the 1 or 2 activities for youth.

Exercise 2b

Getting to know each other's clubs

Learning goal	Teambuilding I can create a sense of togetherness
Time	15 minutes
Materials	Flip-over sheets and markers

The game

Preparations

Members (Young Leaders and their Club Mentors) from each club come together in 1 team.

Goal

Getting to know the clubs present.

Rules

Ask every team to prepare a very brief presentation on the 1 thing we should know about their club. That can be in the form of a drawing, a dance, singing, showing moves or another presentation form. Anything they like.

Each team member should have a role in the presentation.

Now, have each team to present for maximum 1 minute to the others.

When every team have presented, come back in a circle and briefly discuss as follows, to enable the participants sharing and talking:

Reflection

Reflect

What have you learned about each other in the games?

Connect

What else would you want to know?

Apply

How can we get to know these things in this training?

Tips for the facilitator

- If the group comes up with great ideas to get to know each other further, try to integrate this into the 2-day programme.

Exercise 3

Seek & Find

Learning goal	Teambuilding Building on the Young Leaders motivation
Time	30 minutes
Materials	Timer, whistle, [colourful] A5-papers and markers

The game

Preparations

None.

Goal

Make a group with people with the same answer.

Rules

Start with a try-out question: "how many siblings do you have?" Make a group with people with the same answer. Give around 1 or 2 minutes for that. Whistle when time is up.

Everyone understands the game? Then give the following questions:

1. Do you have experience in leading? [for example, as a team captain, referee, organiser of youth activities, or else] Find a group with a similar answer.
2. What made you decide to participate in the WLVT-programme?
3. What do you want to be / have learned at the end of the programme?

Reflection

Reflect

How did you like the game? What have you learned in the game?

Connect

Who wants to share her /his motivation to join this programme?
Are there also other motivations to join?

Apply

How do you think we can use these motivations in our programme? Or when organising 1 or 2 activities for youth?

Tips for the facilitator

- Explain that building on their personal motivations is an important pillar of the WLVT-programme. When we do something out of our own motivation, we are likely to put efforts in it and make it a success in one way or the other. Find all about it in chapter 1.5. If relevant, explain that the discussion is to spark discussion and thinking on what society expects from women and men, and how this influences how we see things.
- Explain that tomorrow we come back to these motivations, when we start preparing for the 1 or 2 activities for youth. So, keep the written motivation cards with you tomorrow.

Exercise 4

Gender Relay Race

Learning goal I understand barriers for women in leadership
I listen carefully to others and consider their input
I know my point of view, and act upon it

Time 20 minutes

Materials 2 Flip-over papers, 2 marker-pens, 2 (volley)balls

The game

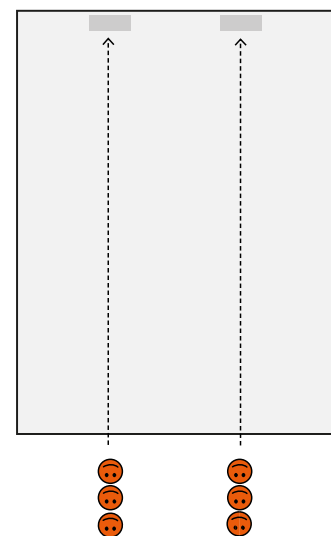
Preparations

Prepare the field: Place two papers at the end of the relay-track. The paper is divided in three columns, one is titled 'girl/woman', one is titled 'boy/man' and the middle column is titled 'other'.

Then make two teams. Each team stands in line around 10 meters from the papers.

Goal The team that has most unique words written on the flip-over wins.

Rules The first person has the ball and dribbles as fast as [s] he can to the paper and writes a word that comes first in mind thinking on what one feels is typical female, male or other. She/He dribbles back to her/his team and the next one starts. Do the relay for 5 minutes or so (make sure that everyone had several turns) and then count the number of unique words each team has. And cheer for the winning team.



Reflection

Reflect

Now, switch the words male and female.

If it is now untrue [for example: do men give birth to babies?] No, it's sex.

Can it still be true [for example: can women lead?] Yes, it's gender.

Also discuss a few words in the column 'other'. Are those gender or sex. Why are they in this column you think?

Which of these you feel are stereotypes?

Connect

Discuss [a few] items that are gender. Do you apply to them?

Can things we value for men or women change over time? Discuss differences for their father/mother, grandfather/ grandmother and now.

Apply

Explain that gender or culture is not fixed over time. This means that we can challenge stereotypes and are able to shape, influence and change them. Would you? How? Is it something easy to do?

Variations

Tips for the facilitator

- One may use another type of ball (e.g. dribble or slalom with a basket- or soccer ball).
- Make sure that all perspectives are heard or add yourself if needed.
- If relevant, explain that the game is to spark discussion and thinking on what society expects from women and men, and how this influences how we see things.
- Explain that stereotyping cause [self-]exclusion and discrimination. See more in the *Empowering Leaders: A Theoretical Guide for WLVT*.

Exercise 5

Power Walk

Learning goal

- I understand the barriers for women and youth in leadership
- I listen carefully to others and consider their input
- I know my point of view, and act upon it

Time 30 minutes

Materials

- A field or big space
- Printed handout
- Power Walk characters [see below] cut into papers with each 1 character on it
- Printed Handout Power Walk statements [see below]

The game

Preparations

Give each player a paper with a character. Share your role only with the 1 person next to you. Discuss together and let them imagine their role for a minute. After that, no one should talk about their role anymore!

Rules

If you feel your character's answer is 'yes', then take one step forward. If you feel your character's answer is 'no', you are to stay still. You cannot speak or ask any questions until the end of the game. After the last statement, ask everyone to remain at their spot, when doing the reflection.



Reflection

Reflect

What was your character and why did you end up here?

What obstacles did your character face? And what privileges? What would happen if you had another sex? Or age?

Connect

Are there other privileges or obstacles that we haven't mentioned yet? How do you think these relate to decision-making power or leadership? What do you recognize in the game from your daily lives?

Apply

How can we make sure that those with less privileges have equal access to decision-making and leadership roles?

Variations

- You may make your own character and statements, with a perfect fit to your context.

Tips for the facilitator

- It can be very frustrating when you cannot move during the game. Ask those left behind for their experience first. And then ask a few people that end up furthest. Lastly, ask a few who want to add something to the discussion, to grasp all perspectives. Add viewpoints yourself if you miss any.
- Explain that the discussion is to spark discussion and thinking on barriers that women and young people face in making decisions and in accessing leading roles.
- And explain that stereotypes or even discrimination because of some of our characteristics creates barriers for us to make decisions or lead [for example: being a woman, young, practically educated, queer, or having a coloured skin]. On the other hand, many of us have 1 or more privileges [for example: being a man, theoretically educated, heterosexual, or having no mental disadvantages or have loving parents]. Young Leaders can also come up with more examples. More info, see also *Empowering Leaders: A Theoretical Guide for WLVT*. Let them know that in the next exercise, we also discuss the 4 ways to gain power.

Handout

Power Walk characters

Print and cut into papers
with each 1 character on it.
Now you have 20-character cards.
Need more for your group?
Then print twice.

A schoolgirl [16] who plays volleyball in your club on an amateur level

A schoolboy [16] who plays volleyball in your club on an amateur level

A female coach [35] of the national volleyball team

A male coach [35] of the national volleyball team

A woman [28] who plays volleyball in your club and a mother

A man [28] who plays volleyball in your club and a father

A female volleyball referee [31] who leads pro matches in your country

A male volleyball referee [31] who leads pro matches in your country

A girl [16] who does not speak the language well, as she just arrived as a refugee here

A boy [16] who does not speak the language well, as he just arrived as a refugee here

A female board member [55] in your club

A male board member [55] in your club

A female Young Leader [20] in your club who works as a cleaner

A male Young Leader [20] in your club who works as a cleaner

A girl [18] who plays volleyball in your club and she is gay

A boy [18] who plays volleyball in your club and he is gay

A female Young Leader [20] in your club who studies at university

A male Young Leader [20] in your club who studies at university

A girl [17] who plays volleyball in your club and has a physical disability

A boy [17] who plays volleyball in your club and has a physical disability

Handout Power Walk statements

Read out loud
the following
statements

- I feel that I am a valued member of my club
- The best facilities, equipment and trainers are always there for me
- I can see a lot of role models on TV that have the same gender as I have
- I hardly face [online] harassment because of how I look or the way I dress
- In my club most leaders have the same gender as I have
- My club offers activities and roles that suit my likes and availability
- When my training is late, I can walk back home on the street alone at dark and feel safe
- I am comfortable talking in public and expressing my views
- No-one ever makes jokes about people that are like me or look like me
- My club offers leadership training and opportunities to people my age
- I am free from household chores
- I make decisions about major purchases of my team or club
- I will be consulted on important decisions about my team or club that affect me
- I am free of violence
- I can be open about whom I fall in love with
- I can get information in the language that I use
- I am valued for my athletic performances
- I am free to leave the house for my volleyball activities at any time I like
- I am consulted in my club for new ideas or when decisions need to be made
- I am free of discrimination
- People like me can achieve anything they want

Exercise 6

What about youth in our club?

Learning goal	I understand barriers for youth in leadership I listen carefully to others and consider their input I know my point of view, and act upon it
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Time	45 minutes
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Materials	Printed handout [see below], 1 per team
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The game

Preparations

Members from each club come together in 1 team.

Rules

We are going to explore representation of youth. First, identify what exactly you want to explore: your club, your team, a specific commission in your club, or the national team[s]. And secondly, check if this is realistic to do in the next hour: Can you find the data for it, online, by experience, via the Club Mentor or via someone else in the club or federation? Then try to fill in the handout with as many details as you can. When everyone is ready [or after 30 minutes] come back together as a group for reflection.

Reflection

Reflect

Was doing the exercise easy or hard?
What do you think about the data found?

Connect

What do the data mean for your position in the club [or team]?
How does that make you feel?

Apply

Is there anything you would want to change?
Do you think we can change that as a group? Or in this programme? How?

Variations

Extra reflection questions if the time and the group allow:

- What are disadvantages of NOT having a fair representation of youth in leadership positions? And for women?
- What are advantages of having a fair representation of youth in leadership positions? And for women?

Tips for the facilitator

- First and foremost, have the young people discuss their findings, thoughts and opinions. Ask questions to collect different opinions. [For example, by asking: Is there also an opposite argument here? Does anyone have a different opinion? Do we all agree on this? Or: I also heard this example, what do you think about that?] You can add information at the end. Do always correct misinformation.
- Explain that representation means: a similar percentage of women or youth in leadership positions, as the percentage of female and young club members. And discuss the benefits of it. The importance of representation is explained further in the *Empowering Leaders: A Theoretical Guide for WLVT*.
- Now we have completed 3 exercises on barriers for women and youth. Fortunately, there are also ways to overcome these barriers. Explain that there are 4 ways to gain more power and leadership: 1) Power from within; 2) Power by being informed; 3) Power as a team; and 4) Power with supporters. In the next exercises we practice these.

Handout

What about youth in our club?

Find out the figures for your club*:

	Number of players	Number of Leaders	% = leaders/ players X 100
Men			
Women			
Other			
Total			100%
	Number of players	Number of Leaders	% = leaders/ players X 100
Children (0-14years)			
Youth (15-24 years)			
Adults (25+ years)			
Total			100%

* Leaders include coaches, referees and board members

Tips

- The definition of youth according to the UN is 15-24 years' old. You can also choose to make other age-brackets.
- Who can help you to get the figures? For example, the club administrator of your club.
- If it is hard to find the club figures, you can also think about your team, or a commission that you join. Or check the representation of coaches in your club. You can also look at the national team[s].
- You can find the figures for national representation of women leaders in volleyball in the *Empowering Leaders: A Theoretical Guide for WLVT*.

Exercise 7

Power from within Games

Learning goal I know ways to overcome these barriers [here: power from within]
I can choose different roles in different circumstances

Time 30 minutes

Materials Cones, soft stick or a rolled-up newspaper

Game 1

Standing strong

Preparations

Goal Learn how to stand strong at all times

Rules Show how to stand strong: Spread your legs at shoulder- width and knees a slightly bent. Ask everyone to do this. Then walk around and give each player a firm friendly push on the shoulder. Can she/he remain standing strong without moving the feet?

Probably some cannot do so yet. Explain a bit more about standing strong: Feel the firm ground under your feet, breathe from your stomach [each player can feel with one's hands on the stomach if one is doing it right] and fix your eyes on a particular point.

Walk around another time and push each player's shoulder. Can all players stand strong? Try until everyone can do this.

Explain that they now have a way to feel strong from within, which they can use anywhere and at all times.

Game 2

Strong in balancing

Preparations

Make pairs and stand across each other.

Goal Get the other player off balance.

Rules Demonstrate how to do this: two players face each other and put their hands up without touching those of the other player. The players try to get each other off balance by either pushing forward and hitting the other's hands or pulling their hands back at the right moment [see picture on the left below].



The player scores one point if the other person has to move her/his feet to stay in balance. Players can only push against the hands and not against the chest.

Variations

- Play again, but this time the players keep their hands locked during the entire game.
- Play again, but this time players stand on 1 foot and hold hands [see picture 2 above].
- Play up to three points. The one who can do it first wins.

Tips for the facilitator

- Regularly switch couples, so players get to play with as many others.
- Discuss strategies to win. And explain that one can win the game being strong by initiating an action, as well as by adapting to the other one's actions. This can be called 'strong as a rock' [initiating] and 'strong as water' [adapting]. Both behaviours are strong, because in both ways you are in control and act according to what you want to achieve.

Game 3

Pick 'n switch roles

Preparations

Define the playing field [with cones].

Goal

Practice different styles of strong behaviour

Rules

- Can someone demonstrate how to walk when you are 'strong as a rock'? Have someone demonstrate how you could walk when you are 'strong as water' [calm and relaxed, focusing on what you want, and adapting to others/moving around them]. All of us are now water. We are all going to walk crisscross through the field like 'water' for a bit of time, for everyone to experience it.
- Then, have someone demonstrate how you could walk when you are 'strong as a rock' [calm with tense muscles, focusing on what you want, and not adapt too much from your planned route]. All of us are now rock. We are all going to walk crisscross through the field like 'rock' for a bit of time.
- In the next round, everyone walks crisscross through the field as the characteristics they feel like most of the time.
- And finally, everyone chooses another characteristic she/he wishes she/he could be sometimes, either rock or water. Let the players walk around and feel and practice this behaviour. When needed, offer them guidance and suggestions.

Reflection

Reflect

How did it feel to be water? How did it feel to be rock? How did it feel to be able to choose your behaviour?

Connect

What are good situations in daily life to be water? What are good situations in daily life to be rock?

Apply

Can you relate it to the defence and offense roles in volleyball?
Today and tomorrow, practise being water or being rock according to what you think will result in the best outcome in a certain situation. Practise this the coming week, and during your assignments in this programme.

Variations

- First explain that 'too much rock' [or dynamite] will be out of control. For example: aggressive, angry and loud, violating other one's rights and feelings easily. Also explain that 'too much water' [or steam] will be out of control too. For example: passive, silent, making oneself small, and rights and feelings can easily be violated by others. Then, if you think the players feel safe in the group, you may ask them to share whether they feel like dynamite, rock, water or steam most of the time [standing or sitting in four indicated places]. Discuss how it feels. How do they relate the other characteristics?

Tips for the facilitator

- Explain that naturally, some feel more comfortable being water, while others feel naturally more rock. And both are good. These exercises allow players to be themselves and valuing themselves for who they are.
- Explain that everyone has rock and water qualities within themselves. And these are two ways to be powerful – you can choose per situation which one to use.

Exercise 8

In or out the circle

Learning goal I know ways to overcome these barriers [here: power as a team]
I can choose different roles in different circumstances

Time 25 minutes

Materials 1 bib, 1 [volley]ball, cones

The game

Preparations

Define the playing field [with cones].

Assign one person to be tagged. This person wears the bib.
And assign one tagger.

Goal

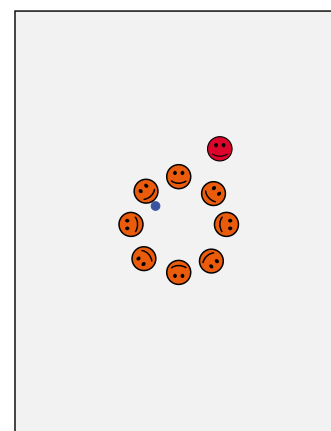
The tagger's goal is to tag the player with the bib, no-one else. All players' goal is trying to prevent that.

Rules

You cannot hurt others.

Rounds:

- Play one or more rounds without providing any tips. Then discuss the best strategies to protect the player with the bib.
- Then play one or more rounds, whereby the players stand in a circle, the player with the bib in the circle, and the tagger outside the circle. The players in the circle will try to prevent that from happening by moving around.



Reflection

Reflect

For the tagger: How does it feel to not succeed in tagging someone?

For the player with the bib: How does it feel to be protected by the team?

Connect

Do you feel excluded sometimes? When or by whom?

Do you feel protected sometimes? When or by whom?

Apply

What can you do in a team so that everyone is included to speak up and participate? This discussion gives us input for the next exercise.

Variations

- The player to be tagged does not wear a bib but has a ball. The one with the ball cannot be tagged. They players can move the ball around to protect any player from being tagged.

Tips for the facilitator

- Regularly replace the tagger, when she/he is getting tired. And regularly replace the player with the bib, so everyone can experience all roles.
- Watch closely what happens in the working together and – if it is not mentioned already in the reflection – describe it for the players, like: “I see ... happening, and this resulted in” Try to speak without judgement.
- In the reflection, mention that you can always answer the questions for yourself in silence, or share them with the group out loud. And both is fine.
- Explain that this game is about gaining power as a team towards the tagger. Depending on the discussion it could also be about exclusion and inclusion. The next exercise is about how we can include all members of our team.

Exercise 9

Create a Team Agreement

Learning goal	Teambuilding I listen carefully to others and consider their input
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Time	60 minutes
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Materials	Flip-over sheet and markers per group Print 1 handout per group [see below], tape
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The game

Preparations

Members from each club come together in 1 team. They can find a space at the field where they can quietly converse. Each group has a flip-over and markers.

Goal	Each group creates a Team Agreement
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Rules	The topic of the discussion is how to make sure that everyone in their team can speak up and participate equally during the WLVT-programme.
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Rounds:

- Discuss and decide for around 30 minutes, following the CoResolve-steps in the handout.
- Then use 15 minutes for each group to present. It will also inspire the others. And provide for some time for groups to adapt their plan afterwards with these new inspirations.
- And finally, use the last 15 minutes for reflection.

Reflection

Reflect

How did you like this way of decision-making?

What was good about it? What did you think was hard?

Connect

Did you feel heard? Did you feel that your contributions were respected by the rest? Did the approach help you to give your point of view?

Apply

Note the outcomes in your *Workbook for Young Leaders* [see exercise 9 in *Workbook for Young Leaders*].

Tips for the facilitator

- Explain that this is a method to include all perspectives. It is a practical tool to include everyone in the discussion and in decision-making.
- You may explain that this method was developed in post-apartheid South Africa, when people from different groups and backgrounds started to work together for the first time, with lots of historical inequalities. The method helps to make decisions where everyone is involved equally.
- Tomorrow when we work on the Team Goal and Action Plans, you can integrate what you have decided here. A visual way to do this [if you have the same location for both days]: Have each team to stick their flip-over with agreements on the wall. Tomorrow they will add other flip-overs. At the end of the training, each club has their rough plan and planning stuck to the wall for everyone to see, to discuss and to improve.

Handout

Discuss and decide using the CoResolve approach

Each group appoints a discussion leader, and she/he leads the group to discuss, following these 3 stages:

1. Collect

Make sure that everyone can give their point of view. Rules are:

- Listen well to each other. Let everyone finish on what they want to say.
- No-one can tell someone else: 'You are not right', or 'Okay, BUT ...'
- Just add new insights or opinions. That also means you cannot repeat what has been already said.
- Only the discussion leader can interfere, when rules are broken, or when someone talks too long or off-topic.

Continue until everyone could add their perspectives.

2. Summarize

The discussion leader summarizes what has been said. For example, using phrases like: "We have agreed on: ..."

"If I summarize all, then we decide the following: ..."

3. Vote

Everyone must agree. Check by asking if everyone agrees by raising their hand if they do.

- If everyone agrees write it down at the flip-over sheet, so we all know in future, and there is no need to discuss it again.
- If 1 or 2 disagree[s], ask them what they need to add to be able to agree. Summarize again, and make another vote: does everyone agree now?
- If more than 2 disagree, it needs another discussion, where everyone can again come forward with their insights. Summarize again, and make another vote: does everyone agree?

Tips for the discussion leader

- No need to write it down yet during the discussion, you will memorise the most important, or just make short notes.
- Do note the final decisions in your plan, and save it for everyone to find, so you can recall later.

Tips & inspiration for inclusive teamwork

- We ensure fair representation in all levels of decision-making.
- We make sure that the atmosphere in our team is good. Examples: we give each other compliments, or we take time to have fun together.
- Together we work towards 1 joint goal. And encourage everyone to contribute. Everyone has a say on how she/he can contribute. And all different contributions are valued.
- We ensure that everyone is part of the decision-making, unless agreed differently per topic or task.
- Everyone is valued for their own unique talents and skills.
- Everyone can make mistakes, and we help each other to learn from it.
- We can easily share when we do not agree or do not feel well about something. For example: we can address and discuss when we feel someone of us is not treated equally.
- We use the CoResolve approach in discussion and decision-making.

Tip: For each bullet picked, think how this would look like for your team, as concrete as possible. Examples are:

- Define who should be fairly represented? Young people, women, or someone else.
- Or “we take time to have fun together” can be more concrete like: “each club session we take at least 30 minutes to play games and chat”.



Kick-off Training Part 2

These 6 exercises fit in around 5 hours of training [excluding breaks] during the 2nd part of the kick-off training. The games are meant to start planning the teamwork and club 1 or 2 activities for youth, whereby club members can share inspire each other. Today the facilitator's role is gradually transferred to the Club Mentors.

Exercise 10 Wrap-up: Recall Relay

Learning goal Reflecting on the learnings and results so far
I know ways to overcome these barriers

Time 30 minutes

Materials Flip over sheet and markers [in different colours]

The game Preparations

Draw a roster at the flip-over sheet that fits as many boxes as players and place it in the middle of the field. Make teams of 5 players that start equally far from the sheet. Give each team a marker [of a different colour].

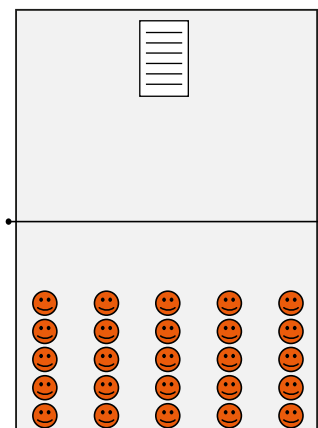
Goal Reflecting on the learnings and results so far
The team that recalls most is the winner

Rules

Rounds:

- In the 1st round, ask the teams to discuss 3-5 items they have learned about today. When everyone is ready, count down 3-2-1-go and each team sends 1 person to write one word in the roster, until it is full.
- In the 2nd round each team sends 1 person to view at the roster for 10 seconds at a time. They leave and stay silent, until everyone had a turn.

Per team they will show how many items they think they can recall. They can discuss before giving their answer. The team with the highest guess can start. Do they succeed? If not, is there another team that wants to try? And finally ask, if other teams have anything to add?



Reflection Reflect

Summarize what they said they have learned. What barriers have they learned about? What opportunities? Briefly summarize the barriers for youth in leadership. And repeat the 4 ways to gain more power and leadership:

- Power from within
- Power as a team
- Power by being informed
- Power with supporters

Connect

Have you practiced these powers today? How?

Apply

Did today provide you with information to make decisions differently? How?

How can you show tomorrow?

Tips for the facilitator

Where relevant, explain that they have practiced:

- Power from within in the Power from within games [exercise 7],
 - Power by being informed by gaining knowledge and reflecting on it [exercises 4, 5 and 6]
 - Power as a team in the exercises where they support each other [exercises 8 and 9].
- And that 4]
- Power with supporters will be part of their programme later on.

Homework preparation needed for the Club Mentors

- At least one day before, let the Club Mentors know that they will facilitate this session for their own group of YLs. So, they can prepare for it.

Exercise 11a Team Goal Setting

Learning goal	I set goals
Time	30 minutes
Materials	A5-cards with motivation from yesterday, 2x flip-over sheets, markers

The game Preparations

Members from each club come together in 1 team. Each team has a flip-over paper, markers, and their own motivation-cards.

Goal Set a team-goal based on their motivations

Rules Rounds:

- Make pairs. One person starts with explaining her/his motivation at the A5-card from yesterday. The other one can ask her/him 'why is that important to you?' (maximum 5 times) for maximum 5 minutes. Then turn roles.
Come back together as one group, and make a round, whereby everyone briefly presents the motivation of the person they interviewed.
- Then sit around the flip-over sheet, and think as a team on the joint goals for the entire WLVT-programme and the 1 or 2 activities for youth as part of the programme, using the following questions:
 - Looking at your motivations, what do you think should be in the team goal or goals? In this collection phase, you can write down everything that is said on 1 of the papers.
 - Is it possible to combine (some of) the motivations to 1 goal? Which goals can go to Activity for youth? And which are for the other activities in the programme (Club Sessions, Self-work Sessions)?
 - Does everyone agree? How can everyone agree?
- Write down your team goal and make it as concrete as possible: why, how, what, when, and by whom.
Not all finished yet? Don't worry, we come back to this later today.

Reflection

Connect

Then do the reflection per club-team:

What are results for your team from this exercise? What have you learned in this exercise?

Reflect

Looking at your team goal: What in the Club or Team is already there and helps to get to the goal? Or what obstacles need to be challenged. And how?

Apply

Write your personal motivation in your workbook (exercise 11a in *Workbook for Young Leaders*). And keep the team goal for the next exercises.

Variations

- The Club Mentor can join/refrain from participating in the first round in order to make pairs. If the Club Mentor does not join, she/he can share his motivation in front of the entire group, so that everyone gets to share (see [chapter 1.4](#) on building trust).

Tips for the facilitator

- First and foremost, have the young people discuss their findings, thoughts and opinions.
- Make sure that all motivations can have a place in the programme or in the Activity for youth. But also remember it is the first step in developing ideas. During the programme there is more time to explore and agree on the details.
- Record all individual motivations to be able to build on this during the entire programme.

Homework preparation needed for the Club Mentors

- At least one day before, let the Club Mentors know that they will facilitate this session for their own group of YLs. So, they can prepare for it.

Exercise 11b Team Goal + Action Steps

Learning goal	I plan towards achieving my goals Inspiring each other
Time	45 minutes
Materials	[see 11a] and handout [see below], tape

The game

Preparations

None

Goal

Make a rough programme plan based on their motivations.

Rules

Young Leaders draw the handout at the flip-over sheet and try to fill in all that you already know, using the questions at the handout. Also fill in things that need to be explored further or agreed on later under 'notes'.

When done, stick the flip-over sheet on the wall [with the others from your team].

Reflection

- From each team 2 remain at their plan, all others can go criss-cross through the room, walking along the other teams. They can ask questions or give tips. The ones who remained at their team, can note all tips.
- Come back altogether in a circle, and briefly discuss:
 - What was easy? What was difficult?
 - And what were the best ideas they came across?
- After that provide each club-team to add or change their action plans with the given tips and insights.

Tips for the facilitator

- The Club Mentor[s] can support the team to agree on the Team Goal.
- Also think back on what your team mentioned yesterday [during [exercise 6. What about youth in our club?](#) and [9. Create a Team Agreement](#)]. Is there something you want to add from there?
- And explain that most important is that everyone can agree on the bigger goal, so that we can work towards it as a team. Also, there is space to review the Action Steps during the programme.

Handout

Team Goal + Action Steps

Fill in your answers in column B.
In column A you find some more explanation.

Team Goal

Summarize the team goal for the period of the WLVT-programme. And make it concrete by explaining: why, how, what, when, and by whom.

Also explain the starting point. For example: What in the Club or Team is already there and helps to achieve the goal? Or what obstacles need to be challenged. And how?

Team goal

Action steps

Specify: What do you need to do to achieve your goal? Think of 3 major Action Steps from now on that need to be made.

Also explain per step: what, by whom and when

Action step 1

Action step 2

Action step 3

Notes

Write your reminders/ notes here.

Tips

- Make sure it is realistic to do in a period of 6 months.
- Along with learnings and new insights during the programme, the Team Goal + Action Steps can be reviewed monthly and adapted. A tip for that is to remain with the team goal, and change the Action Steps when relevant.

Homework preparation needed for the Club Mentors

- At least one day before, let the Club Mentors know that they will facilitate this session together for the entire group. So, they can divide tasks and prepare for it.

Exercise 12

Queen of the Court

Learning goal	Teambuilding I can reflect on my actions and learn from it
Time	45 minutes
Materials	1 or 2 [small] volleyball courts [next to each other], net[s], volleyballs

The game

Preparations

Prepare the field. Make 1 or 2 teams per club.

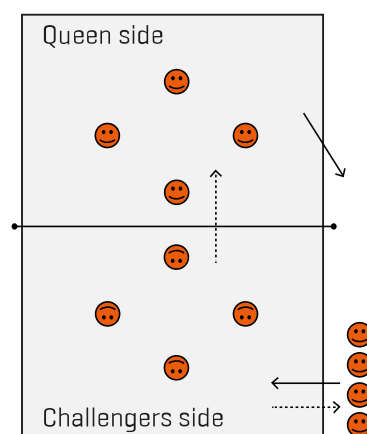
Goal

The team with most points wins.

Rules

Do they remember what they discussed or agreed on earlier in Exercise 9. Create a Team Agreement? Ask each team to pick 1 thing from their Team Agreement that they can show while playing a volleyball match. After 1 score the winning team remains in the field, and the other team switches with the team first in line. Each team can score 1 point by scoring in the match, or when another team can guess what their goal or teamwork was.

After the last match, discuss if anyone can guess what another team showed [goal or teamwork]? Then calculate the total scores and celebrate the winner[s]!



Reflection

Reflect

How was it to play according to your plan?

Was it easy to practice the Team Agreement? What made it difficult?

Connect

Could everyone join in the team? Did everyone had a say?

Apply

Do you need to change or add anything to be able to align to the Team Agreement? How?

Variations

- If you see that the teams find it difficult to show their Team Agreement, you can stop the game briefly to discuss what they do or notice, or how they can improve. And then retry showing 1 thing from the Team Agreement. [If need be, let them pick another one].
- Or you can play a regular volleyball match, and play until 7 points, and then guess the 1 thing that shows the Team Agreement from the other teams.
- For more volleyball variations, see [3.1 Volleyball Games](#).

Tips for the facilitator

- Use the exercise to be active and have fun. Also, in this way they can practice and reflect on their Team Agreement for inclusive collaboration from yesterday.
- Bring the Club Mentors together after the exercise [Young Leaders can start working on exercise 13] to reflect on their facilitation of exercises 11a+b and 12. By reflecting they learn from each other and build on their facilitation skills for the rest of the programme.

Homework preparation needed for the Club Mentors

- At least one day before, let the Club Mentors know that they will facilitate this session for their own group of YLs. So, they can prepare for it.

Exercise 13

Create a Rough Activity Plan for youth (13-15)

Learning goal	I set goals Inspiring each other
Time	60 minutes
Materials	A Rough Activity Plan [see exercise 13 of <i>Workbook for Young Leaders</i>] Activity Planner [see exercise 32 of <i>Workbook for Young Leaders</i>] And/or flip-over sheets and markers

The game

Preparations

Young Leaders from each club come together in 1 team.

Goal

Come up with a first rough plan for the 1 or 2 activities for youth

Rules

- First of all, the Young Leaders sit together and go through the Activity Planner together, as follows:
 - Collect ideas and note them.
 - If you have already clear ideas, that everyone agrees with, you can also fill those in the Activity Planner already.
 - Note the issues that you do not agree on yet. And see if you can decide and agree on a few issues already.
- Secondly, when Club Mentor[s] are back, the Young Leaders present the outcomes of their discussion so far to them.
Then further work on the plan together in the handout.
- And finally, prepare a presentation of max. 5 minutes about the 1 or 2 activities for youth plan, including:
 - The type of activity:
 - What are 3 main actions towards the 1 or 2 activities for youth organisation?
 - What is the most exciting part?
 - What is still a question that needs to be solved?

Reflection

- Come back as one group and together walk along each club presentation. Stop at each team. This groups now briefly presents their plan. Afterwards the audience can ask questions or give tips.
- After all presentations, provide for some time for the teams to add or change their plans with the inspiration or tips they got from other teams.

Tips for the facilitator

- Explain that there will be plenty of time in the Club and Self-work Sessions to check progress and discuss more and get to more detail.
- You can help them picking a date by showing what is possible and practical for the club. Have them pick a date that suits them from those that are possible.
- Make sure that each club-team goes back home with a plan that is a great start for them in terms of motivation, as well as in practice. Members from different clubs can help each other to get there.

Handout

Create a Rough Activity Plan for youth (13-15)

In the left Column you find some more explanation, the right column can be used to fill in

Note

1. Go to the Activity Planner together. And note all ideas you already have

Prepare

2. Prepare a max. 5-minute presentation. Fill in:

Tip: if you have already clear ideas, that everyone agrees with, you can also fill those in the Activity Planner already.

The type of activity

(For examples, see: Handbook for Young Leaders, chapter 2.3)

What are 3 main actions towards the 1 or 2 activities for youth?

1.

2.

3.

What is the most exciting part?

What are questions that still needs to be solved?

Homework preparation needed for the Club Mentors

- At least one day before, let the Club Mentors know that they will facilitate this session for their own group of YLs. So, they can prepare for it.

Exercise 14

Create a Teamwork Plan

Learning goal	I plan towards achieving my goals
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Time	30 minutes
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Materials	Flip-over sheets, markers and handout [see below]
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The game

Preparations

None

Goal

Making a Teamwork Plan

Rules

Explain that this exercise is to prepare the roles and tasks for the Club Sessions.

Each group draws the handouts at the flip-over sheet.

Sit around the flip-over sheet, and discuss, agree and fill in:

1. What roles and tasks do you define? And agree on who does what when?
2. How do we communicate? Agree on the tools to be used for communication.
3. Stick the flip-over sheet[s] to the wall, together with the other plans.

Tips for the facilitator

- Advise to review the division of roles once in a while [for instance, once in 2 months], so that everyone can practice a variety of roles and tasks. And also check if it works well? Or do you need to change any?
- If time allows, have a look together at [exercise 34](#). Track your progress and explain how it works. Otherwise, this can be done in one of the online meetings with Club Mentors, who can then explain it to the Young Leaders.

Handout 1

Create a Teamwork Plan

What roles and tasks do you define? And who does what when? During the WLVT-programme every Young Leader will be responsible in leading several tasks. Make a division of tasks and roles. Examples:

Role	Tasks	Name of responsible person
Location Leader	Booking the meeting space / gym, contact person to the owner. And making sure it's unlocked, clean and accessible for all at the given time.	
Equipment Leader	Arranging equipment needed and making sure it is available for each session.	
Planning Leader	Keeping important documents [or flip-over sheets], making sure they are updated, bringing them to each session, and sticking them to the wall for everyone to see, including: ● Teamwork Agreement ● Team goal + Action Steps ● Teamwork Plan ● Rough Activity Plan for youth [13-15]	
Safety Leader	Bringing first aid equipment, and help cleaning the room [when relevant], and engage others to keep the room clean at all times.	
Social Leader	Creating a welcoming atmosphere. For example, with music, bringing a drink or bite or something else. And making sure that the team uses the Teamwork Agreement. This includes, observing, listening, and asking for time/discussion on the topic whenever it does not work well, or when teammates are left out.	
Communication Leader	Opening a group communication tool that you will be using. Making sure everyone is involved. When relevant, engaging others to your programme, and welcoming new visitors.	

Tips

- Some roles can be combined to 1 role, if you are with less Young Leaders. For example: Location & Equipment can go together; and Safety Leader and Social Leader can be combined to 1 role. You can also add other roles that you find important.
- Review the division of roles and agreements once in a while [for instance, once in 2 months]; Does it work? Or do you need to change any so that everyone can add their talents to the team and work together well?

Handout 2

How do we communicate?

Which means of communication are you going to use to communicate with each other between the Club Sessions? Pick those that are easy to use for all of you. Fill in for your team:

What kind of comms we need?

Tools we selected for that:

Examples of Pros & Cons

Quick & Easy Online Communications

For example, WhatsApp Group

Pros

- Quick questioning and answering
- Great for sharing links, photos, quick updates
- [some tools have options like polls]

Cons

- Easily lose information
- Does not allow for thorough discussion

Keeping joint plans and documents

For example, free Google Drive

Pros

- Everyone has the same information
- Option for online co-working
- Easy to share with Club Mentor, Board Members etc.

Cons:

- Needs a computer to easily access/work in it

In person meetings

For example, in-person sessions, online meetings or 1-on-1 calls.

Pros

- Get to explain oneself better and understand others more easily
- Quick back and forth allow for easier and quicker decision-making.
- More fun being together

Cons

- Takes more time
- If you want to invite others, time could be an obstacle for them to come. So, it needs preparation time

Examples

When writing:

- Be brief
- Be clear on your specific question or deadline.
- Give additional information if need be, in photo, text or link.

When reading

- Everyone let know when they have read the message.
- Reply in-time.

...

Note additional agreements on communication made.

Exercise 15

Wrap-up: Understand barriers and opportunities in Leadership

Learning goal	Reflecting on the learnings and results so far
Time	30 minutes
Materials	Handout [see below]

The game

Preparations

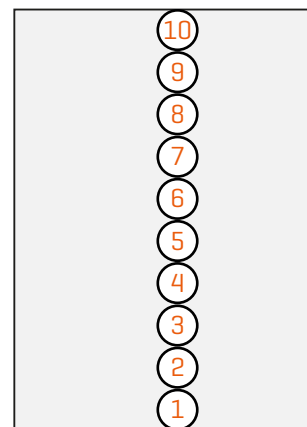
Goal

Reflecting on the learnings and results so far

Rules

Ask them to stand according to the extent they agree to the statement: 1 for 'not at all' and 10 for 'very much true'. After each statement and vote, ask a few participants to explain their answer, so the participants are sharing their insights, from which they all can learn. And you get an idea if the learning goals are achieved.

- Ask them to explain or give examples to what they have voted.
- Finalise the reflection by explaining that We Lead Volleyball Together aims to contribute to a space where everyone is taking part, adding one's talents creating the best conditions for everyone to enjoy and grow in sport, making the whole game of volleyball better for everyone involved. We do so by working on awareness of the barriers and opportunities, supporting Young Leaders to build skills, and creating a supportive environment that provides opportunities for youth.
- Also discuss if they want to keep connected amongst clubs so that they will be able to keep sharing learnings and questions during the training programme [for instance in a WhatsApp group].



Tips for the facilitator

Handout

Wrap-up: Understand barriers and opportunities in Leadership

Statements on the learning goals around "I understand barriers & opportunities in leadership"

- I understand barriers for women and youth in leadership
- I know ways to overcome these barriers
- I know my point of view around it
- I can choose different roles in different circumstances

Statements on the results from the kick-off training

- I got to know my teammates from my club
- I got to know Young Leaders [or Club Mentors] from other clubs
- I became more aware of my motivation to join this project
- I understand how to make sure that everyone in my team can speak up and participate
- We agreed on clear roles on our team for the coming period
- We created [the start] of a plan for organising the 1 or 2 activities for youth

Statements on how they will apply what they have learned

- Will you make different decisions and actions, with the new information you got during this training?

2.2

Explore my talents

In this training phase, Young Leaders will be exploring their talents and that of their teammates in exercises and play. It is fun to know what you are good at and to get better in something. It builds your self-esteem. And knowing what your teammates are good at, helps everyone to use their talents and complement each other.

Specific learning goals

- I communicate clearly and effectively
- I can reflect on my actions and learn from it
- I know my strengths and weaknesses and I feel proud of my talents
- I know how to deal with emotions and disappointments

Time planning

This phase of the training programme ideally takes 3 weeks. Which allows for 2 Club Sessions with the Club Mentor and 1 Self-work session. These are sessions: CS1, SW1 and CS2 in the Table listing all learning goals & exercises (see [annex 1](#)).

In addition, plan time during the Club Sessions and Self-work Sessions to keep working on the preparations for the 1 or 2 activities for youth, even if it is for 20-30 minutes each time only.

Who prepares what?

The Young Leaders with the role of Location Leader, Equipment Leader, Planning Leader, Safety Leader or Social Leader prepare their tasks before each Club Session (and Self-work Sessions whereby they come together).

More facts & further reading

Find more background information in *Empowering Leaders: A Theoretical Guide for WLVT*, to be able to explain more about it during the training or sessions.



Exercise 16

Playing with Dices

Learning goal Teambuilding

Time 20 minutes

Materials Printed handout [see below] and 1 [big] dice
1 volleyball; a newspaper sheet or a mat that can serve as a goal

The game

Preparations

Place the print and dice in the centre of the field.
Prepare the 6 games at the field: 1 sprinting spot, 1 goal [the newspaper sheet or mat] to smash at.
Then make teams of 2.

Goal

Have everyone to play with everyone on a 1-on-1 basis to get to know each other and to have fun together.

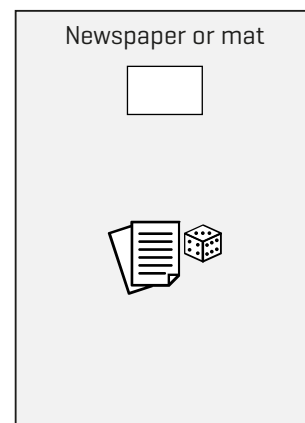
Rules

1. Everyone starts at the centre. Per 2: roll the dice and play the game that belongs to the corresponding number.
Done? Come back to the centre and choose another partner to play with.

The game continues until everyone has at least played with every other team member.

2. End the game in a circle: One by one: call each participant's name, and see if anyone recalls her/his 'typical thing' and the move?

In a final round, call out a name and everyone does this person's move. Made a mistake? This person is out of the game. The one[s] who know[s] all moves wins.
Take a rematch if it is fun and when time allows.



Variations

- Adapt the games at the handout.

Tips for the facilitator

- Tips for the facilitator
- If there is an uneven number of players, join the players to be able to make pairs.

Handout

Playing with Dices

In pairs: Roll the dice and play the game that belongs to the corresponding number.

1. Jog around the field.
And while doing so, ask each other 3 questions to get to know each other.
2. Play best out of 3: Rock, Paper, Scissors
[So, the one who scores 2 times wins]
3. Make 5 volleyball passes to each other, without the ball hitting the ground.
Easy? Try 10 volleyball passes.
4. Do a sprinting match.
Start from one end of the track, towards the other end.
5. Each player makes 3 smashes at the goal.
6. Say your name, mention something that is typical about you, and learn the other one a 'move' that portrays this typical thing of yours.

Exercise 17

Silent Five-ball

Learning goal I communicate clearly and effectively

Time 30 minutes

Materials 1 volleyball, cones
Bibs for 1 team.

The game

Preparations

Define the playing field [with cones]. And make 2 teams.

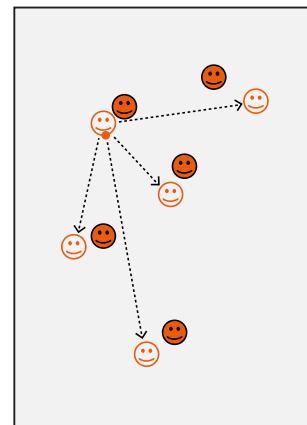
Goal

The team that makes 5 passes to each other, without the ball touching the ground, wins.

Rules

Rounds:

- Play the 1st match in silence. Talking or making sounds is not allowed.
- Throw the ball into the field to start the game.
Teammates can throw the ball to each other. The first catch is 1.
The one with the ball cannot run with it. Others can.
The other team can try to intercept the ball. Touching each other is not allowed. When the ball touches the ground, or is out of the field, the opposite team gets the ball.
- Rematch in silence, but this time each team can define signs in advance to communicate. Furthermore, the same rules apply.
- Rematch and have the teams to call out who is free to throw to. Count out loud.



Reflection 1

Reflect

Do a first short reflection after the first silent game: Which game did you like best so far? Why? How does it feel when you cannot communicate?

Connect

Now that you cannot hear anything, which senses do you use instead? How can you communicate effectively [in silence] on the field? How does it show?

Apply

Which one would you want to try out in the next rematch?

Reflection 2

Reflect

And a short reflection after all games:
What went better in the 2nd game in silence? And what went worse? Why?
How does it feel when teammates do not listen?

Connect

What things we can do are needed for effective communication?

Apply

Which 2 things will you practice in the coming week? How?

Tips for the facilitator

- If there is an uneven number of players, join the players to make even teams.
- Count out loud until 5, when the player can't.
- Explain that you can communicate with and without using spoken language. Body language and eye contact are very important in sports. Hand gestures are especially important in volleyball.
- For effective communication you also need to listen. You need communication in a team to be able to collaborate and to be able to hear all viewpoints.

Exercise 18

Review Team Plans

Learning goal	I can reflect on my actions and learn from it We set goals
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Time	15 minutes
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Materials	Team Agreement and Teamwork Plan
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The game

Preparations

Team Agreement and Teamwork Plan stuck to the wall by responsible Young Leader (or show the online version)

Goal Review plans and practice

Rules Start discussing if we have worked along what we have agreed before. Look at the sheets and think back on the exercises we have done (today or between the training and now).

Reflection

Reflect

What went well? What did not go well? Was everyone in our team able to equally speak out and join?

Connect Is each of us satisfied on how we did it? Are there things that we can improve? How?

Apply Do we want to adapt any? Plan when to review again. And adapt the documents if needed.

Tips for the facilitator

- Observe during the session, and mention concrete examples of good cooperation, and where cooperation can be improved. Only add, when group members do not mention it themselves.
- Keep on reflecting on these things during the Club Sessions, so the team members practice teamwork and inclusivity while working.

If time allows, take time to prepare for the 1 or 2 activities for youth

Suggestion: Everyone takes 20 minutes to work on her/his tasks for the 1 or 2 activities for youth. Tasks include all the things that need to be organised for the activities. Examples: Find as much as possible about ... in the coming 20 minutes. List all youth that we could invite.

For tools and actions, also see in *Workbook for Young Leaders*:

- Exercise 13: The Rough Activity Plan
- Exercise 32: Activity Planner
- Exercise 34: Track your progress

Then take 10 minutes for everyone to present tasks that have been completed, that are still to do or explain where they need help from others to

Exercise 19

Team Qualities

Learning goal	I know my strengths and weaknesses I feel proud of my talents
Time	30 minutes
Materials	Volleyball court, net, 1 volleyball Printed handout Quality Cards [see below] cut into papers with each 1 quality on it, and pens

The game

Preparations

Make 2 teams

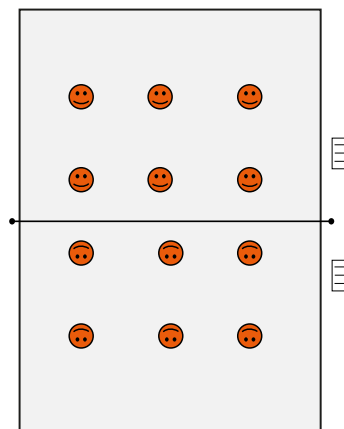
Goal

The team with the most scores wins

Rules

Choose which rules to go with, for example TeenVolley, ParaVolley or DiamondVolley [see 3.1] and play for around 15 minutes.

Then have each team to sit together. Each team receives cards with different qualities. They can also use blank pieces to write down other qualities they think of. Ask the group members to give each card to the person the quality fits best and explain why. And they make sure that everyone gets at least 3 pieces of paper with qualities. Come back in 1 group to discuss and reflect.



Reflection

Reflect

How does it feel when your teammates tell you what you are good at? How does it feel to tell others what they are good at?

Connect

In daily life, how do you know where you are good at? Do you usually tell your friends about their talents?

Apply

Can you use your qualities in the game next time? And in daily life? How will it show?

Variations

You can play 2vs2 in 2 or 3 teams, depending on the number of players. If you have an uneven number, you can take the role as additional player.

Tips for the facilitator

- Make sure that all players feel they are good at something, also when they have a modest skill level. Also think about non-technical qualities like being perseverant, motivating others, or improving oneself each time.
- Explain that we should foster and value each other's strengths and differences. What is more, we all need each other's qualities in a team. And we can help each other to perform better.
- You can do this reflection at any point in the training; after a presentation, training session or the activities for youth led by the Young Leaders. So that the list of things they did well is growing each time. And keep on giving positive feedback to all players during following trainings yourself.

Note: Follow-up needed by Young Leaders in the coming Self-work Session:

Self-Assessment Leadership Skills and Assessment Leadership Skills by friends & family in the *Workbook for Young Leaders*. Discuss what Young Leaders will be doing before the next session in two weeks. Is it only the assessments or are there other tasks to do? Also discuss when and where they are going to do that. Do they come together next week same time same place without the Club Mentor, or will they work on their own? What will work best for them?

Handout Quality Cards

I run fast

I can easily
control the ball

I score easily when someone
gives me a setup

I have fun
when playing volleyball

I am perseverant,
I don't give up

I give assists
and help others score

I keep on doing my very best,
even when we are about to loose

I listen to tips
on what to do

I ask for tips
to improve my skills

I cheer for the team

I can create a nice
atmosphere for everyone

I motivate my teammates,
also when we are about to loose

I communicate well during the
game, so my teammates know
where I am up to

I give tips to my teammates
on how to improve

I listen to the referee, even if I
do not agree with her/his
decision

Exercise 20a

Rock, Paper, Scissors

Learning goal I know how to deal with emotions and disappointments

Time 25 minutes

Materials Many hoops [or chalk to draw circles when outside]

The game

Preparations

Lay down the hoops in the field in a kind of S-shape. The hoops should [almost] touch each other.

Make 2 teams. Each team starts in a row at the very end of the line of hoops.

Goal

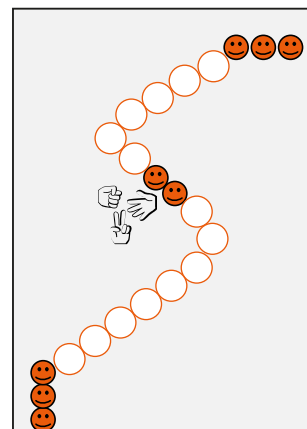
The team that reaches the opposite team's first hoop wins.

Rules

You can move by jumping from hoop to hoop. The first player in each row starts jumping until they meet somewhere in the middle [each player in their own hoop]. The 2 compete by doing a game of Rock, Paper & Scissors.

The one who wins can jump on. The one who lost goes off the field and back to her/his team. And the next in line from her/his team now need to start jumping the hoops immediately. When they meet in a neighbouring hoop, they play a game of Rock, Paper & Scissors too.

This continues until one team makes it to the other team's first hoop.



Reflection

Reflect

How does it feel to start all over? And when you made a mistake? When others made a mistake? What did you do when you felt that way? How did you tackle it as a team? How does it feel to succeed, as a team? What did it take to get there?

Connect

Do you also feel [fill in angry/sad/demotivated, etc.] sometimes in daily life? How do you cope with that?

Apply

We all experience setbacks sometimes. What can be strategies today you can use to deal with it? What will you do next time?

Variations

- With limited time you can also define a certain period of time, and see which team comes farthest towards the opponent's starting hoop.

Tips for the facilitator

- Team members can help each other reminding the first in row to start jumping the hoops.
- When players start to get grumpy because they need to start all over, time after time, tell them to focus on working together as a team, that it helps to remain positive, because the other team can also make mistakes.
- Rematch in the next exercise.

Exercise 20b

Give & Receive Feedback

Learning goal I can reflect on my actions, and learn from it

Time 25 minutes

Materials Many hoops [or chalk to draw circles when outside]
(same as exercise 20a)

The game

Preparations

Explain that we rematch Rock, Paper, Scissors, but this time you will observe the other team, so that after the game they can give 1 positive feedback and 1 tip to improve.

Goal Provide and receive feedback

Rules

- Rematch Rock, Paper, Scissors
- Discuss what are good ways to give feedback. Let the Young Leaders discuss first. And if relevant, add the tips from the textbox below.
- Then each team discusses and agrees on 1 positive feedback and 1 tip for the other team to improve.
- Then both teams tell their feedback to the other team. The other team is not yet allowed to react.
- After both teams have given their feedback, both teams discuss amongst themselves and prepare their reaction to the feedback. Then both teams tell their reaction to the other team.

Reflection

Reflect

How is it to give feedback? What is easy? What is hard?
How is it to receive feedback?

Connect

What are good ways to give positive feedback? And negative?

Apply

How can you learn from both positive and negative feedback?
What will you do differently next time?

Tips for the facilitator

- Explain that this programme is about doing and reflecting around leadership skills, because that is how we learn. We do so in the training and Club Sessions, using the reflection questions. Other ways or reflection methods are:
 - Reflection with a buddy
 - Mentoring by Club Mentor
 - Recording your Talents & Skills
- And explain that we will practice giving feedback much more often. By telling each other which approaches are nice, and which are not and why, we will be learning on what works and what doesn't in giving feedback.

More info on Giving & Receiving Feedback

Feedback from others help us to learn and develop, it supports achieving our team goals, and as a team it helps us to build stronger relationships. However, many of us do find it hard to give feedback, especially when it is not positive.

How to give feedback in good way?

1. Always start giving positive feedback, saying something positive you genuinely mean.
2. Give a point for improvement by telling something from your own experience and facts: 'I saw..', 'I heard ...', 'I experienced ...'. That way you do not make it personal, as in 'you are a bad coach', but 'I did not feel at ease, when you told the team ...'. And provide someone with suggestions to do it differently next time.
3. Give the feedback-receiver time to react.

How to deal with negative feedback

Many of us find it hard to receive negative feedback, especially when we worked hard for it. On the other hand, when we are trying new things and when learning, all of us make mistakes. It is part and parcel of the way we learn. Negative feedback, given in the right way, can help us to learn quicker.

So, how can we receive negative feedback?

1. Stay calm and listen without interruption.
2. If the feedback is not clear, ask if someone can give examples of a situation in which they have seen or experienced it.
3. Choose if you can react immediately [without saying things you will regret later on] or if you need time to reflect over it before you do. You do not need to rush. In any case, try to include in your reaction:
 - a. Acknowledgement of your part in the action.
 - b. A solution to address the issue.
 - c. A thanks to the person who provided the feedback.
4. If you take more time to reflect, you may try to find more information on the issue [if relevant] or ask someone else her or his opinion to find out whether you have missed something.
And then try again to examine the feedback objectively. Is there any truth to the critique? Are there any aspects you could learn from? So, you may have to acknowledge and work on it. Then react [see 3].
5. Can you actually change the issue? Sometimes it is something we do not want to change. Pick 1 issue at the time that you want to tackle. Adopt the feedback and show your revised work or approach. And next time you can pick another issue.

Tips

- It needs an environment where everyone feels safe to open up. [See also chapter [1.4. How to mentor youth](#)].
- Try to be genuine when giving either positive or negative feedback. Saying things just to be kind, but that you do not actually mean, will not help the other to learn.

Exercise 21

Wrap-up: Explore My talents

Learning goal Wrap-Up the topic Explore My talents

Time 30 minutes

Materials Handout Wrap-up [see below]

The game

Preparations

Choose an exercise to wrap-up. See [3.6 Wrap-up activities](#).

Goal

Reflecting on the learnings and results so far

Rules

Depends on the selected exercise

Variations

- The wrap-up can be done in the final club session about the topic. If the last session on a topic is a Self-work session, it can also be done at the start of the next Club Session.

Tips for the facilitator

- Ask them to explain or give examples to their answers.
- Explain that knowing yourself, your talents and strengths, and also your weaknesses and how you deal with emotions or disappointments, helps you to understand yourself, and to make decisions according to your needs and wishes. It also helps to gain confidence in oneself.
- We also get better when we practice and reflect on skills we like to build. The best way to learn skills is to practice and reflect. And we will continue doing that.
- And finally, knowing what your teammates are good at, helps everyone to use their talents, and to complement each other, in organising the best possible volleyball 1 or 2 activities for youth later on.



Handout

Wrap-up: Explore My talents

Statements on the learning goals around "Explore My talents & My teammates' talents"

- I communicate clearly and effectively
- I can reflect on my actions and learn from it
- I know my strengths and weaknesses and I feel proud of my talents
- I know how to deal with emotions and disappointments

Statements on the results so far

- I learned new skills
- I had new insights
- Some things I found less interesting
- We are on track organising the 1 or 2 activities for youth

Statements on how they will apply what they have learned

- Will you start using new skills from now on?
- Will you make different decisions, with the new information you got during our sessions?

And specific reflection questions on: Self-Assessment Leadership Skills and Assessment Leadership Skills by friends & family in the *Workbook for Young Leaders*.

- | | |
|----------------|---|
| Reflect | How was I to hear from family and friends what you are good at? |
| Connect | Who or what is promoting your self-image? And what inhibits it? |
| Apply | As a leader, how can you promote self-image in others? Leading a group, or being a team member what is the 1 thing you will practice from now on? |

Tips for the facilitator

- Asking people close to you what they think you can do well is a great way of getting to know yourself even better.
- Explain that positive feedback can contribute to the motivation of everyone in a team or group.

2.3 Practice and build skills

In this training phase, Young Leaders will be exploring leading roles – related to their own goals. By practicing some tasks and roles, and reflecting on it, they are building their leadership skills. And at the same time, it will help to explore what kind of leadership roles and styles one likes and to gain skills and confidence in leading.

Specific learning goals

- I understand leadership in volleyball
- I explore my values and leadership styles
- I take up new challenges
- I set goals
- I plan for concrete steps towards achieving my goals
- I ask for help when I need it and I support others
- I know how to deal with pressure

Time planning

This phase of the training programme ideally takes 6 weeks, which allows for 3 Club Sessions with the Club Mentor, a visit of a national Role Model, and 3 Self-work sessions. These are sessions: CS3- CS5, and SW2-SW4 in the Table listing all learning goals & exercises ([see annex 1](#)).

In addition, plan time during the Club Sessions and Self-work Sessions to keep working on the preparations for the 1 or 2 activities for youth, even if it is for 20-30 minutes each time only.

Who prepares what?

The Young Leaders with the role of Location Leader, Equipment Leader, Planning Leader, Safety Leader or Social Leader prepare their tasks before each Club Session (and Self-work Sessions whereby they come together).

Moreover, the Club Mentor(s) and the Young Leaders decide together who prepares additional actions for each Club Session.

More facts & further reading

Find more background information in *Empowering Leaders: A Theoretical Guide for WLVT*, to be able to explain more about it during the training or sessions.



Note for Club Mentors

Check the [Participation Ladder](#) [see 1.5] and see if your group can move a step up the Participation Ladder. For instance, can they assist in organising some of the exercises in the Club Sessions?

Want to find out which step of the Participation Ladder they are, and where they can move, see the 4. The Participation Ladder in Practice in the *Workbook for Clubs*.

Exercise 22a

Puzzle with Volleyball Organisations

Learning goal	I understand leadership in volleyball
Time	15 minutes
Materials	Blank cards/papers and markers. Write 1 organisation per card/paper.

The game

Preparations

Sit around the cards.

Goal

Discuss and share information on the structure of volleyball organisations.

Rules

In volleyball, we have the organisations you see on the cards. Put the cards in the following order you think is right according to the hierarchy in volleyball institutions. Discuss amongst each other why each card should go where.

Reflection

Reflect

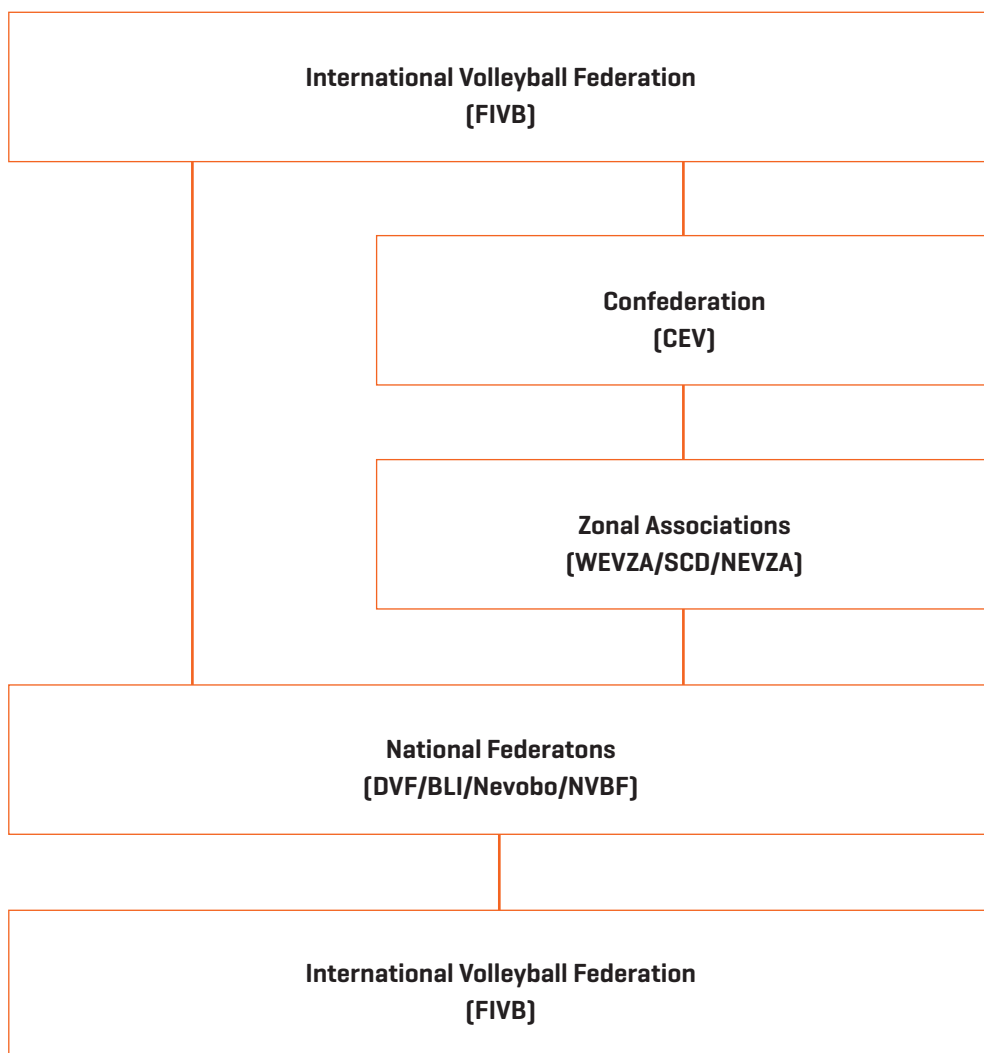
Then ask the group if they know what each of the organisations does. Let the Young Leaders first discuss and see what they already know. And add information where they do not know yet.

Tips for the facilitator

- Explain that before Young Leaders can decide what tasks and roles they would like to practice, or specialise in later on, they need to understand the structure of leadership in volleyball.

Handout

Puzzle with Volleyball Institutions



Exercise 22b

Be the coach or referee

Learning goal I understand leadership in volleyball

Time 30 minutes

Materials Volleyball field, net and balls

The game

Preparations

Make 2 teams of 2 or 3 players each.

Divide the roles of Coach, Referee and Observer.

Goal The team with the highest score wins

Rules Choose which rules to go with, for example TeenVolley, ParaVolley or DiamondVolley ([see chapter 3.1](#)).

Play a volleyball match [2vs2 or 3vs3], where everyone has a leadership role: Coach or Referee. Others will be Observer.

After the match reflect on leadership tasks and skills of the referee and coaches.

Reflection

Reflect

Ask the observers: What did the observers observed what the leaders did. What skills does this role need?

Ask the Coaches and Referee: What did they do to show their leadership tasks and skills? What went well? What went less well?

Connect

What tasks or skills you find easy? Which ones need more practice? Or what else would it need for you to learn more about it?

Apply

What is 1 think you will do next time too? What is 1 thing you want to do differently next time? How?

Variations

- If time allows, you can rematch as long as anyone has practiced the roles of referee and coach.

Tips for the facilitator

- The Club Mentor can join the game if this makes the teams even in number.
- When having very few players, one can choose to first have 2 coaches, who also play. And then have another match with a referee.
- Also explain the role of Board Member yourself. Also see in *Workbook for Young Leaders*: Textbox More info on tasks and skills of leaders in volleyball.
- Ask the Young Leaders to write their findings in their Workbook. See exercise 22b in the *Workbook for Young Leaders*.

Exercise 23a

My values

Learning goal	I explore my values and leadership styles
Time	20 minutes
Materials	Printed handout My Values [see below] cut into papers with each 1 value

The game

Preparations

Put the cards representing values in the middle of the room.

Goal

Pick cards that represent what you feel is most important in life.

Rules

Give around 5 minutes for everyone to pick 1 to 3 cards.
Come back in 1 group and have everyone present at least 1 of their cards. Discuss as follows:

Reflection

Reflect

Why is this most important to you in life? Can you explain or give an example?

Connect

How does these value[s] relate to your values in sports? Do you have the same value? Or different ones?

Apply

Write down your top 3 values in life and sports [see exercise 23A/24 in the *Workbook for Young Leaders*]

Variations

- Play a volleyball match and reflect on what they like most. Can they relate that to their values on the sports field? They are likely to relate.

Tips for the facilitator

- Additional questions to get to your values could be:
 - What are/were times you are/were the happiest?
 - What makes you proud?
 - What makes you feel fulfilled or satisfied?
- The cards are meant to start thinking on what they love or is most important to them. That also means that cards can be explained differently by different players. And that is okay.
- The empty cards can be used to fill in anything additional by the facilitator or by the Young Leaders.

More info on Values

What are values?

Values are those things you feel are most important in life.

Your personal values are a central part of who you are – and who you want to be.

How can values help you?

Knowing your values, help you to use them as a guide to make the best choice in any situation. For instance, it informs what you feel is important in life, in sports, or in leading a team, match or club. It may also help you define your leadership style.

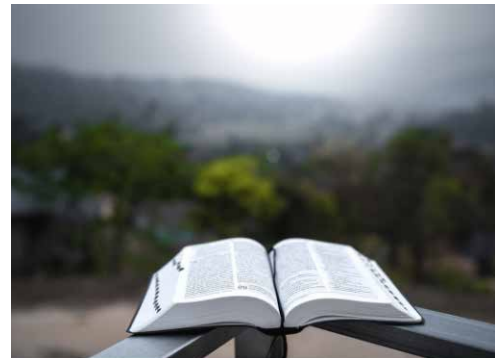
When your actions match your values, you will probably feel good. When your actions or roles do not align with your personal values, that's when things feel wrong, and you can feel unhappy.

Find more information, examples and characteristics about values and leadership styles in the *Empowering Leaders: A Theoretical Guide for WLVT*.



Handout 1/3

My values



Handout 2/3

My values



Handout 3/3

My values



Exercise 23b

What leadership styles do you know?

Learning goal	I explore my values and leadership styles
Time	20 minutes
Materials	Printed handout [see below] cut into papers with each 1 leadership style on it, flip-over sheets and markers

The game

Preparations

Stick each card to a flip-over sheet [of big paper] and put them in the middle of the field / stick them to the wall.

Goal Start reflecting on the different leadership styles

Rules Reflect on each style using the reflection questions below.
Write the characteristics mentioned for each style at the relating flip-over sheet.

Reflection

Reflect Think about a coach or teacher that you know. What leadership style has she/he? How does that show? What characteristics can we note?
Reflect until you have some characteristics for each style. If this is difficult for some, do add some information yourself [see *Empowering Leaders: A Theoretical Guide for WLVT*].

Connect What leadership style do you like best? In others? In yourself?

Apply Some of you are leading kids [as a coach]; Does each group always need a leader with a similar leadership style? And can you adapt as a leader?

Variations

Depending on your group, you can also discuss how their preferred leadership style aligns to the context they find themselves in:

Reflect Which leadership styles do you find in sports? And why do you think so? Is there a difference between top sports and amateur sports?
Which leadership styles allow everyone to speak up and participate?

Connect Do your values align to the leading leadership style of your club [or in your team]. Or do you feel comfortable with it?

Apply And if not, what should be changed for you to be able to have leading role? And what if this cannot be changed?

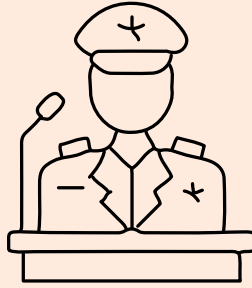
Tips for the facilitator

- Explain that one's values relate to the leadership style[s] you prefer. If people work from opposite values, this could lead to conflicts. And explain that when you gain insights on your own values and on the different leadership styles, you will be always able to assess the context you are in, and see where or how you fit in, but also where you can make a change and with whom.
- The hierarchic or even authoritarian leadership style in [top] sports does not leave much room for everyone to speak up and participate [or for inclusivity]. Try to facilitate the discussion to both negative and positive aspects of these particular leadership styles. As sports is for everyone and needs different leadership styles to be able to serve everyone. For example, authoritarian leadership might work best in top sports, and participative leadership for those who sport for fun.

Handout

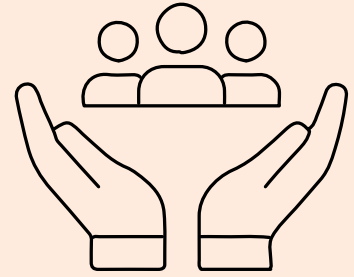
What leadership styles do you know?

Authoritarian Leadership



Leader has all decision-making power

Participative Leadership



Leader facilitates group decision-making

Visionary Leadership



Leader unites team with vision/purpose

Managerial Leadership



Leader focus on performance, and use rewards and panalties to motivate people

Delegative Leadership



Leader delegates initiatives to group members

Examples of characteristics per leadership style:

- **Authoritarian Leadership:** excellence, discipline, control, competition, respect, toughness
- **Participative Leadership:** teamplay, diversity, good atmosphere, enjoyment, community, equality
- **Visionary Leadership:** purpose, passion, curious, focus, justice, achievement
- **Managerial Leadership:** accuracy, rewards, penalties, hard work, fairness, humility
- **Delegative Leadership:** freedom, creativity, expertise, self-motivation, flexibility

Find more information, examples and characteristics about leadership styles in the Empowering Leaders: A Theoretical Guide for WLVT.

Exercise 24

Lead the Way

Learning goal I explore my values and leadership styles

Time 20 minutes

Materials Printed handout [see below] cut into papers with each 1 leadership style on it. Enough materials to make two or more circuits [e.g. cones/ bottles; hoops; sticks, bags; volleyball net; balls – anything you can use]. The circuit can also be made from trees, sticks, stones, etc.

The game

Preparations

The Young Leaders make a fun circuit that takes at least 1 minute in which one needs to do several volleyball techniques [like dribbling, throwing, passing, smashing, scoring, etc.].

Goal The one[s] who guess the leadership style used win[s].

Rules Start asking 1 or 2 Young Leaders to pick their favourite leadership style from the cards [they should remain silent about which one!]. They can take a moment to decide what actions relate to that.
One by one, they lead the rest of the team through the circuit, according to the leadership style they chose.

Variations

- Add a competition element: the player that first reaches the end of the circuit wins.
- Or make it harder: If anyone makes a foul, this person starts all over from the start.

Reflection

Reflect

Which leadership style was used, and how did it show?

How was it to be lead?

How was it to lead? What went well? What went less well?

Connect

For the players: Did you like this leadership style? Why or why not?

For the leader: What was good about trying this leadership style? What did you not like about it?

Apply

Have you learned anything that you want to take with you the next time you lead? Or what would you want to do differently next time? How?

Ask the Young Leaders to write their findings in their Workbook [see exercise 23A/24 in the *Workbook for Young Leaders*].

Tips for the facilitator

- You can help those in the lead with tips, if they need it.
- Have every leadership style practiced at least once. If there are less Young Leaders than cards, the Club Mentor can start showing one. That can also help those who are shy to try to do it.
- If they find it hard to guess the leadership style, then add the role of observers that do not play, but just observe.

Handout Lead the Way

Use these cards as an inspiration for the players, what they can say or do. Of course they can also come up with their own ideas!

Authoritarian Leadership

- Doing**
- Be strict
 - Require discipline of the players
 - You give the rules, no-one can tell you to do it differently
- Saying**
- You start. You go second.
 - You win or you're out!
 - Respond with 'yes madam/sir' when I speak to you.

Participative Leadership

- Doing**
- Discuss what they think about the circuit
 - Cheer for what each person does well
 - Motivate people to help each other
- Saying**
- Who wants to start? Who wants to be second?
 - Have fun!
 - It is not a bad thing to make mistakes, we can all learn from it!

Visionary Leadership

- Doing**
- Explain the goal
 - Ask the players how they are going to achieve this
 - Coach each person upon their needs
- Saying**
- We need to achieve our goal together
 - This is a step for us becoming leaders
 - Yes, we can do it!

Managerial Leadership

- Doing**
- Tick the boxes of techniques completed
 - Give the details to each technique
 - Make sure the players work hard
- Saying**
- You are worse/better than last time
 - When the player failed: Do 5 push-ups!
 - When the player succeeds: Let's all applaud for you!

Delegative Leadership

- Doing**
- Keep the goals in mind, do not interfere as long as they seem to be achieved.
 - Make sure that no-one hurts her- or himself
 - Expect the players to motivate themselves
- Saying**
- Use your expertise in this
 - Be creative
 - I know you can do it!

Exercise 25

Smash the balls

Learning goal I set goals

Time 20 minutes

Materials Volleyball court, net and volleyballs.
Cones or bottles

The game

Preparations

Place [big] cones upside down, or bottles at the field that players need to hit and tumble by smashing.

Goal Smash a ball and try to hit one of the cones

Rules One player assists by throwing the balls. Make sure this player has enough balls. One player assists by placing the cones up straight.

- The first player in the row starts smashing and tries to hit one of the cones. Regularly change the players who assist. So that everyone can try smashing.
- In a second round, everyone starts with saying where they want to score the ball in the field, or what they want to hit, e.g. cone, hoop. And then do it.

Reflection

Reflect

How does it feel to hit? And to miss?

Was there a difference between the first round and second round (when saying your goal out loud)?

Connect

In daily life does it help to fully focus on your goal? How?
Would speaking out loud help? To whom?

Apply

Today we are going to present our goals to each other. How could that help you?

Variations

- Make it easier: By lowering the net, everyone can enjoy the powerful feeling of smashing

Tips for the facilitator

- Motivate the players to keep on trying. And coach in technique to throw well or to smash well. Also, Young Leaders can support each other in learning techniques.
- You can link the reflection on a story of yourself, your dreams about what you wanted to become as a child, and then discuss the players' goals in the next exercise.

Note: Self-work preparation needed by Young Leaders

Exercise 26 Present your Goals in the *Workbook for Young Leaders*.

Exercise 26

Present your Goals

Learning goal	I set goals I plan for concrete steps towards achieving my goals
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Time	30 minutes
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Materials	Flip-over sheets and markers
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The game

Preparations

Young Leaders have exercise 16 with them

Goal

Collecting feedback
Gaining support for your plan

Rules

Give everyone a few minutes to prepare their presentation.
They may write, draw or make notes on what they want to say.

Each presentation takes maximum 5 minutes and includes:

Why: Personal Motivation & Goal

How: 3 action steps to achieve this goal

What: Specific activities that you are going to do in the coming 2 weeks.

Reflection

Reflect

How was it to present your goals out loud?
How was it to hear the other presentations?

Connect

Have you learned something from the other presentations that you want to include in your plan?

Apply

In the next exercise you will get the opportunity to change or add to your plan, with the feedback from here, from your buddy, and from the mentor.

Tips for the facilitator

- Provide them as a group with positive feedback.
- You may summarize what you have heard and give a general tip to improve if needed. Specific feedback will follow in the next exercises.

Exercise 27a

Buddy-Up to Reflect & for Support

Learning goal	I ask for help when I need it and I support others when they need it
Time	40 minutes
Materials	Young Leaders' presentation on the flip-overs and/or Exercise 26 Present your Goals in the <i>Workbook for Young Leaders</i> , markers

The game

Preparations

Ask them to make teams of 2 [or if needed one team of 3] to support each other in the coming weeks.

- Goal** To support each other in achieving her/his goal, by giving feedback and motivation to keep on going and by reflecting together how obstacles can be addressed.
- Rules**
- Provide each other with feedback (using the feedback rules from [More info on Giving & Receiving Feedback](#)) on the presented personal plan.
 - Adapt your plan with the feedback from your Buddy, and from your Mentor [see [exercise 27b](#)].
 - Tell each other what you have changed.
- Come together as 1 group and take 10 minutes for reflection.

Reflection

- Reflect** How is it to get support with your plan?
- Connect** Do you feel confident that you will be achieving your plan?
What obstacles do you expect? And what solutions can you think of to address them?
- Apply** What can you ask your buddy that will help or motivate you to achieve your goals?
How can you support your buddy to achieve her or his goals?
Give the buddy-teams a few more minutes to agree on how they will support each other.
For example: send motivational WhatsApps, meet weekly, or something else.

Tips for the facilitator

- To have teams in which everyone feels free to share and support is important. They will be working together in these teams for the next weeks. Help them if need be.
- Explain that taking on new challenges, even though it seems difficult, will help you to learn more and more, and help you to build confidence too.

Exercise 27b

Mentor session to Reflect & for Support

Learning goal	I take up new challenges I ask for help when I need it
Time	30 minutes [during exercise 27B: Buddy-Up]
Materials	Young Leaders' presentation on the flip-overs and/or Exercise 26 Present your Goals in the <i>Workbook for Young Leaders</i> Possibly: 2. Mapping opportunities for leading tasks and roles for Young Leaders in the club in the <i>Workbook for Clubs</i>

The game

Goal Club Mentor to think along which Action Steps fit best to the personal goal.

Rules Sit together with 1 peer group at the time [for about 12 min each].

- First listen to why they have chosen certain Action Steps to achieve their goal.
- Give them feedback on it, or hand other perspectives or opportunities.

Encourage them to choose at least 1 action from the column 'Exploring' and 1 action from the column 'Doing':

Exploring	Doing
Now that you have picked a favourite role for the Activity for youth, explore this role as follows: ● Find someone at the club with this role. Ask if you could see her/his work once. And then have a 10-min conversation or interview after it. ● Can the national Role Model that will be visiting your club answer some of your questions? If yes, prepare your questions in exercise 28 already.	And are their specific roles and tasks you can practice? For example, in: ● Your organisation role in the Club Sessions [see exercise 14 <i>Teamwork Plan</i>] ● In assisting or leading parts of the Club Sessions [see 1.5 Participation Ladder] ● In leading CoResolve discussions and decision-making ● When preparing 1 or 2 activities for youth [in Self-work Sessions] ● At 1 or 2 activities for youth ● At final Celebratory Session

- Finally, ask if they need help to realise these practices.

Tips for the facilitator

- It's good to encourage those tasks and roles that are a bit difficult, but not too difficult. It should be challenging but doable. So that Young Leaders really get to learn something, experience successes and grow their confidence.
- Explain that there are various motivations to try out something new. It can be out of curiosity, because you really want this role [later on], or because you want to assist or learn. All motivations are fine.

Note: Follow-up needed by Young Leaders in the Self-work Sessions:

- Work on your Action Steps and personal goal and review your Action Steps yourself and reflect at least once with your buddy [see exercise 30 in the *Workbook for Young Leaders*].
- Take time to prepare the 1 or 2 activities for youth.

Note: Self-work preparation needed by Young Leaders

Exercise 28 Presentation at club by Role Model. Young Leaders find information about this person and prepare 1-3 questions for her/him each.

Exercise 28

Presentation at club by Role Model

Learning goal	Providing learning opportunities to YLs
----------------------	---

Time	45 minutes
-------------	------------

Materials	To be prepared with Role Model what she/he needs
------------------	--

The game

Preparations

Set a date for the visit

Goal

Get inspired and learn from the best

Rules

The Role Model presents results of her/his work, the way she/he got there, barriers she/he came across. She/he can finalise with learnings or take-away tips for the Young Leaders that aspire a similar role.
Leave room for Questions and Answers.

Reflection

- The visit of the role model can be connected to several topics: leadership styles (see [2.3](#), exercises [23b](#) and [24](#); tasks and roles of the role model and how to be a role model yourself to the youth that join the 1 or 2 activities for youth (see [2.4](#), exercise [36](#)). Explain to Young Leaders when and where relevant how this is related (also depending on the Role Model's presentation).

Tips for the facilitator

- Organise the visit and presentation during a Club Session or at another moment that is suitable for the Role Model and possibly for other club members to join.

Exercise 29A

Number game

Learning goal	I know how to deal with [peer] pressure
----------------------	---

Time	15 minutes
-------------	------------

Materials	None
------------------	------

The game

Preparations None

Goal Make teams of people who have a similar number in mind
Rounds:

- Rules**
- Ask the players to choose a number: 1 or 2.
They are not allowed to say it out loud!
And ask them to make groups of people with the same number, without speaking.
 - Rematch: Now the players choose 1, 2 or 3.
Rematch one more time: they can choose the numbers between 1 and 5.

Reflection

Reflect How was it to be part of a team?
How was it to be not part of any team, because you had a different number?
You do not need to answer out loud: Did you change the number you had in mind, to be able to become part of a group? If yes, this is similar to peer pressure. You do something because you want to be or become part of a group.

Connect Are there situations in daily life, where you do things because your friends or people you look up to do these things?
When do you think it is wiser to do what you yourself want, instead of what others want you to do? How could you do that?

Apply Try to say 'no' once this week to friends about something you do not really want to do.

Tips for the facilitator

- Examples of saying 'no' can range from leaving somewhere to telling a 'white lie' (for example: "I promised my sister to help her with her homework, so I cannot come.") or just saying "no". It's interesting what they come up with. You can help them with examples to get the discussion going.

Exercise 29B

What gives & takes energy?

Learning goal	I know how to deal with pressure
Time	30 minutes
Materials	Offline: print handouts [see below] Or online: exercise 29b in <i>Workbook for Young Leaders</i>

The game

Goal Understand which activities you could do more, or should do less for self-care

Rules When we have a lot on our plates [like: school, sports, socials, this leadership training, and all other things you want to do, or things that make you worry] it may cause stress. How to address this pressure? Steps:

- Think about the activities you do in a week or month, and to list them in what 'gives energy' and what 'takes energy':
- Look at the list of 'takes energy'. Can you skip a few? Can you spend less time on a few?
- Now that you saved time, create time to do the things you love, and that gives you energy!

Reflection

Reflect What was good about the exercise? Have you learned something from it?

Connect Is it realistic to drop some of the things that takes energy? What else can help to deal with pressure?
One of the ways to deal with pressure, is to do more on what you find important, and do those things that gives you energy.

Apply Make sure you do something that gives you energy every day! Even if it is only 30 minutes or an hour. What are you going to plan for every day in the coming week?

Tips for the facilitator

- First of all, it's interesting what they come up with. You can help them with examples to get the discussion going. Examples of dealing with pressure are all things that come with 'self-care', like: standing up for yourself, ask for support, spend time with friends and loved-ones, or anything you love to do [such as sports, having a nice dinner, watching a movie, taking a bath, etc.].
- Good self-care should be balanced between taking action and seeking comfort. It is also important to find healthy ways of seeking comfort. Destructive ways include excessively being online [socials, series, etc.], excessively buying new things, or excessive eating. Obviously, these also do not give energy [on the long run].

Handout

What gives & takes energy?

My self-care plan

Think about the activities you do in a week or month, and to list them in what 'gives energy' and what 'takes energy':

Gives Energy

Takes Energy

Look at the list of 'takes energy'. Can you skip a few? Can you spend less time on a few?

- Highlight the ones you really need to do (like school or work)
- Add a maximum time you want to spend on the tasks you need to do but can spend less time on.
- And cross-out those you are not going to do anymore.

Now that you saved time, create time to do the things you love, and that gives you energy!

- Highlight the ones you want to spend more time on.
- And make it as concrete as possible: What is the minimum time you want to spend on it, and when do you plan to do it (for example: always on Mondays and Saturdays).

Exercise 30

Review Action Steps

Learning goal	I can reflect on my actions and learn from it
----------------------	---

Time	45 minutes
-------------	------------

Materials	Flip-over sheets and markers
------------------	------------------------------

The game

Preparations	None
---------------------	------

Goal	Learn from each other by sharing For Club Mentor to monitor progress
-------------	---

Rules	Discuss the following questions
--------------	---------------------------------

Reflection

Reflect	What in the Action Steps [so far] made you feel good or proud? What in the Action Steps [so far] was difficult? Why?
----------------	---

Connect	What helped you to achieve your goals? What obstacles did you come across?
----------------	---

Apply	Which tasks or roles did you like a lot?
--------------	--

If time allows, take time to prepare for the 1 or 2 activities for youth.

Suggestion: Everyone takes 20 minutes to work on her/his tasks for the 1 or 2 activities for youth. Tasks include all the things that need to be organised for the activities. Examples: Find as much as possible about ... in the coming 20 minutes. List all youth that we could invite.

For tools and actions, also see in *Workbook for Young Leaders*:

- Exercise 13: The Rough Activity Plan
- Exercise 32: Activity Planner
- Exercise 34. Track your progress

Then take 10 minutes for everyone to present tasks that have been completed, that are still to do or explain where they need help from others to be able to complete

Exercise 31

Wrap-up: Practice and build skills

Learning goal	Reflecting on the learnings and results so far
----------------------	--

Time	30 minutes
-------------	------------

Materials	Handout [see below]
------------------	---------------------

The game

Preparations

Choose an exercise to wrap-up. See [3.6 Wrap-up activities](#).

Goal

Reflecting on the learnings and results so far

Rules

Depends on the selected exercise

Variations

- Wrap-up can be done in the final club session about the topic. If the last session on a topic is a Self-work session, it can also be done at the start of the next Club Session.

Tips for the facilitator

- Ask them to explain or give examples to their answers.
- Explain that the Young Leaders exploring leading roles – related to their own goals. By practicing some tasks and roles, and reflecting on it, they are building their leadership skills. And at the same time, it will help to explore what kind of leadership roles and styles one likes and to gain skills and confidence in leading.

Handout

Wrap-up: Practice and build skills

Statements on the learning goals around Practice and build skills

-
- I understand leadership in volleyball
 - I explore my values and leadership styles
 - I take up new challenges
 - I set goals
 - I plan for concrete steps towards achieving my goals
 - I ask for help when I need it and I support others
 - I know how to deal with pressure
-

Statements on the results so far

-
- I learned new skills
 - I gained confidence in leading
 - I gained new insights
 - We are on track organising the 1 or 2 activities for youth
-

Statements on how they will apply what they have learned

-
- I know what leadership role I want to do during the 1 or 2 activities for youth
-

2.4 Build leadership skills in teamwork

In this training phase, Young Leaders will practice leadership tasks and roles when organising club 1 or 2 activities for youth [13-15 years]. Each Young Leader can use her/his talents and practice the roles they like most, or like to learn more about.

This subchapter is further divided into paragraphs as follows

- Exercises in Club Sessions
- Come-back training day
- The 1 or 2 activities for youth
- Exercises in Club Sessions

Specific learning goals

- We make decisions
- I can solve conflicts
- We can easily adapt to change
- I can create a sense of togetherness
- I demonstrate the behaviour I wish to see in others

Time planning

This phase of the training programme ideally takes 8 weeks, which allows for 2 Club Sessions with the Club Mentor 5 Self-work sessions. These are sessions: CS6- CS7, and SW5-SW9 in the Table listing all learning goals & exercises ([see annex 1](#)). In addition, this phase includes 1 come-back training-day and 1 or 2 activities for youth led by Young Leaders.

Who prepares what?

The Young Leaders with the role of Location Leader, Equipment Leader, Planning Leader, Safety Leader or Social Leader prepare their tasks before each Club Session [and Self-work Sessions whereby they come together].

Moreover, the Club Mentor(s) and the Young Leaders decide together who prepares additional actions for each Club Session.

In addition, the national Federation and Clubs plan the come-back training to suit best learning opportunities. The training ideally takes place before the 1st or 2nd activity for youth has been organised to support sharing, learning and fine-tuning.

More facts & further reading

Find more background information in *Empowering Leaders: A Theoretical Guide for WLVT*, to be able to explain more about it during the training or sessions.



Exercises in Club Sessions

Below you find the exercises for the Club Sessions for training phase 4.

Note for Club Mentors

Check the [Participation Ladder](#) [see 1.5] and see if your group can move a step up the Participation Ladder. For instance, can they consult or advise in particular things in the Club Sessions or Activity for youth?

Want to find out which step of the Participation Ladder they are, and where they can move, see 4. [The Participation Ladder in Practice](#) in the *Workbook for Clubs*

Note: Self-work preparation needed by Young Leaders

If not done already: complete all details of the Activity Planner [see exercise 32 in the *Workbook for Young Leaders*].

Exercise 32

CoResolve Activity for youth

Learning goal	I listen carefully to others and consider their input We make decisions
----------------------	--

Time	60 minutes
-------------	------------

Materials	Handout CoResolve [see exercise 9]
------------------	------------------------------------

The game

Goal	Final decision-making and taking everyone's ideas and perspectives into account.
-------------	--

- | | |
|--------------|--|
| Rules | <ul style="list-style-type: none">● Have the team of Young Leaders briefly present their progress for the 1 or 2 activities for youth to the Club Mentor[s]. Highlight what they agree on and list those things that have not been agreed on.● Per topic: Appoint one discussion leader and decide on the topic to discuss and decide, using the method of CoResolve. |
|--------------|--|

Alternate the role of discussion leader for different topics [if relevant], so everyone gets the opportunity to practice.

Tips for the facilitator

- Support the team to agree on the entire plan and planning of the 1 or 2 activities for youth [13–15 years]. And make sure that roles are well divided.

Exercise 33

Healthy Communications Game

Learning goal I solve conflicts

Time 20 minutes

Materials 10 cones

The game

Preparations

Define the playing field. And prepare 5 gates with the 10 cones (see picture)
Then make teams of 2.

Goal

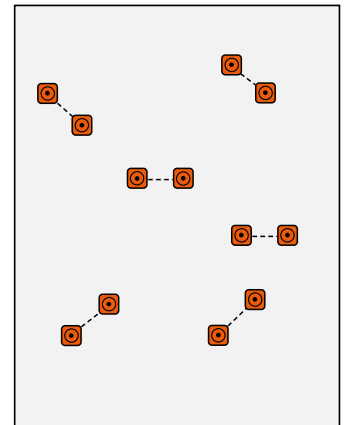
The team that goes fastest through all gates wins

Rules

Place all teams around the field.

Ask each pair to send 1 person to you, as you forgot to explain 1 more thing. When the group is together, explain that this is a secret assignment to only them; it will be their task to obstruct their teammate from succeeding going through all the gates.

Have everyone to pair-up again. Count down: "3-2-1 start".



A rematch is possible: If those obstructing in the 1st round want to take one more try after the reflection, you can make another round, so that everyone had the chance to practice, even though the element of surprise is now gone

Reflection

Reflect

How did it feel to be the one who did not know about the other one's goal to obstruct? How was it for those obstructing? What were strategies used to try to reach the goal? Or to obstruct?

Connect

Does the strategy you used reflect how you react to difficulties in daily life?
Can you think of situations, that no strategy would help, and you'd better leave?

Apply

Which strategy do you want to use when the kids start a quarrel during the Activity for youth?

Tips for the facilitator

- If there is an uneven number of players, join the players, to make pairs.
- Examples of strategies to cope with conflicts include:
 - Trying to solve it on your own: avoiding or competing
 - Or trying to solve it together: supporting the other person's plan, compromise or collaborate
- Examples of strategies that can prevent or solve conflicts in the WLVT-training are: CoResolve [exercise 9] and *More info on Giving & Receiving Feedback*.

Exercise 34

Track your progress

Learning goal	We plan for concrete steps towards achieving our goals I can easily adapt to changes
Time	30 minutes
Materials	Online: Exercise 34 Track your progress in <i>Workbook for Young Leaders</i> Or offline: Printed handouts [see below] and pens/markers

The game

Preparations

None

Goal

Plan how to track the progress of your Team Goals [see exercise [11a+b](#)] and the 1 or 2 activities for youth

Rules

- Discuss and write out the goal[s] for the 1 or 2 activities for youth.
- Think of a few simple things [1 or 2 items per goal], you can count or measure. And fill in the handout

A rematch is possible: If those obstructing in the 1st round want to take one more try after the reflection, you can make another round, so that everyone had the chance to practice, even though the element of surprise is now gone

Variations

- If you find an alternative to track goals and progress, that is also fine. Note that most planners focus on activities not goals.

Tips for the facilitator

- Keep it simple: Focus on goals for activities for youth [13-15].
- Make it harder: Then also check your team goals, are they in? How can you make sure they are in? Are individual goals in?
- Review with Young Leaders with what they come up first: Can be made simpler? Is the plan helping to keep track on the progress?
- Explain that in this way the team is working on goal-setting and keeping track of the progress towards the goal. By checking the progress regularly, they are most likely to successfully achieve this goal together. Or if it turns out to be unrealistic, they can adapt the way to achieve the [sub]goals, or if need be: the goals itself.

Handout

Track your progress a

Making a plan to track the progress will help your team to see if all actions are carried out successfully, or if there are shortcomings that need additional actions or support.

Example **Goal:** Fun 1 or 2 activities for 50 youth (13-15 years)

A. Subgoals	B. Actual result	C. Actions Planned	D. Actions Done	E. By whom	F. Deadline
50 youth	5 youth interested	Post on Instagram Ask coach to share	Draft a flyer	Gudrun	25 Sept
13-15 years		Recruit from the under 15 teams Ask age when they register		Mo	1 Oct 15 Oct
Fun for youth		Short online survey to check how participants liked the 1 or 2 activities for youth		Alma	28 Nov

Tips:

- Column A:
 - Come-up with items that can easily be counted. For example: number of participants.
 - Or think of easy things that can measure the change you want to see. For example: check how participants liked it by asking if they would come again [rate 1-6], or if they would invite friends [rate 1-6]. You can also ask open questions like: What did you like most? What tips can you give us?
- Column B: Compare the goals in column A with the actual results from column B.
- Think about which actions you need to do to achieve this result (column C), and by whom (column E) and when (column F). When actions are done, they can move to column D.

Pro tips:

- Keeping it simple: Focus on the goals for the 1 or 2 activities for youth only.
- Making it harder: Make a plan to track progress for your team goal too, per action step

Handout

Track your progress a

Discuss and write out the goal[s]
for the 1 or 2 activities for youth

Tips

- After you have listed the goals, see if you can order them in main goal[s] and subgoal[s]. For examples of subgoals see example below.
- Check your team goal. Is there anything you'd like to add from here to the 1 or 2 activities for youth goals?

Think of a few simple things
[1 or 2 items per goal],
you can count or measure.
Fill in for your team:

Goal _____

Subgoals	Actual result	Actions Planned	Actions Done	By whom	Deadline

Goal _____

Subgoals	Actual result	Actions Planned	Actions Done	By whom	Deadline

Goal _____

Subgoals	Actual result	Actions Planned	Actions Done	By whom	Deadline

Check the above table with your team each time after you have worked together on the organisation of the 1 or 2 activities for youth. Especially update the things that are done, and those that need to be done. This is an easy way to track your progress. It is also possible that you identify new upcoming actions. You can add if it is needed to achieve the goals you set as a team.

Exercise 35

Invent a Welcoming Exercise

Learning goal I can create a sense of togetherness

Time 25 minutes

Materials Sporting materials, flip-over sheets and markers

The game

Preparations

Make teams of 2 or 3.

Goal Create a welcoming and inclusive atmosphere for youth at the activity

Rules Before they start, let them think back to the Kick-off training and the first Club Session. Can they mention examples from there about creating a welcoming environment [also see exercises 1, 16 and [Tips for creating a welcoming environment in sports sessions](#)].

Rounds:

- Ask each team to prepare a short exercise or brief plan on how to encourage togetherness in the 1 or 2 activities for youth.
- Each team briefly presents their plan by showing the exercise or plan. If it is an exercise, have everyone to play it.

Reflection

Reflect

How did you like the welcoming exercises and plans? What was good? What did you miss, if these were the activities for youth?

Connect

How do you want to do that at the activities for youth?
Can the team do that, or does it need something /someone else?

Apply

Prepare the welcoming moment of your 1 or 2 activities for youth.

Note: Follow-up needed by Young Leaders in the Self-work Sessions

Young Leaders will prepare the welcoming moment for their 1 or 2 activities for youth.
Let them check: How to lead a sports exercise in the *Workbook for Young Leaders*.

Exercise 36

Be a Role Model

Learning goal	I demonstrate the behaviour I wish to see in others
Time	30 minutes
Materials	1 large paper sheet [or 2 flip-over sheets + tape] and markers per team

The game

Preparations

Make teams of 2 or 3.

Goal

Become aware that they are and can be good role models

Rules

- Jointly discuss briefly:
Who are their role models in volleyball? Can they put in mind someone closest to them [their team captain, a player they admire, their coach, etc.]
What makes them role models? What qualities or skills do they have?
- Prepare 1 sheet where 1 person can lie down at and draw this person on the paper. This is your role model that we talked about. Can you write in the drawing:
 - what the role model thinks [on the head]
 - what she/he feels [on the heart]
 - and what her/his abilities are [on the hands]?
- Each team briefly presents their 'role model' to the others.

Reflection

Reflect

How does thinking about what a role model is helps you?

What can you learn from her/him?

Connect

Which characteristics do you also have in your team or in yourself?

Can this team be a role model to others?

Apply

During the 1 or 2 activities youth may look up to you. What behaviour do you want them to show? And what behaviour do you need to show?

Tips for the facilitator

- Explain that everyone can be a role model. And that they will be a role model for the youth at the 1 or 2 activities. They will be copying their behaviour as an example. What is the behaviour you wish to see in these youth, during the activities? That is the behaviour they need to show too.
- Examples include: Being friendly and giving clear explanations [no hostility as in screaming or swearing], no touching [or discuss when this is or is not allowed and link it to the Federation's rules on this], and show a healthy lifestyle with healthy foods, drinks and habits. Also check Textbox How to create a safe space? in the *Workbook for Young Leaders*.

Come-back training

The come-back training goal is to enable sharing inspirations, answering questions and fine-tuning their 1 or 2 activities for youth. The come-back training – just like the kick-off training – also enables sharing and learning between members from different clubs. Below you find the exercises for a 1 day come-back training.

Exercise 37 Warming-up

Learning goal	Creating a welcoming environment Teambuilding amongst clubs
Time	45 minutes [15 minutes walk-in, and 30 minutes introduction and game]
Materials	Depends on the selected exercise

The game Preparations

Select a good game to start with that is fun and active. See for inspiration [3.3 Introduction Games](#) or [3.4 Teambuilding Games](#).

Goal Depends on the selected exercise

Rules Make sure that participants feel welcome when they start dropping in [see also exercise [1](#) and [Tips for creating a welcoming environment in sports sessions](#)].

- Briefly explain the goal and programme of the day.
- Play a fun and active game. Rules depend on the choice of exercise.

Exercise 38

Live Q&A (Questions & Answers)

Learning goal	Sharing and learning from each other
Time	60 minutes
Materials	Post-its in 2 colours [or small notes and tape], pens, music 2 flip-over sheet and markers

The game

Preparations

1 flip-over sheet says 'Learnings' and 1 'Questions'.

Goal

Collect questions and learnings they have and match them together

Rules

Rounds:

- Walk crisscross through the field when the music is on. And seek 1 teammate as soon as the music stops. Ask them to discuss the following question for 2 minutes:
What was the best thing from the training programme for you so far?
Put the music back on when the 2 minutes are over. And play again 2 more times with the following questions:
What have you learned so far in the training programme?
What are things you have questions about, or what do you not yet quite understand?
- Come back together in a circle. Give everyone 2 post-its from each colour [for example, red and green]. And ask everyone to note 1 or 2 things on the green post-its that they have learned in the programme so far, and that they can explain to others how they can do that. On the red post-its they can note 1 or 2 things they still have questions about. Note 1 item per post-it only. They stick their Questions and Answers on their shirt/sweater.
- Put back the music on [soft enough to be able to hear each other] and ask everyone to find someone else who can answer the question they have, looking at each other's post-its. Use as much time, as players are still motivated to share with each other. Announce '2 more minutes' before you quit the game.

Reflection

Reflect

Who got any answers to their questions during the game? Can you tell us what it was, so we can all learn from it? Note them on the flip-over sheet. Does anyone want to add learnings to this list?

What questions still remain? Note them on the flip-over sheet.

Connect

Discuss what questions can be answered now or later today.

Apply

After this exercise are there things you will do differently? How? When?

Variations

- If there is an uneven number of players, join the players in the 1st round, to make pairs.

Tips for the facilitator

- Make sure that everyone has their questions answered during the day. Add time or activities to do this. Also, Club Mentors can help to find out the right info. Or share it later [in the WhatsApp group].
- If possible, also share best practices from other participating nations, to stress the international character of the programme and to facilitate learning amongst clubs.

Exercise 39

Cooling-down

Learning goal	Providing inspiration to Young Leaders Teambuilding amongst clubs
----------------------	--

Time	60 minutes
-------------	------------

Materials	Volleyball field, nets, volleyballs, music or a whistle
------------------	---

The game

Preparations

Make 3 small volleyball fields next to each other: one is called 'bronze', one is called 'silver', and one is called 'gold'.

Make 6 teams mixing the different clubs.

Goal

The team that ends up in gold and wins the final game wins

Rules

Play at least 4 volleyball matches of 5 minutes. Whistle or stop the music when the game ends. Draw games get another 1 minute to do a knock-out of 1 minute to identify the winner. No winner after 1 minute? Have 1 representative per team do a Rock, Paper, Scissors match to identify the winner.

Then all winning teams move up [for example from bronze to silver], and losing teams go down [for example from gold to silver].

Winning teams in gold remain, losing teams in bronze remain.

And play the next match. Notify the last minute per march, and also the last match.

Reflection

Come together in a circle and celebrate the winner.

And briefly discuss the tops and tips of this tournament form.

Variations

Tips for the facilitator

- You may also choose another competition or organisation form [see [3.2](#)]
- Organise this fun small tournament form together with the Club Mentors.

Note: Self-work preparation needed by Young Leaders

Each club-team prepares a game of around 10 minutes that they did/will do at the 1 or 2 activities for youth [it must be something that is different from a regular volleyball match].

Exercise 40

Present & Inspire

Learning goal	I can easily adapt to changes
----------------------	-------------------------------

Time	80-100 minutes [around 20 minutes per club-team]
-------------	--

Materials	Each club-team brings materials they need to do the exercise [or checks if it is at the training location]
------------------	--

The game

Preparations

Members [Young Leaders and their Club Mentors] from each club come together in 1 team. And split the field into as many parts as clubs present.

Goal	Inspiring each other
-------------	----------------------

Rules	As a group, go along all club-teams. Per club: ● The Young Leaders lead the 10-minute exercise they prepared at their part of the field and all others joins the game. ● After that they shortly present their 1 or 2 activities for youth [for 2 to 3 minutes]
--------------	---

Reflection

Have a brief reflection [around 5 minutes] after each club presentation:

- Do you have any questions?
- What did you like a lot? What was good about the game and presentation?
- What are tips that you have for us, so we can improve?

Variations

- If time allows take extra time for each club to adapt their plans with the feedback and tips or for tasks the teams still need to do in organising activities for youth.

Tips for the facilitator

- Provide tips and tips on leading a sports exercise [see Textbox How to lead a sports exercise in the *Workbook for Young Leaders*] in the reflections of each presentation.

Exercise 41

Cooling-down

Learning goal I can reflect on my actions and learn from it
I can easily adapt to changes

Time 30 minutes

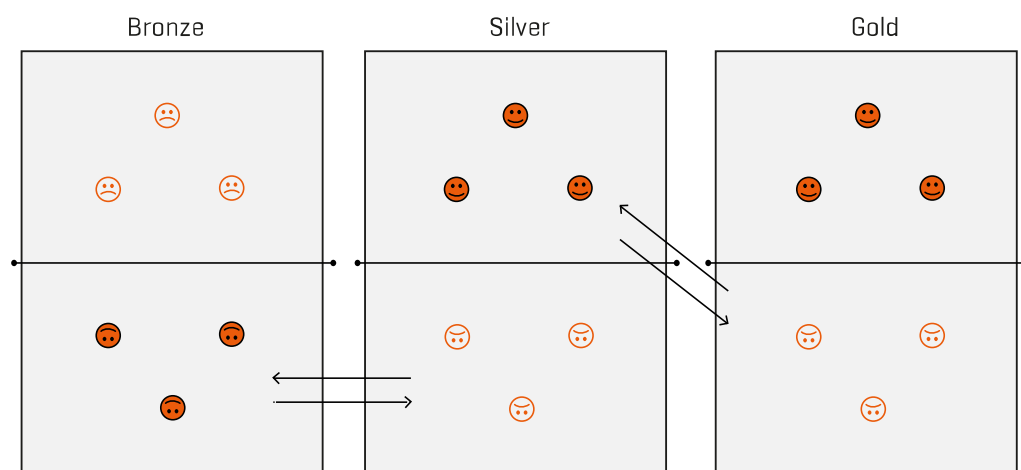
Materials Depends on the selected exercise

The game

Preparations Choose an exercise to wrap-up. See [3.6 Wrap-up activities](#).

Goal Reflect on the learnings and adaptations

Rules Depends on the selected exercise



Reflection

Reflect What was most fun today? What have you learned? What did you adapt?

Connect Was it easy to adapt? What was difficult? When is it relevant to adapt?

Apply How can you make sure you keep reflecting and adapting?

Variations

- If this is the last session of this training's phase, you can also choose to do the wrap-up [see [exercise 43](#)] instead of this one.

Tips for the facilitator

- Explain that trying out, learning and adapting is part of the process to get to the best version. So, changing the ways to reach the goal is a good thing to do. It gives you the flexibility to adapt according to what you learn along the way. Keep on reflecting, learning and adapting when preparing the 1 or 2 activities for youth, and in your further leadership tasks and roles!

The 1 or 2 activities for youth

The Young Leaders organise 1 or 2 activities for club [and school] youth, aged 13-15 years.

Exercise 42 The 1 or 2 activities for youth

Learning goal	Practicing leadership skills, tasks and roles
----------------------	---

Time	Depends on choice per club
-------------	----------------------------

Materials	Exercise 32: Activity planner in the <i>Workbook for Young Leaders</i>
------------------	--

The game

Preparations

See activity planner in the *Workbook for Young Leaders*

Goal

Prepare 1 or 2 fun activities for youth [13-15 years]

Rules

The Young Leaders will lead the activity for youth as planned for.
The Club Mentor[s] are present for questions and as a back-up support.
In addition, Board Members can also support the Young Leaders and acknowledge their work during the programme by coming by to see the activities organised and lead by the Young Leaders.

Reflection

Together: Take a moment that day to evaluate the positive aspects of the activity for youth, when done with the cleaning-up the field [for example, when taking a drink or a bite together].

Reflect

What was going well? What positive comments have you heard from the players? What do you think your teammates did well?

Connect

What do you feel you yourself did well?

Apply

What will you do the same next time?

Tips for the facilitator

- Don't worry even if only few youths come to join the 1 or 2 activities for youth. Just keep going and make it a great 1 or 2 activities for youth for those who are there [adapt if needed to the number of players]. It is still a great opportunity for the Young Leaders to practice.
- For the brief reflection: Focus on the positive aspects, as an acknowledgement for the hard work. The reflection and tips will come later [and they probably already know what they could have done better]. Add positive feedback points that are not mentioned yet by the Young Leaders themselves.
- Positive feedback can also be: Maybe not all worked according to plan, but it was the first time for you to organise it and look what you have managed to do already!

Exercises in Club Sessions

Below you find the exercises for the Club Sessions and Self-work sessions.

Exercise 43 Wrap-up: Build leadership skills in teamwork

Learning goal	Wrap-Up the topic Build leadership skills in teamwork
----------------------	---

Time	30 minutes
-------------	------------

Materials	Handout [see below]
------------------	---------------------

The game

Preparations

Choose an exercise to wrap-up. See [3.6 Wrap-up activities](#).

Goal

Reflecting on the learnings and results so far

Rules

Depends on the selected exercise

Variations

- Wrap-up can be done in the final Club Session about the topic. If the last session on a topic is a Self-work session or 1 or 2 activities for youth , it can also be done at the start of the next Club Session.

Tips for the facilitator

- Tips for the facilitator
- Ask them to explain or give examples to their answers.
- Explain that the Young Leaders learned by doing. They have prepared and organised 1 or 2 activities for youth, and while doing that as a team – and reflecting upon it, they have practiced and built new leadership skills!

Handout

Wrap-up: Build leadership skills in teamwork

Statements on the learning goals around Practice and build skills

- We make decisions
- I can solve conflicts
- We can easily adapt to change
- I can create a sense of togetherness
- I demonstrate the behaviour I wish to see in others

Statements on the results so far

- I learned new skills
- I gained confidence in leading
- I gained new insights
- I am proud on the 1 or 2 activities for youth we organised

Statements on how they will apply what they have learned

- I know what leadership role I want to do in future

Also reflect on the activity for youth

At least 1 day after the activity, reflect on the activity as a team. Write down 2 things that went well, and 1 thing to improve. And write down the tips or possible variations:

2 things that went well

1 thing to improve

tips or possible variations
[or tips and suggestions for next time]

2.5 Celebrate our achievements!

In this training phase, it is time to complete the programme and start planning for future activities or roles, where you can use the leadership skills you gained on and off the volleyball field. And finally, we will be celebrating our achievements!

Specific learning goals

- I can find supporters to realise my goal
- I can influence decision-making

Time planning

This phase of the training programme ideally takes around 6 weeks, which allows for 3 Club Sessions with the Club Mentor(s) and 3 Self-work Sessions. These are sessions: CS8- CS10, and SW10-SW12 in the Table listing all learning goals & exercises ([see annex 1](#)). The last Club Session is a final celebratory session.

Who prepares what?

The Young Leaders with the role of Location Leader, Equipment Leader, Planning Leader, Safety Leader or Social Leader prepare their tasks before each Club Session (and Self-work Sessions whereby they come together).

Moreover, the Club Mentor(s) and the Young Leaders decide together who prepares additional actions for each session.

More facts & further reading

Find more background information in *Empowering Leaders: A Theoretical Guide for WLVT*, to be able to explain more about it during the training or sessions.



Exercise 44

Final Recording on our learnings

Learning goal	I can reflect on my actions and learn from it
Time	45 minutes
Materials	A5-sized papers/cards, markers, flip-over sheet

The game

Preparations

Give each Young Leader 2 cards and a marker. Sit down in a circle.

Goal

Get to a top 3 of learnings and best practices as a team, and individually

Rules

- Individually write 1-2 things you have learned in this training programme. 1 thing per card.
- Bring all cards together in the middle of the circle. Young Leaders can discuss and bring together the cards with relating topics.
- Briefly reflect on the main learnings. Can they explain or give examples?
- Then brainstorm together on 1 or 2 best practices, meaning what is something they did very well [the activities for youth, recruiting youth for it, the organisation of the Club Sessions, or something else]. What are tips they would give to others that will also organise this? Note these tips.

Reflection

Reflect

- How was it to reflect on learnings and best practices?

Connect

- What are your top 3 personal learnings?

Apply

- Note your top 3 learnings for yourself as a preparation of recording your learnings [exercise 44 in *Workbook for Young Leaders*].

Tips for the facilitator

- Explain that you can always look back at your learnings and your recorded Talents & Skills. It will help you to see where you are good at, and to see your progress. Something to be proud about!
- Learnings and best practices will be shared with the Board Members. In addition, the best recorded activities for youth by Young Leaders [*EU Young Leaders Volleyball Activity Handbook*] from all the participating clubs in several countries will be shared.

Note: Follow-up needed by Young Leaders in the Self-work Sessions

Young Leaders will record their personal top 3 learnings.

Together, Young Leaders together record their 1 or 2 best practice[s], to share with the other clubs in and outside your country.

For both see exercise 44 in *Workbook for Young Leaders*.

Exercise 45

Organise Final Celebration

Learning goal	I can reflect on my actions and learn from it
----------------------	---

Time	45 minutes
-------------	------------

Materials	A5-sized papers/cards, flip-over sheet, markers Handout Plan to Celebrate [see below]
------------------	--

The game

Preparations

Sit in a circle.

Goal

Make a plan for the celebratory final session

Rules

- Each person writes out a fun exercise that they could do in the celebratory final session. If everyone is done pass the card to the person at your right.
- The receiving player reads the card and then adds an idea inspired by the original OR enhances the original idea before passing the card along.
- When the cards are back with the person who wrote the first idea, everyone presents her/his now elaborated idea.
- Choose one exercise that everyone likes. And make sure it's realistic in terms of time and budget.
- Prepare the full programme of the celebratory final session: Think of a day and time, who to invite, where it takes place, and list the activities from A to Z and how long each will take. Also prepare a list of who does what when so that everything is well-organised at the day.

Reflection

Reflect

Does the plan spark togetherness? And is it realistic?

Connect

Does the plan include everyone (in terms of ideas, likes, wishes)?
What can add/change so everyone can enjoy?

Apply

Decide the last bits together with the Club Mentor and start organising for it!

Variations

- You can also use a voting-system to select an activity for the celebration. Give everyone 3 stickers (or a small item) and they can divide them over the ideas according to what they think is important (either 3 to 1 item, or divide the 3 over 3 items, everything is allowed). The item with the most votes will be picked.

Tips for the facilitator

- Explain that we want to complete the training programme with a celebratory final session.
- And one part of the completion of the programme is to present our learnings and future plans to the board. This presentation and the celebration could be in 1 session or in 2 separate ones.
- Also, plan a date and location.
- And choose who you want to invite. For example: the Board Members, Club Mentor and/or others. Check before if Board Members have time for this. Or who else at the club can be invited? Alternatively, they could make a brief video-clip to share in their club.

Handout

Organise Final Celebration

Why celebrate?

It is important to celebrate your achievements. It makes you look back on what you have learned and be proud of it. It also provides for a positive and formal completion of the programme.

Ideas for additional activities during a final celebratory session

-
- Welcome
 - Officially present your learnings and plans to Board Members (or other club members)
 - A fun exercise or workshop together
 - Drinks & bites
 - Formal hand-over of 'Certificates of Participation'
 - While those who come forward will run through a tunnel of clapping people, or people making a wave.
 - Or with a brief speech of the Club Mentor.
 - Final survey and/or final Wrap-up.
 - Something else, or a mixture of the above.
-

Note: Preparation needed by Young Leaders in the Self-work Sessions

Young Leaders will Goal-setting and action plan for future leadership [see exercise 46a in *Workbook for Young Leaders*].

Exercise 46a

Take your skills to the next level

Learning goal	I set goals I plan towards achieving my goals I ask for support when I need it and I support others when the need it
----------------------	--

Time	45 minutes
-------------	------------

Materials	Flip-over sheets and markers
------------------	------------------------------

The game

Preparations

Collecting Feedback
Gaining support for your plan

Rules

Give everyone a few minutes to prepare their presentation.
They may write, draw or makes notes on what they want to say.

Each presentation includes:

Why: Personal Motivation & Goal

How: 3 action steps to achieve this goal

What: Specific activities that you are going to do in the coming months

Reflection

Reflect

Have everyone present their future plan and reflect briefly after each presentation.
Does the audience have questions on the presentation?

Connect

Is the speaker looking for tips or advice in some parts?
Can the others come up with tips or advice for these questions?

Apply

In the next exercise you will get the chance to change or add to your plan, with the feedback from here, and that from the mentor.

Tips for the facilitator

- Provide them as a group with positive feedback.
- Explain that they will do this presentation for the board as well, so this is a first try-out, that they can still improve if they like.

Exercise 46b

Mentor session: Take your skills to the next level

Learning goal	I set goals I can find supporters to realise my goal
----------------------	---

Time	30 minutes
-------------	------------

Materials	Young Leaders Handbooks
------------------	-------------------------

The game

Goal

Club Mentor to think along which leadership opportunities fit best to their future leadership plan.

Rules

Sit together with individuals or buddy-pairs and discuss as follows:

- First listen if they want to add anything to the presentation they just did, or any relating questions they might have.
- Give them feedback on it, or hand other ideas and opportunities inside and outside the club. For example, refer them to follow-up training, or help them to identify opportunities in the club where they can take on this role or add these skills, or where you can learn more.
- Ask if they need help to realise these practices. Refer or connect them when possible, or matchmake them with a buddy in the club.

Tips for the facilitator

- Young Leaders that are not in the mentor session, can work on their tasks organising the celebration.
- Also see Textbox Follow-up leadership courses in your country in the *Workbook for Young Leaders*.

Exercise 47

Prepare Final Presentation

Learning goal I can find supporters to realise my goal

Time 45 minutes

Materials Flip-over sheets, markers; or laptop [and projector]
Printed handouts [see below] for observers

The game

Preparations

Have the Young Leaders to prepare their presentation for the celebration, including agreeing on the division of roles for the presentation.

Goal Practice presenting, enthusiasm others and find supporters

Rules Explain that they will do this presentation for the board as well, so this is a first try-out, that they can still improve if they like.

Include in the presentation:

- Tangible results achieved as a team
Examples are: the number of participants in the activity, or pictures of it, the 1-2 best practices.
- Personal learning and future plan
Everyone briefly presents their personal learnings and how they want to use those in their future tasks and roles.
- Call to Action to the Board or audience
And prepare a concrete question to the audience so they can help the Young Leaders in their plans.

The team presents as if you present to the Board Members.

Reflection

Reflect Discuss tops and tips from the observation list

Connect What do we want to keep doing? What do we want to change? How?

Apply Adapt those things you want to do differently

Variations

- Give those not presenting an observation list [see next page] to fill in during the presentation. If everyone joins the presentation, use the observation list after the presentation and before the reflection.

Tips for the facilitator

- Explain that finding supporters for your plans, is also one of the 4 Powers to gain power.
- Give feedback on what was good, and on what can be improved. Think of:
 - Is the presentation clear and inspiring? Do they have a specific question [or call to action] for the Board Members?
 - Where relevant, also give feedback on how the presentation looks like, such as voice, body language or pace.
 - Explain that by presenting the plans and progress they involve others, which in turn helps you to collect feedback and mobile support.

Handout

Observation List

Give at least as
many tops as tips!

Tops

Tips

Content of the presentation

Was it clear?

Were examples used to explain?

Was it not too long?

Enthusiasm audience

Did the introduction grab the
attention of the audience?

Was there a personal note or
something funny mentioned?

Was a call to action /
a question to the audience?

The presenter

Was it clearly to hear
[voice and pace]?

Was the body language
supporting the content
[eye contact, gestures,
confidence].

Exercise 48

Wrap-up: Celebrate our achievements!

Learning goal	Reflecting on the learnings and results so far
----------------------	--

Time	30 minutes
-------------	------------

Materials	Depends on the selected exercise
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The game

Preparations

Choose an exercise to wrap-up. See [3.6 Wrap-up activities](#).

Goal

Reflecting on the learnings and results so far

Rules

Depends on the selected exercise

Statements on the learning goals around Celebrate our achievements!

- I can influence decision-making
- Ask them to explain or give examples to their answers.

Variations

- The federation will let you know if or when there is a full survey to check all learning goals at the end of the training programme.

Tips for the facilitator

- Explain that the training programme is now completed. And that they can look back on the great 1 or 2 activities for youth you have organised, and all that you have learned!
- You might discuss if and how they want to keep in touch.
- And wish them good luck with further practicing and using your leadership skills, on and off the volleyball field!

3 More games and energizers

This chapter provides you with inspiration for more games and energizers, as follows:

- 3.1 Volleyball Games
- 3.2 Organisation Forms
- 3.3 Introduction Games
- 3.4 Teambuilding Games
- 3.5 Energizers
- 3.6 Wrap-up Activities



3.1 Volleyball Games

With small groups or new players, it can be fun to play an alternative volleyball game. Find 3 variations below.

Game TeenVolley (3vs3)

Time	45 minutes
Materials	Flip-over sheets and markers

The game

Preparations

Make teams of 3 players.

Goal

Score as many points as a team.

Rules

No game will have a point cap.

Rally scoring will be used.

All three players will count as hitters/front row players.

No rotation needed aside from serve.

Variations

- When you have 2 teams [or an even number of teams], play best out of 3 games. Set 1 and 2 are played up to 25 points and set 3 up to 15 points.
- When you have more than 2 teams or an uneven number of teams, one can play Queen of the Court: the winning team after 1 game of 5 minutes stays in the field, the other team switches with the team waiting in line first.
- When having a lot of teams, you can play at 2 or 3 fields at the same time. After a game on five minutes the winning team moves to the court to the right and the losing team moves to the court on the left. Are you on the court on the far right and you win the game, you stay there.
- When having mixed participants, you may add these rules:
 - When switching players, there should always be at least 1 boy and 1 girl in the field.
 - If a team uses more than 2 hits, one hit needs to be from a girl

Tips for the facilitator

- Find more info in this video: <https://volleyball.no/teenvolley>

Game ParaVolley

Time	5-20 minutes per game
-------------	-----------------------

Materials	Volleyball field, net and ball Adapt the field for sitting volleyball, which is usually: ● A 6 x 10m court. Boundary lines are included in the court. The centreline divides the court into two courts, 6 x 5m each. ● A normal net that is 1m wide and 10m long. The net is 1.15m for men and 1m for women. ● The attack lines are drawn parallel to the centreline and 2m from the middle of the centreline. ● The service zone is marked with two lines, each 15cm long and placed inside the service zone at the end of each court, 20cm behind and perpendicular to the end line. Both are drawn as an extension of each sideline.
------------------	---

The game

Preparations Make teams of 6 players each.

Goal Score as many points as a team.

Rules Players must be sitting, and their torso must maintain contact with the floor when playing the ball. Athletes slide around the court using their arms, without leaving a sitting position. Each team is allowed to have up to three contacts with the ball before returning it to the opposing team's side of the court. Each match is the best of five sets, played to 25 points, but you have to win by 2. If a 5th set is necessary, that set is played to 15 points, and again, you have to win by two.

Tips for the facilitator

- Find more info in these videos: <https://www.paralympic.org/news/sport-week-10-things-know-about-sitting-volleyball> and https://www.youtube.com/watch?v=7akkrRxgZ_g

Game

Diamond Volleyball

Time	5 minutes per game
Materials	Volleyball field, net, and ball (balloon or beach ball)

The game

Preparations

Make 3 teams of 2 or 3 players each.

Goal Score as many points as a team and master the exercise.

Rules Easier rules per level [1-4] to master the exercise:

MINI 1 = Level 1; allowing three receptions/throws.

- Start the game by throwing [or serving] the ball.
- A player can serve a maximum of 3 times in a row.
- After winning a rally on the 3rd serve, the team rotates and a new player on the same team takes over the serve.
- If a child is unable to throw/serve from the baseline, they may move closer to the net as needed to successfully throw/serve the ball over the net.
- Any overhand serve must be performed from behind the baseline. The team must make 3 touches before the ball is played over the net.
- Avoid carrying the ball.
- Points are awarded when the ball is dead.
- The coach/referee should help the children maintain the flow of the game and strive for fair play.
- Rules are enforced with discretion regarding net touches and stepping over the lines.
- Play with a triangular formation, where the two players at the back of the court handle many of the balls coming over the net.
- Throw the ball to the child standing near the net, who then returns the ball to one of the others who may have stepped closer to the net.
- Matches can be adapted to a tournament format.
- Games can be played to a set number of points or for a specific duration.
- The player or team with the most points at the end wins.

MINI 2 = Level 2; allows receiving/throwing on first and second touches. The third touch must be a volleyball stroke over the net.

- Serve the ball to start the game.
- A player can serve a maximum of 3 times in a row.
- After winning a rally on the 3rd serve, the team rotates, and a new player on the same team takes over the serve.
- If a child is unable to serve from the baseline, they may move closer to the net as needed to successfully serve the ball over the net. Any overhand serve must be performed from behind the baseline.
- First touch - held ball, second touch - held ball, and third touch over the net must be a volleyball hit.
- The team must make 3 touches before the ball is played over the net. Avoid carrying the ball.
- Points are awarded when the ball is dead.

- The coach/referee should help the children maintain the flow of the game and strive for fair play. Rules are enforced with discretion regarding net touches, stepping over the lines, double hits, and carrying.
- Play with a triangular formation, where the two players at the back of the court handle many of the balls coming over the net. Throw the ball to the child standing near the net, who then returns the ball to one of the others who may have stepped closer to the net.
- Matches can be adapted to a tournament format. Games can be played to a set number of points or for a specific duration. The player or team with the most points at the end wins.
- The game is played without the front player/back player rule.

MINI 3 = Level 3; allows receiving/throwing only on the second touch (layout)

- Serve the ball to start the game.
- A player can serve a maximum of 3 times in a row.
- After winning a rally on the 3rd serve, the team rotates, and a new player on the same team takes over the serve.
- If a child is unable to serve from the baseline, they may move closer to the net as needed to successfully serve the ball over the net. Any overhand serve must be performed from behind the baseline.
- First touch – volleyball hit, second touch – held ball, and third touch over the net must be a volleyball hit.
- The team must make 3 touches before the ball is played over the net. Avoid carrying the ball.
- Points are awarded when the ball is dead.
- The coach/referee should help the children maintain the flow of the game and strive for fair play. Rules are enforced with discretion regarding net touches, stepping over the lines, double hits, and carrying.
- Play with a triangular formation, where the two players at the back of the court handle many of the balls coming over the net. Hit the ball to the child standing near the net, who then returns the ball to one of the others who may have stepped closer to the net.
- Matches can be adapted to a tournament format. Games can be played to a set number of points or for a specific duration. The player or team with the most points at the end wins.

MINI 4 = Level 4; like normal volleyball without holding, but with a minimum of two ball touches before the ball is sent over the net.

- Serve the ball to start the game.
- A player can serve a maximum of 3 times in a row.
- After winning a rally on the 3rd serve, the team rotates, and a new player on the same team takes over the serve.
- Points are awarded when the ball is dead.
- Blocking is allowed, but not blocking the serve.
- All touches must be volleyball hits, and the team must have a minimum of two touches before sending the ball over the net.
- The coach/referee should help the children maintain the flow of the game and strive for fair play. Rules are enforced with discretion regarding net touches, stepping over the lines, double hits, and carrying.
- Play with a triangular formation, where the two players at the back of the court handle many of the balls coming over the net. Hit the ball to the child standing near the net, who then returns the ball to one of the others who may have stepped closer to the net.

- Matches can be adapted to a tournament format. Games can be played to a set number of points or for a specific duration. The player or team with the most points at the end wins.

Tips for the facilitator

Find more information in these videos on:

- Mini Level 1: <https://player.vimeo.com/video/112595825>
- Mini Level 2: <https://player.vimeo.com/video/112648191>
- Mini Level 3: <https://player.vimeo.com/video/113227171>
- Mini Level 4: <https://player.vimeo.com/video/115610584>

3.2 Organisation Forms

When you are organising an activity for youth, you can choose several forms. Here, you find a collection that you can choose from:

A Tournament forms

Round Robin

- What is it? Each team plays every other team at least once.
- Characteristics: This format ensures a maximum number of matches and is good for determining the best overall team, but it can be time-consuming.
- How is it used? Commonly used in league play and in the initial stages of larger tournaments to ensure every team plays multiple matches.

	Team A	Team B	Team C	Team D	Team E
Team A		3 - 1			
Team B					
Team C					
Team D					
Team E					

Notes:

- This table also allows for noting the final score. Example: 21 points for team A, and 14 for team B.
- Ranking: the team with the most total number of victories (matches won) wins.
- More information on ranking: <https://en.volleyballworld.com/volleyball/competitions/club-world-championship-men-2022/competition/ranking-system>

Pool Play

- What is it? Teams are divided into smaller groups or pools and play a round-robin within their pool. The top teams from each pool advance to a knockout stage, which could be single or double elimination.
- Characteristics: The format provides for both fair competition (within the pools) and time-efficiency because of later knock-out phase.
- How is it used? Frequently used in larger tournaments, particularly in the early rounds, to organize teams into manageable groups.

Knock-out competition

- What is it? In this format, teams are eliminated from the tournament after a single loss.
- Characteristics: It is straightforward and quick, but it does not allow for many matches per team.
- How is it used? Widely used in many sports, including volleyball, due to its simplicity and time efficiency.

Variations: Teams are eliminated after 2 or 3 losses.

Mini-Tournaments or Leagues

- What is it? Teams participate in a series of mini-tournaments or league matches over a set period, accumulating points or standings that lead to a final championship 1 or 2 activities for youth.
- Characteristics:
- How is it used? Used primarily in local or amateur settings where ongoing play is feasible.

Swiss System

- What is it? Teams are paired for each round based on their performance in previous rounds, aiming to match teams of similar strength.
- Characteristics: This format ensures balanced competition and can be used to avoid early elimination.
- How is it used? Used in tournaments where the goal is to match teams of similar skill levels, ensuring competitive balance.

B Other Play Forms

Queen or King of the Court

- What is it? After 1 score [or an indicated time period] the winning team remains in the field, and the other team switches with the team first in line.
- Characteristics: A fast-paced, continuous play format. Teams rotate in and out based on performance, often with a time limit. It's dynamic and fun, ideal for short, engaging 1 or 2 activities for youth s.
- How is it used? Gaining popularity for its fast-paced, engaging format, especially in beach volleyball and smaller, informal competitions.
- Exercise 12 of the Exercise Book is an elaboration on this game.

Ladder System: Bronze, Silver & Gold

- What is it? There are 3 simultaneously played matches on 3 [smaller] fields [next to each other]: one is bronze, one is silver, and one is gold. The team that ends in the 'gold'-field and wins, after several matches, wins. Games take around 5 minutes. After that the teams will move according to their win or loss. Winning teams move up [for example from bronze to silver], and losing teams go down [for example from gold to silver]. Winning teams in gold remain, losing teams in bronze will remain. Draw games need a knock-out extension to identify the winner.
- Characteristics: This is a flexible format.
- How is it used? Often used in ongoing training sessions.
- Exercise 39 of the Exercise Book is an elaboration on this game.

Circuit Training

- What is it? A set of exercises. Each group does all the exercises, one after another.
- Characteristics: the time between exercises in circuit training is short and often with rapid movement to the next exercise.
- How is it used? It's a fun way to do all the exercises in a fast way. Number the exercise so that everyone knows where to go next.

3.3 Introduction Games

These games can help to get to know each other better, when starting in a new group:

- Make a move** Stand in a circle and ask one by one to say their name and mention something that is typical about you and learn the other one a 'move' that portrays this typical thing of yours. Then everyone is going to do this move. After the second person, the entire group is first copying the first move, then the second, etc. Each time the series of moves grows.
- Name game** Stand in a circle and pass the ball around. First say the name of the player you want to reach and then pass the ball. In a first round you can first ask someone's name, then say it out loud, and throw.
Once everyone knows the names, use have 2 players with a ball, to make it harder and more fun.
- Name tag** Indicate the field and assign a tagger. If tagged players go off the field.
Change taggers by calling someone's name, now this person is the tagger.
Variations: tag games whereby players can free tagged players. For instance, tagged players need to bend over for playing leapfrog. When another player jumps over, they are free to join the game again.
- Name clapping** Stand in a circle, and first of all get into the same rhythm of clapping all together. For instance: clap twice on the lap, 1 clap with the hands, and 1 silent move with the hand. If everyone got this, call your name during the 1st 2 claps, and someone else's name in the move. Now this one starts with her/his name and then calls another name.
- Did you ever...?** Make a circle of chairs, numbering the total number of players minus 1. 1 person is in the middle, asking: "Did you ever ... [won a first place, danced on a stage, visited Italy, etc.]"
Everyone who can answer the question with "yes" need to swap chairs, including the one in the middle who asked the question. The one who is now left without a chair, can ask a new question.
- Seek & Find** Players make teams with people who have the same 'characteristics. For example: ask them to find people with the same number of siblings as them, people who like their favourite candy, people who have the same colour of eyes as them, etc. Give them a set amount of time to find people with similarities. An air horn or whistle makes this fun!
Exercise 3 of the Exercise Book is an elaboration on this game.
- Silent Line-up** Without using words, have team members communicate and line up according to birth month, birth date, how many siblings, place they live, the last digit of their phone numbers, etc.

3.4 Teambuilding Games

These games can help in creating togetherness in a team:

- Smile & Greet** Stand in a circle, give your neighbours a hand. Then choose one of your neighbours, give each other a smile and greet each other.
It's quick and easy way to recognize each other and feel welcome.
- True or False** Each person is asked to make three statements about themselves, one of which has to be false. The rest of the group then votes on which "fact" is actually false.
- Crazy Races** Make teams of 2 and hold some crazy races. For example, a back-to-back race with a volleyball between them. Variations:
- Carry another object, like a tennis ball, dodgeball, water balloon, etc.
 - Carry it in a different position: Forehead to forehead, Elbow to elbow, Hip to hip, or Shoulder to shoulder.
 - Without a ball: a wheelbarrow race, three-legged race.
- Hot Dog Tag** Indicate the field and assign a tagger. When a player is touched, she/he must lie on the ground. To get back in the game, two teammates must lay along each side of the person and all three yell "hot dog!" They may not be tagged while forming their hot dog. Play for 2-5 minutes and then assign another tagger.
- The floor is Lava** Each team has 2 islands (2 mats): 1 to start from and one to finish at. Make teams of 3-4 players. Every team gets 2 newspaper or flip-over sheets. The floor in between the islands is lava. The goal is to get their sheet turned over while keeping anyone from stepping (or falling into!) the hot lava. If anyone touches the lava, they need to start all over. With more than 1 team you can also make it a match.
- Clothing Relay Race** Preparations: Gather two piles of oversize pants, large blazers, a necktie, a dress and some funny accessories. Indicate the start and end of the track. Make 2 or more teams, each team get an equal set of clothes and accessories.
The game: The first player puts on the clothes and accessories, do the relay, and put everything off again. The next player can start with all the clothes and accessories on. The team to finish first wins.
- Water Cup Relay** Preparations: Have as many plastic cups as players. Draw a similar 'fill line' in each cup with a marker. And fill 2 cups with water until the 'fill line'.
The game: Break into two teams. All players stand in a line. The first players get the cup with water, all the rest get an empty cup. Pass the water from the original cup by lifting it up over head and pouring into the cup of the person behind them. The winning team has its final cup filled closest to the beginning fill line.

Tips: Also reflect on [non-verbal] communication and teamwork afterwards.

3.5 Energizers

Sometimes you feel that the group needs some energy after a long day, or a long conversation. Use these small funny games to energize your group:

- Eyes on the ball** Preparations: Have a variety of balls and soft things that you can throw and catch. Around 3-5 per group of 6-8 people.
- The game** Stand in a circle and ask everyone to throw and catch the ball once, until everyone had it once. Ask if they can remember the following-order and have them to repeat the round in the exact same order. Now that everyone knows, try it with balls.
Variations: Still fun? Make a rematch with 5 balls. Have more teams? Make it a match.
- Invisible Band** Each team member must make the noise of an original instrument. On the count of three, your team will improvise an original song by combining the sounds of each of your individual instruments.
- 7Up** Stand in a circle, and one by one start counting to 7, and then start back at 1. Got this? You do not say '7' now, but '7Up'. Got this too? The last rule is that while saying your number you must indicate the direction of the next speaker with your hands. The one who says '7Up' can change the direction backwards.
Anyone making a mistake is out of the circle, until there is/are 1 or more winners. Rematch if time allows!
- Tic Tac Toe** Preparations: Bring 4 [hockey] sticks into a big roster [like you would draw for tic tac toe] on the field. Indicate the starting line for the teams and put 4 bibs from a different colour for each team. And make 2 teams.
- The game** The first players of each team start running up to the roster with the bib of their team colour in their hand. When a player is at the roster, she/he can do 1 move: either place 1 bib in the roster or replace a bib of the team colour.
The team that first has 3 in a row wins. Rematch if time allows!
- Riverbank and Water** Everyone stands on a line, they are at the riverbank. Before them is the water. Call "water" or "riverbank" and everyone needs to jump backward or forwards to the place that is called out. Try to distract the players by calling "water" if they are already in the water, or by jumping yourself when it is not needed. To make it harder, say "lion" [the riverbank is unsafe, because the lion comes, and you need to go into the water!] and "crocodile" [the water is unsafe, so you need to go to the riverbank].
- Splash!** Stand in a circle and have someone in the middle. The person in the middle points at someone, and this person must kneel down. Try a few times, and then explain that the 2 persons neighbouring the person who kneels down, have a water gun. They need to 'shoot' each other. The one who points first at the other and says 'Splash!' wins. The other player is out of the circle. Also, players who forget to kneel are out. Play until there is/are 1 or more winners. Rematch if time allows!

Lion, Rabbit and Hunter

Make 2 teams that stands opposite each other. Each team secretly decided if they are a lion, rabbit or hunter. And which move they are going to show.
Count down from 3 to 1, and each player of both teams show their move.
The lion wins from the hunter, the hunter wins from the rabbit, and the rabbit wins from lion. [We have a lion that fears rabbits]. Rematch a few times.

3.6 Wrap-up activities

Of course, you can do the wrap-up reflection just by sitting and discussing, but to make it more active and to alternate different styles it makes it more fun.

Thumbs Up and Thumbs Down

Have the team go around and share something from their day [or week] that was a thumbs up and something that was a thumbs down. This gives members time to hear about their teammates lives outside of sports.

Talking Ball

Stand in a circle, the one with the ball speaks, others listen. When the speaker is done, she/he can pass the ball to someone else.

Vote with your feet

Make a line, whereby the very ends represent 1 and 10. Ask them to stand according to the extent they agree to the statement: 1 for 'not at all' and 10 for 'very much true'.
Ask a few participants to explain their answer, so you get an idea of successful learning goals, and the participants are sharing their insights, from which they all can learn.

It works with evaluation questions, as well as with statements, discussing topics around gender equality or obstacles for women and youth in leadership.
Exercise 15 of the Exercise Book is an elaboration on this game.

Making groups

Participants discuss amongst each other and make groups of people with a shared opinion. Then ask each group to briefly share their insights.
The discussions will give you insightful information if the learning goals are successfully met, and the participants learn from each other while sharing their insights.

Online survey

A brief online survey, for instance with Mailchimp, Google Forms or Mentimeter.
Questions could be: How did you like the day in general? Have you learned something new today? Did you have fun? An advantage can be that it is more private. A disadvantage could be that there are no joint learning opportunities.
Tip: Ask them to fill in during the last minutes of the Club Session, so that everyone takes the time to do so.

Hoops Race with Questions

Want to test if they still know what was learned?
Preparations: Prepare a set of questions to check. Prepare the field with as many hoops as teams. Make teams of 3 or 4 players.
The game: Each team starts at the same starting line. Give a question. The team can discuss their answer first, and then - in relay-form - everyone needs to go through the hoop with the entire body and comes back. The team that arrives back first, can answer the question first. The team with most questions right wins.

Recall Relay

Preparations: Make a flip-over sheet with a roster that fits in around 12 items. Place it in the middle of the field with as many markers as teams. Make teams of 2-3 players that start equally far from the sheet.

The game: In the 1st round, ask the players to write down 1 item at the time in the roster, about something they feel everyone should remind after the training programme. Teams can discuss their answers if they wish. When there are no more new ideas the 2nd round starts. Each team sends 1 person to view at the roster for 10 seconds at a time. They leave and stay silent, until everyone had a turn. Then teams are challenged to recall all the items. The team that recalls the most is the winner.

Exercise 10 of the Exercise Book is an elaboration on this game.

Annex 1 Table listing all learning goals & exercises

Find the entire table of all 48 exercises below. It facilitates you to find the exercises and relating learning goals easily.

How to read the table

Session	Learning Goals in this phase	Other [learning] goals that you find here	Exercise
In this column you find what kind of session takes place:	This column tells you what specific learning goals we focus on per topic.	This column lists all other [learning] goals that are touched in the exercises.	In this column you see all exercises listed.
TD [in blue] = Training Day	Learning goals of YLs: "I" or "we"-statements For example: "I take on new challenges", or "We set goals"	This can also help you to highlight some learning goals more or less or repeat one if relevant to your group.	In case you have less time, you could skip the less priority-exercises marked with*.
CS [in orange] = Club Session			
SW [in white] = Self-work Session			
Visit RM [dark blue] = Visit Role Model	Programme goals: "-ing"-statements Examples are: "Teambuilding" or "Building on the YLs' motivation".		

Learning goals and exercises per trainings phase:

2.1 Understand barriers & opportunities in leadership

Session	Learning Goals in this phase	Other (learning) goals that you find here	Exercise
TD1*		Teambuilding I can create a sense of togetherness	Exercise 1 Be Welcoming Exercise 2a Getting to know each other Exercise 2b Getting to know each other's clubs
		Teambuilding Building on the Young Leaders motivation	Exercise 3 Seek & Find
	I understand the barriers for women and youth in leadership I listen carefully to others and consider their input I know my point of view, and act upon it		Exercise 4 Gender Relay Race Exercise 5 Power Walk Exercise 6 What about youth in our club?*
	I know ways to overcome these barriers (power from within, and as a team) I can choose different roles in different circumstances		Exercise 7 Power from within Games Exercise 8 In or
	I listen carefully to others and consider their input	Teambuilding We set goals	Exercise 9 Create a Team Agreement

TD1*	I know ways to overcome these barriers	Reflecting on the learnings and results so far	Exercise 10 Wrap-up: Recall Relay
		We set goals	Exercise 11a Team Goal Setting
		We plan for concrete steps towards achieving my goals Inspiring each other	Exercise 11b Team Goal + Action Steps
		Teambuilding I can reflect on my actions and learn from it	Exercise 12 Queen of the Court*
		We set goals Inspiring each other	Exercise 13 Create a Rough Activity Plan for youth [13-15]
		We plan for concrete steps towards achieving my goals	Exercise 14 Create a Teamwork Plan
		Reflecting on the learnings and results so far	Exercise 15 Wrap-up: Vote with your feet

2.2 Explore my talents

Session	We focus on these learning Goals in this phase	Other (learning) goals that you find here	Exercise
CS 1		Teambuilding	Exercise 16 Playing with Dices
	I communicate clearly and effectively	Teambuilding	Exercise 17 Silent Five-ball
	I can reflect on my actions and learn from it	We set goals	Exercise 18 Review Team Plans
	I know my strengths and weaknesses I feel proud of my talents		Exercise 19 Team Qualities
SW 1	I know my strengths and weaknesses I feel proud of my talents		Self-Assessment Leadership Skills (in <i>Workbook for Young Leaders</i>)
CS 2	I know how to deal with emotions and disappointments		Exercise 20a Rock, Paper, Scissors
	I can reflect on my actions, and learn from it		Exercise 20b Give & Receive Feedback
		Reflecting on the learnings and results so far	Exercise 21 Wrap-up

2.3 Practice & Build skills

Session	We focus on these learning Goals in this phase	Other (learning) goals that you find here	Exercise
CS 3	I understand leadership in volleyball		Exercise 22a Puzzle with Volleyball Organisations Exercise 22b Be the coach or referee
	I explore my values and leadership styles		Exercise 23a My values Exercise 23b What leadership styles do you know?
SW 2	I take up new challenges I set goals		Personal Goal Setting a+b [in <i>Workbook for Young Leaders</i>]
CS4	I set goals I plan for concrete steps towards achieving my goals		Exercise 25 Smash the balls* Exercise 26 Present your Goals
	I ask for help when I need it and I support others		Exercise 27a Buddy-Up to Reflect & for Support Exercise 27b Mentor session to Reflect & for Support
Visit RM		Providing learning opportunities to YL	Exercise 28 Presentation at club by Role Model
SW 3-4	I take up new challenges I plan for concrete steps towards achieving my goals I ask for help when I need it	I know how to deal with emotions and disappointments I can reflect on my actions and learn from it	Work on Personal Goal + Action Steps And continue preparing for the 1 or 2 activities for youth
CS5	I know how to deal with pressure		Exercise 29a Number game* Exercise 29b What gives & takes energy? *
		I can reflect on my actions and learn from it	Exercise 30 Review Action Steps
		Reflecting on the learnings and results so far	Exercise 31 Wrap-up

2.4 Build leadership skills in teamwork

Session	We focus on these learning Goals in this phase	Other [learning] goals that you find here	Exercise
SW5	I understand leadership in volleyball		Complete Activity Planner [see exercise 32 in <i>Workbook for Young Leaders</i>]
CS6	We make decisions	I listen carefully to others and consider their input	Exercise 32 CoResolve Activity for youth
	I solve conflicts		Exercise 33 Healthy Communications Game
	I can easily adapt to changes	We plan for concrete steps towards achieving our goals	Exercise 34 Track your progress
SW6	I can easily adapt to change	We take concrete steps towards achieving our goals We can find supporters to realise my goals	Continue preparing for the 1 or 2 activities for youth And track your progress
CS7	I can create a sense of togetherness		Exercise 35 Invent a Welcoming Exercise
	I demonstrate the behaviour I wish to see in others		Exercise 36 Be a Role Model
SW7			Continue preparing for the 1 or 2 activities for youth And track your progress
TD3*		Creating a welcoming environment Have fun and team building amongst clubs	Exercise 37 Warming-up
		Sharing and learning from each other	Exercise 38 Live Q&A
		Provide inspiration as Facilitators and Club Mentors to Young Leaders Have fun and team building amongst clubs	Exercise 39 Bronze, Silver or Gold
	I can easily adapt to changes		Exercise 40 Present & Inspire
		Reflecting on the learnings and results so far	Exercise 41 Cooling-down
SW8-9			Continue preparing for the 1 or 2 activities for youth And track your progress
1 or 2 activities for youth		Practice leadership skills, tasks and roles	Exercise 42 The 1 or 2 activities for youth [13-15]
In next CS		Reflecting on the learnings and results so far	Exercise 43 Wrap-up

2.5 Celebrate our achievements!

Session	We focus on these learning Goals in this phase	Other (learning) goals that you find here	Exercise
CS8		I can reflect on my actions and learn from it	Exercise 44 Final Recording on our learnings
		I can create a sense of togetherness	Exercise 45 Organise Final Celebration
SW10		I can reflect on my actions and learn from it	Record 3 learnings (individually, see <i>Workbook for Young Leaders</i>)
		I can reflect on my actions and learn from it	Record 1-2 best practices (as a group, see <i>Workbook for Young Leaders</i>)
SW11		I set goals I plan for concrete steps towards achieving our goals	Goal-setting and action plan for future leadership
CS9		I set goals I plan towards achieving my goals I ask for support when I need it	Exercise 46a Take your skills to the next level
	I can find supporters to realise my goal	I set goals	Exercise 46b Mentor session: Take your skills to the next level
	I can find supporters to realise my goal	I know ways to overcome these barriers (i.e. power with supporters)	Exercise 47 Prepare the Final Presentation
SW12			Last preparations celebration and presentation
CS10	I can influence decision-making		Final celebratory session & Presentation
		Reflecting on the learnings and results so far	Exercise 48 Wrap-up

Colophon

Photography

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WLVT
We Lead Volleyball Together

Handbook for Young Leaders



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WLVT
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Also find in this handbook more information on:

Listed training phases and learning goals

Glossary

Board Members	Board Members have a supportive role in goal-setting and inspiring other members to also support youth leadership in the Club.
Club Mentor (CM)	The responsible mentor(s) in a club for the WLVT-programme, facilitating the Club Sessions for and with Young Leaders.
Club Sessions	The WLVT-training consists of 10 Club Sessions. These are facilitated by the CM for/with the YLs. Activities include the exercises in the Exercise Handbook, mentoring YLs and/or preparing for the 1 or 2 activities for youth. This is approximately every other week.
Learning Goal	We identified various learning goals for the WLVT-programme relating to youth leadership.
National Facilitator (NF)	The NFs facilitate the kick-off training and come-back training for YLs and CMs; and possibly the 3 online sessions with Club Mentors.
National Volleyball Federation	Together with the Clubs, the federation plans dates for (online) training and sessions, and possibly organises online sessions together with NFs.
Role Model (RM)	National Role Models support the WLVT-programme with raising awareness on youth leadership, sharing their learnings and amplifying the stories and results of YLs.
Self-work Sessions	Approximately every other week, YLs work on their exercises and practice on their own or in their team. In Club Sessions it is agreed on what they will do in the time until the next Club Session.
WLVT	We Lead Volleyball Together is the name of our training programme.
Young Leaders (YL)	The target audience (16-20 years) of our WLVT-programme.
Youth	Club (and school) youth participating in the 1 or 2 activities for youth (s) between 13-15 years.

Relating documents

- **Empowering Leaders: A theoretical guide for WLVT:** Additional information on which we based the WLVT-training programme and links for further reading.
- **Exercise Book:** 48 exercises in chronological order that make up the training programme for Young Leaders.
- **Handbook & Workbook for Young Leaders:** Information for Young Leaders about the training programme and practical tools and formats.

1. Introduction

Welcome to the We Lead Volleyball Together (WLVT) training! An opportunity to grow as a person, and contribute to making the game of volleyball better, not just for yourself but for everyone involved.

What's more: it will be fun, sporty, practical, together with fellow Young Leaders from your club.

In this chapter we summarize how Young Leaders can benefit from We Lead Volleyball Together, in the following sub-chapters:

- For Young Leaders
- Benefits for you
- Participants We Lead Volleyball Together
- Benefits for everyone

For Young Leaders

This handbook is for Young Leaders that decided to join We Lead Volleyball Together. Please do not worry, if you do not consider yourself as a leader yet. Leadership is about skills you can gain, practice and become better in. It is about leading your own goals and actions, as well as it is about leading others. And that is exactly what we are going to do in this programme!

Benefits for you

We Lead Volleyball Together is a fun and practical training where you learn by doing.

What you will learn:

- Learning more about yourself: your viewpoints and your talents.
- Practice a variety of leadership tasks and roles in volleyball. You will explore what tasks and roles you like, and the same time build your leadership skills.

What you will do:

- Work together with 3-4 fellow Young Leaders and organise 1 or 2 activities for club (and school) youth. As a team you will shape this activity as you like.

You will be supported by trainers and your Club Mentor(s) to do all this.

See all in the table below. In column 1 you find the topics the WLVT-training. And in column 2 you find the specific learning goals.

Training programme phase	Learning goals in training programme
Understanding the context A. Understand barriers & opportunities in leadership	• I understand barriers for women and youth in leadership and I know ways to overcome these barriers • I listen carefully to others and consider their input • I know my point of view, and act upon it • I can choose different roles in different circumstances
Knowing oneself B. Explore my talents	• I communicate clearly and effectively • I can reflect on my actions and learn from it • I know my strengths and weaknesses and I feel proud of my talents • I know how to deal with emotions and disappointments
Leading oneself C. Practice and build my skills	• I understand leadership in volleyball • I explore my values and leadership styles • I take up new challenges • I set goals • I plan for concrete steps towards achieving my goals • I ask for help when I need it and I support others • I know how to deal with pressure
Leading others D. Build leadership skills in teamwork	• We make decisions • I can solve conflicts • We can easily adapt to change • I can create a sense of togetherness • I demonstrate the behaviour I wish to see in others
Influence decision-making E. Celebrate our achievements	• I can find supporters to realise my goal • I can influence decision-making

Table 1: Listed training phases and learning goals of Young Leaders in WLVT

Your Journey After the Programme

After the programme there will be numerous follow-up opportunities upon your personal interests and development, if you like. You may take up follow-up leadership opportunities. Examples of that are:

- Encouraging your team as a team captain
- Mentoring the team as a coach
- Making the calls as a referee
- Organising activities for youth as a role model and organiser
- Leading the club as a youth representative to the board

Federations also offer follow-up training for those who want to become a coach, referee or board member.

Participants We Lead Volleyball Together

The entire We Lead Volleyball Together (from 2024 to 2026) programme is taking place at 27 Volleyball Clubs and 9 schools in Denmark, Iceland, the Netherlands and Norway, supporting 141 Young Leaders (16-20 years) to lead youth 1 or 2 activities for youth in their clubs and at schools for 1,600 youth (13-15 years) in total.

The WLVT-programme has 3 main target audiences:

1. Young Leaders	Youth (16-20 years) from volleyball clubs who participate in the WLVT-leadership training.
2. Volleyball Clubs (Board Members and Club Mentors)	The responsible mentor(s) in a club for the WLVT-programme, facilitating the Club Sessions for and with Young Leaders. The Board Members have a supportive role in goal-setting and inspiring other members to also support youth leadership in the Club.
3. Youth participating in the 1 or 2 activities for youth (s)	Youth (13-15 years) from volleyball clubs (and schools) who participate in the 1 or 2 activities for youth.

Benefits for everyone

The goal of the WLVT-programme is to have more youth shaping volleyball in our Clubs and Federations.

Why this is needed: Despite lots of girls and women play volleyball (50 to 68% of the Club members is female in Denmark, Iceland, the Netherlands and Norway), only 10 to 26% of them are leaders (like coaches, referees and board members) in volleyball. Also, young people face barriers becoming leaders in volleyball.

Benefits of having more Young Leaders in Volleyball Clubs:

- A greater variety of leaders, and a larger pool of leaders in volleyball
- This supports a greater variety in activities, in which everyone can take part
- Including: more activities for and by youth

And so, youth leadership contributes to everyone to enjoy and grow in the sport, making the whole game of volleyball better.

2. Programme overview for Young Leaders

For you to know what to expect the coming 6 months, this chapter provides you with an overview of the We Lead Volleyball Together programme, in the following sub-chapters:

- Overview WLVT and planning
- All activities briefly explained
 - o Activities at the Club
 - o National Activities
 - o International Activities

Overview WLVT

Below you can find the specific activities for the 6-months training programme:

Phase	Activities	Time needed
1. Understand barriers & opportunities in leadership	Nationally: Kick-off training	2 days
2. Explore my talents	At the Club: 10 Club Sessions facilitated by Club Mentors for/with Young Leaders, of around 2 hours each. At home or at the Club: And 12 Self-work Sessions by Young Leaders, prepared for together during the Club Sessions.	2 hours per week during 3 weeks
3. Practice and build my skills		2 hours per week during 6 weeks
4. Build leadership skills in teamwork		2 hours per week during 8 weeks
5. Celebrate our achievements		2 hours per week during 6 weeks
During phase 3		(inclusive the 2 hours per week in phase 3)
During phase 4	Nationally: Come-back training	1 day
	At the Club: 1 or 2 activities for youth (13-15 years) lead by the Young Leaders. Club Mentors are present for back-up support.	(depends on your planning with Club Mentor)
Total		24 weeks

Each activity is explained in 2.2.

Planning

Your Club Mentor will let you know the exact dates for the kick-off and come-back training. The dates for Club Sessions, Self-work Sessions and the 1 or 2 activities for youth can be planned in agreement with the Club Mentor.

All activities briefly explained

We explain each activity briefly below.

Activities at the club

Four types of activities take place at your club:

1. 1 or 2 activities for youth (13-15 years)

Each Club organises 1 or 2 activities for youth of 13 to 15 years' old, in phase 4 of the WLVT-training. During the training phases 1-3 of WLVT, you will be building your skills, that help you to organise these activities for youth. For example, youth from your club or from nearby schools.

How the event will look exactly is up to you! Think of an event that you would have liked to join when you were that age. Together with your fellow Young Leaders you shape, plan and prepare for it. And ultimately lead the activity.

Here are some examples of activities you could think of:

- A 2-hour tournament whereby every participant can bring a friend.
- A clinic for youth given by the first women's or men's team.
- A cool training for youth whereby you lead the warming-up, drills or small group practices, and a cooling down.
- An Open Hall, whereby any youth can walk in and join a variety of games and matches. This could be focused on volleyball or other sports too. Make sure that those who never played volleyball before, can also join.
- A volleyball activity at the nearby school for youth.
- A training for parents and their kids.

How will you do that?

- During the training phases 1-3 of WLVT, you will be building your skills, that help you to organise these activities for youth.
- You have time for preparations of the activities during Club Sessions and Self-work Sessions.
- At the day(s) of the activities, your team of Young Leaders will be leading the activity. The Club Mentor will be present for back-up support.

2. 10 Club Sessions

Around every other week there will be Club Sessions of around 2 hours each. In total there will be 10 Club Sessions.

Club Sessions are led by your Club Mentor(s). Sometimes you will also help leading (parts of) the Club Sessions. In the Club Sessions you:

- Do exercises and games in which you practice leadership skills.
- Receive mentoring from your Club Mentor(s) in the form of reflection, discussion and advice.
- Have time for preparing the 1 or 2 activities for youth.

3. 12 Self-work Sessions

The weeks with no Club Sessions, you will be working on your own. This can be at the club as a team, or individually at home. In total there will be 12 Self-work Sessions.

During the Club Sessions it is agreed on what they will do in the time until the next Club Session. In the Workbook for Young Leaders, you find all the formats for exercises during the Club and Self-work Sessions.

Note: There might be weeks that you have less time, for example because of school exams. Discuss and agree with your Club Mentor(s): which weeks you have less time, and in which weeks you could do a bite more when needed.

4. Visit of National Role Model

During phase 3 of WLVT a national Role Model visits your club. These Role Models have experience in leadership positions on a pro level, such as a board member, coach, or a referee. The Role Model presents results of her/his work in volleyball, the way she/he got there, barriers she/he came across. And she/he will share learnings or tips on that. You can also ask questions (also see exercise 28).



National Activities

Two activities take place with all volleyball clubs from your country on a so-called national level:

5. Kick-off training for Young Leaders and Club Mentors

The kick-off training is a fun start of WLVT in which you will be doing a lot together with Young Leaders from other Clubs. Ideally, the kick-off training will be 2 separate days, or 1 weekend.

You will:

- Get to know your fellow Young Leaders, your Club Mentor(s) and Young Leaders from other volleyball clubs in your country.
- Understand barriers & opportunities in leadership for women and youth in leadership.
- Create plans for great teamwork with your fellow Young Leaders.
- And start working on first ideas for the organisation of the 1 or 2 activities for youth (13-15 years).

Tip: Bring sport clothes and wear them during the training times.

6. Come-back training

The come-back training takes place during training phase 4 of WLVT and is a fun day to learn from each other. In addition, there will be plenty of time to do sports and games together that you plan to do for youth during the activity you organise and lead.

You will:

- Be able to ask all questions you still have; share your ideas for the event and your best practices so far. So, that you can learn also from the other Clubs that join WLVT.
- Fine-tune your next activity for youth (13-15 years).

Tip: Bring sport clothes and wear them during the training times.

International Activities

Two activities take place with all volleyball clubs from all countries on a so-called international level:

7. International Young Leaders Platform on Instagram

Get inspired and learn by videos of the national Role Models, and by good practices from fellow Young Leaders, from all different countries. At this Instagram community, you can connect with all 141 Young Leaders from Denmark, Iceland, the Netherlands, and Norway.

And of course, you share your good practices too! How?

- You can get access to it via this link: www.instagram.com/youngleadersvolleyball
- When posting on social media use the following hashtags: #WeLeadVolleyballTogether, #Leadership and #CofundedbyEU

8. EU Young Leaders Volleyball Activity Handbook

Each club will share their activity for youth (13-15) at the end of the WLVT-programme. This will be combined into 1 EU Young Leaders Volleyball Activity Handbook. And then shared with all participating clubs, as an inspiration for future activities for youth at your Club. See also chapter 5, exercise 44.



Enjoy WLVT!

First and foremost, wishing you lots of fun with shaping and leading volleyball! In your role as Young Leader, you take on new challenges, learn more about yourself, and practice a variety of leadership tasks and roles in volleyball.

We believe that is how we can build the best environment for everyone to enjoy and grow in the sport, in which everyone can take part, adding her/his talents, making the whole game better for everyone involved.

Tips & feedback

Feel free to share any questions, tips or feedback you might have about this handbook. With your input we can develop and improve We Lead Volleyball Together. You can contact us through the contact person of your federation. Ask your Club Mentor for that.

When posting on social media use the following hashtags:

#WeLeadVolleyballTogether, #Leadership and #CofundedbyEU

Colophon

Photography

All photos used in this publication are the property of Nevobo, NVBF, BLI, VODE and THUAS.

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WLVT
We Lead Volleyball Together

Workbook for Young Leaders



Co-funded by
the European Union



WLVT
We Lead Volleyball Together

Workbook for Young Leaders

In this Workbook you will find practical tools and formats to:

- Develop your personal plan and goals and record what you have learned through practice.
- Develop plans for great teamwork with your fellow Young Leaders, including an activity planner, and how to keep track on your progress.

The Workbook is divided into the 5 training phases, as follows:

1. Understand barriers & opportunities in leadership
2. Explore my talents
3. Practice and build skills
4. Build leadership skills in teamwork
5. Celebrate our achievements!

Also find in this handbook more information on:

1. More info on Tasks & Skills of leaders in volleyball
2. Activity Planner
3. How to lead a sports exercise?
4. How to create a safe space?
5. Follow-up leadership courses in your country

Where to find what?

Find the tools and formats that relate to the exercises in the Club Sessions easily:

- All tools and formats go with the exercise number from the Exercise Book.
- Also each subchapter lists at the start which format relates to which exercise from the Exercise Book.
- You will have time for working on the tools and formats during the Club Sessions and during the Self-work Sessions. In agreement with your Club Mentor(s) you can decide on what to do when.

1. Understand barriers & opportunities in leadership

This is the 1st training phase. And ideally it takes place during 2 days of training.

Topics of the training include:

- Getting to know each other
- Understanding barriers & opportunities in leadership for women and youth
- Create plans for great teamwork with your fellow Young Leaders and start working on first ideas for the organisation of the activities for youth (13-15 years).

Below you find the following formats for that:

Format in this Workbook	Related to exercise in Exercise Book:	
My motivation to join WLVT	Exercise 3	Seek & Find
What about youth in our club?	Exercise 6	What about youth in our club?
Teamwork Agreement	Exercise 9	Create a Team Agreement
Team Goal + Action Steps	Exercise 11A+B	Team Goal + Action Steps
Teamwork Plan	Exercise 13	Create a rough Activity Plan
A Rough Activity Plan	Exercise 14	Create a Teamwork Plan

Related to Exercise 3: Seek & Find

My motivation to join the WLVT-programme is:

Write down what you want to be or have learned at the end of the WLVT-programme.

Related to Exercise 6: What about Youth in your club?

What about youth in our club?

1. Identify what exactly you want to explore: your club, your team, a specific commission in your club, or the national team(s).
2. Check if this is realistic to do in the next hour: Can you find the data for it, online, by experience, via the Club Mentor or via someone else in the club or federation?
3. And finally, try to fill in the handout with as many details as you can.

Find out the figures for your club*:			
	Number of players	Number of Leaders*	% = leaders/ players X 100
Men			
Women			
Other			
Total			100%

	Number of players	Number of Leaders	% = leaders/ players X 100
Children (0-14 years)			
Youth (15-24 years)			
Adults (25+ years)			
Total			100%

** Leaders include coaches, referees and board members*

Tips:

- The definition of youth according to the UN is 15-24 years' old. You can also choose to make other age-brackets.
- Who can help you to get the figures? For example, the club administrator of your club.
- If it is hard to find the club figures, you can also think about your team, or a commission that you join. Or check the representation of coaches in your club. You can also look at the national team(s).
- The figures for representation of women leaders in volleyball and the importance of representation is explained further in the Background Facts WLVT.

Related to Exercise 9: Create a Teamwork Agreement

Teamwork Agreement

In the kick-off training you will discuss as a team how to make sure that everyone in your team has a say and can equally participate in the WLVT-programme.

Note what you have agreed on as a team:

Related to Exercise 11A+B: Team Goal + Action Steps

Team Goal + Action Steps

Fill in your answers in column B. In column A you find some more explanation.

A	B
Team Goal Summarize the team goal for the period of the WLVT-programme. And make it concrete by explaining: why, how, what, when, and by whom. Also explain the starting point. For example: What in the Club or Team is already there and helps to achieve the goal? Or what obstacles need to be challenged. And how?	Team goal
Action steps Specify: What do you need to do to achieve your goal? Think of 3 major Action Steps from now on that need to be made. Also explain per step: what, by whom and when.	Action step 1
	Action step 2
	Action step 3
Notes Write your reminders /notes here.	

Tips:

- Make sure it is realistic to do in a period of 6 months.
- Along with learnings and new insights during the programme, the Action Steps can be reviewed and adapted.

Related to Exercise 13: Create a rough Activity Plan for youth (13-15)

A Rough Activity Plan

1. Go to the Activity Planner (see below: chapter 4. Build leadership skills in teamwork (exercise 32)) together. And **note all ideas you already have:**

Tip: if you have already clear ideas, that everyone agrees with, you can also fill those in the Activity Planner already.

2. Prepare a max. 5-minute presentation. Fill in:

The type of activity:

(see examples [chapter 2.1](#) in the [Handbook for Young Leaders](#))

What are 3 main actions towards the 1 or 2 activities for youth?

1.

2.

3.

What is the most exciting part?

What are questions that still needs to be solved?

Related to Exercise 14: Create a Teamwork Plan

Teamwork Plan

1. What roles and tasks do you define? And who does what when?

During the WLVT-programme every Young Leader will be responsible in leading several tasks. Make a division of tasks and roles. Examples:

Role	Tasks	Name of responsible person
Location Leader	Booking the meeting space / gym, contact person to the owner. And making sure it's unlocked, clean and accessible for all at the given time.	
Equipment Leader	Arranging equipment needed and making sure it is available for each session.	
Planning Leader	Keeping important documents (or flip-over sheets), making sure they are updated, bringing them to each session (and sticking them to the wall for everyone to see), including: • Team Agreement • Team goal + Action Steps • Rough Activity Plan for youth (13-15) • Teamwork Plan	
Safety Leader	Bringing first aid equipment, and help cleaning the room (when relevant), and engage others to keep the room clean at all times.	
Social Leader	Creating a welcoming atmosphere. For example, with music, bringing a drink or bite, or something else. And making sure that the team uses the Team Agreement. This includes, observing, listening, and asking for time/discussion on the topic whenever it does not work well, or when teammates are/feel left out.	
Communication Leader	Opening a group communication tool that you will be using. Making sure everyone is involved. When relevant, engaging others to your programme, and welcoming new visitors.	

Tips:

- Some roles can be combined to 1 role, if you are with less Young Leaders. For example: Location & Equipment can go together; and Safety Leader and Social Leader can be combined to 1 role. You can also add other roles that you find important.
- Review the division of roles and agreements once in a while (for instance, once in 2 months); Does it work? Or do you need to change any so that everyone can add their talents to the team and work together well?

2. How do we communicate?

Which means of communication are you going to use to communicate with each other between the Club Sessions? Pick those that are easy to use for all of you.

Fill in for your team:

What kind of communication we need?	Tools we selected for that:	Examples of Pros & Cons
Quick & Easy Online Communications	<i>For example, WhatsApp Group</i>	Pros • Quick questioning and answering • Great for sharing links, photos, quick updates • (some tools have options like polls) Cons • Easily lose information • Does not allow for thorough discussion
Keeping joint plans and documents	<i>For example, free Google Drive</i>	Pros • Everyone has the same information • Option for online co-working • Easy to share with Club Mentor, Board Members etc. Cons: • Needs a computer to easily access / work in it
In person meetings	<i>For example, in-person sessions, online meetings or 1-on-1 calls.</i>	Pros • Get to explain oneself better and understand others more easily • Quick back-and-forths allow for easier and quicker decision-making. • More fun being together Cons • Takes more time • If you want to invite others, time could be an obstacle for them to come. So, it needs preparation time.
...		
Note additional agreements on communication made.		Examples When writing: • Be brief • Be clear on your specific question or deadline. • Give additional information if need be, in photo, text or link. When reading • Everyone let know when they have read the message. • Reply in-time.

2. Explore my talents

This is the 2nd training phase. And all of it takes place during 2 Club Sessions and 1 Self-work Session. (Numbers of these sessions are: CS1-CS2, and SW1.) Topics of the training include:

- Start recording your Talents & Skills
- Reflecting on your actions and learn from it

Below you find the following formats for that:

Format in this Workbook	Related to exercise in Exercise Book:	
Self-Assessment Leadership Skills Assessment Leadership Skills by friends & family	Exercise 19	Team Qualities

Following Exercise 19: Team Qualities

Self-Assessment Leadership Skills

1. Where are you good at? Highlight all the boxes of things you consider yourself good at:

I set goals	I plan towards achieving my goals	I know how to deal with emotions and disappointments.
I consider the input of others before making decisions.	I make decisions	I can adapt easily when circumstances change
I focus on the positive side of things	I ask for help when I need it and I support others when they need it	I solve problems
I communicate clearly and effectively	I set boundaries and respect those of others.	I can influence decision-making
I demonstrate the behaviour I wish to see in others	I dare to take on the responsibilities	I can reflect on my actions, and learn from it
I can create a sense of togetherness	I can enthusiasm youth (13-15 years) to participate, prior to and at the activities for youth	I can find supporters to realise the activities for youth

Note: You can also fill in things you miss in the blank boxes.

Assessment Leadership Skills by friends & family

2. Asking people close to you is a great way of getting to know yourself even better. Ask 2 close friends or family members to circle or highlight all the boxes they feel fits you well (copy this page for each of them):

I set goals	I plan towards achieving my goals	I know how to deal with emotions and disappointments.
I consider the input of others before making decisions.	I make decisions	I can adapt easily when circumstances change
I focus on the positive side of things	I ask for help when I need it and I support others when they need it	I solve problems
I communicate clearly and effectively	I set boundaries and respect those of others.	I can influence decision-making
I demonstrate the behaviour I wish to see in others	I dare to take on the responsibilities	I can reflect on my actions, and learn from it
I can create a sense of togetherness	I can enthusiasm youth (13-15 years) to participate, prior to and at the activities for youth	I can find supporters to realise the activities for youth

Note: You can also fill in things you miss in the blank boxes.

3. And ask them to explain the top 3 qualities they see in you and an example that shows that:

Which leadership skills do you consider me good at? (You can also choose from the above table.)	Example from daily life
1.	
2.	
3.	

3. Practice and build skills

This is the 3rd training phase. And all of it takes place during 3 Club Sessions and 3 Self-work Sessions. (Numbers of these sessions are: CS3- CS5, and SW2-SW4.)

Topics of the training include:

- Understanding leadership
- Exploring and practicing leadership roles and tasks

Below you find the following formats for that:

Format in this Workbook	Related to exercise in Exercise Book:	
Tasks and Skills of leaders in volleyball	Exercise 22B	Be the coach or referee
Top 3 values and leadership styles	Exercise 23A	My values
	Exercise 24	Lead the way
Brainstorm Personal Goal Setting	Exercise 26	Present your Goals
Personal Goal + Action Steps		
Prepare yourself for the RM-visit	Exercise 28	Presentation at club by RM
My self-care plan	Exercise 29B	What gives & takes energy?
Self- Reflect on your own progress	Exercise 30	Review Action Steps
Reflect with buddy		

Related to Exercise 22B: Be the coach or referee

Tasks & Skills of leaders in volleyball

Write down your findings on tasks and skills per leader in volleyball:

Role	Tasks	Leadership skills
Coach Organises the team	• ... • ... • ...	• ... • ... • ...
Referee Organises the match	• ... • ... • ...	• ... • ... • ...
Board member Organises the club	• ... • ... • ...	• ... • ... • ...
Tip • Think of people you know who are a board member, referee or coach; What are their tasks? What qualities do you see in them? • Check the next page to see the tasks and leadership skills we came up with.		

More info on Tasks & Skills of leaders in volleyball

This table gives more information on tasks and skills of leaders in volleyball:

	Role	Tasks	Leadership skills
1	Coach – organises the team	• I can develop strategies and game plans to help the team succeed • I am clear about team goals and expectations • I can adapt sports activities to the group or circumstances when needed • I can effectively delegate tasks to team members • I help players to reflect on their actions • I celebrate the successes of the team and acknowledge each person's contribution	• I can create a sense of togetherness; I can build trust between players, and between myself and the players • I set goals and plan towards it • I demonstrate the behaviour I wish to see in others • I focus on the positive side of things • I can easily adapt to changes when circumstances alter • I can reflect on my actions, and learn from it
2	Referee – organises the match	• I make sure everything is clear, and players do see and hear me well • I can effectively delegate tasks to assistants, score keeper or first aiders	• I am not easily distracted / I can focus on those things that matter to make decisions as a referee • I am confident that I can make fair decisions • I communicate clearly and effectively • I set boundaries and respect those of others • I make decisions • I solve problems / I am a good conflict mediator and can help resolve issues between the teams.
3	Board Member – organises the club	• I can inspire and motivate others (club leaders, members, officials or supporters) • I represent club members, listening to their input, and I use my leadership skills for the common good • I collaborate with relevant actors in my club	• I have a clear vision on the club goals. • I take up new responsibilities • I consider the input of others before making decisions • I can enthusiasm, convince and engage others to new plans and actions • I can influence decision-making

Notes:

- Even though several skills can go to several boxes, we chose the one that fits best.
- You can add tasks and skills if you like.

Related to Exercise 23A: My values
And related to Exercise 24: Lead the Way

Top 3 values and leadership styles

1. Following Exercise 23A, write down your top 3 values in life and in sports in the table below:

Top 3 Values in Life	Top 3 Values in Sports	Favourite Leadership Style

2. Following Exercise 24, write down your favourite leadership styles in the table above:
How you like to be led? And/or how you like to lead?

3. What do you think? Do your values match the leadership styles you picked?

Tips:

- Did you know that: When your actions match your values, you will probably feel good. When your actions or roles do not align with your personal values, that's when things feel wrong, and you can feel unhappy.
- Try to use your favourite leadership styles yourself when practicing leadership tasks and roles in WLVT!

Prepare before Exercise 26: Present your Goals

Brainstorm Personal Goal Setting

1. Check your answers from the (Self-) Assessments Leadership Skills (see [chapter 2, exercise 19](#)) and recall where you, your family and friends consider yourself good at.

Think about the following and fill in:

What skill(s) are you good at AND do you want to use when leading the activity for youth?	What skill(s) do you want to learn more about during WLVT?

2. Go back to [More info on Tasks & Skills of leaders in volleyball \(see textbox 1\)](#). And highlight all the tasks you like to do and the skills you can already do well.

And then think about the following and fill in:

Which tasks and roles are you good at AND do you want to use when leading the activity for youth?	Which tasks and roles would you like to learn more about?

3. Finally, integrating point 1 and 2, think about the following and fill in:

Which tasks and role(s) do you want to perform at the activity for youth (13-15)?	
Tasks I wish to do at the activity for youth, because I am good at it, include:	Tasks I wish to do at the activity for youth, because I want to learn more about it:

Tips:

- Pick those things you can learn already in this WLVT-training. If you really like to deep-dive into the specifics of being a coach, referee or board member, that is something to do as a follow-up training.
- The questions above are just to help you to think about goals and plans. Do not know the answer yet, or not fully? Don't worry, skip it for now, and move on to the next question.

Personal Goal + Action Steps

Fill in your answers in column B. In column A you find some more explanation.

A	B
Personal Goal 1. Check: Go back to <u>My motivation to join the WLVT-programme (see chapter 1, exercise 3.)</u> . 2. Check your answers from <u>Exercise 26</u> above. 3. Summarize: Can you bring this together to 1 personal goal for yourself in the WLVT-training? 4. Specify: Which role(s) do you want to take up when leading the activity for youth?	Personal goal
Action steps Specify 3 action steps for you to achieve your goal. 1. Pick at least one action step for understanding better your role at the activity for youth. For example: - Find someone at the club with this role - Ask if you could see her/his work once - And then have a 10-min conversation or interview after it. 2. What else do you want to do to prepare yourself and achieve your goal? For example, can you take on leading tasks and roles in the Club Session? Or what can you learn from the Role Model visiting your Club? 3. Also explain per step: what and when.	Action step 1
	Action step 2
	Action step 3
Notes Write your reminders /notes here.	Notes

Tips:

- Make it as small or big as you like. Example small: The action steps are about your role at the activity for youth only. Example big: The action steps are about achieving your personal goal, bigger than your role at the activity. Both is fine, as long as the action steps help you to achieve your personal goal.
- Your Club Mentor can share a list of opportunities where and how you can explore and practice leadership tasks and roles (See 2. Mapping opportunities for leading tasks and roles for Young Leaders in the club in the Handbook for Clubs).
- With new insights gained during reflection or mentoring, you might want to adapt your plan a little. And that is okay.

Prepare before Exercise 28: Presentation at club by Role Model

Prepare yourself for the visit of the national Role Model

1. Get to know a bit more about this person and fill in your findings:

Name:

Job/Role:

Expertise:

Other remarks:

2. What would you want to learn from this person?

Prepare 1-3 questions to the Role Model (that can help you learn):

1.

2.

3.

Tip: Check your Personal Goal + Action Steps (exercise 26 above) and see what questions may be answered by the visiting Role Model.

Related to Exercise 29B: What gives & takes energy?

My self-care plan

1. Think about the activities you do in a week or month, and to list them in what 'gives energy' and what 'takes energy':

Gives Energy	Takes Energy

2. Look at the list of 'takes energy'. Can you skip a few? Can you spend less time on a few?

- Highlight the ones you really need to do (like school or work).
- Add a maximum time you want to spend on the tasks you need to do but can spend less time on.
- And cross-out those you are not going to do anymore.

3. Now that you saved time, you can create time to do the things you love, and that gives you energy!

- Highlight the ones you want to spend more time on.
- And make it as concrete as possible: What is the minimum time you want to spend on it, and when can you do it (for example: always on Mondays and Saturdays).

Tips:

- Good self-care should be balanced between taking action and seeking comfort.

It is also important to find healthy ways of seeking comfort. Destructive ways include excessively being online (socials, series, etc.), excessively buying new things, or excessive eating. Obviously, these also do not give energy (on the long run).

Prepare before Exercise 30: Review Action Steps

Self- Reflect on your own progress

1. After each Action Step carried out, you think about:

- Give yourself at least 2 compliments on what you have achieved. Or think about what was positive about the action.
- And what is the 1 thing you want to try differently next time? Or think about 1 thing that you did not like.
This can be your goal in the next action step!
- Also think about obstacles that you might have experienced in the action.
We will discuss this in the Club Sessions. Of course, only the bits that you want to share.

Fill in the columns of the table:

	Action Step	2 positive things I learned / I did	1 thing I want to improve next time	Obstacles experienced
1				
2				
3				

Reflect with buddy

You will be regularly reflecting together with your buddy as follows:

1. Each of you tells the progress you have made upon your Personal Goal and Action Steps:
 - Explain what you have learned and give an example to that.
 - Explain what you found difficult and give an example to that.
2. After each presentation take 5-10 minutes to reflect.
Reflection question you may use are:

Reflection questions can be:	Reflection topics can be:
○ What made you feel good or proud? ○ What do you want to do differently next time? And how? ○ What would help you to keep track on your goals? ○ What obstacles are expected? And what solutions can you think of to address them?	Do you recognise one of these leadership skills in each other's stories? Could she/he use one of these to address the obstacles? For example: • I set goals • I plan for concrete steps towards achieving my goals • I ask for help when I need it • I take up new challenges • I know how to deal with emotions and disappointments • I know how to deal with pressure

Tip: Make sure you reflect with your buddy at least once. Contact your Club Mentor if you have additional questions for support.

4. Build leadership skills in teamwork

This is the 4th training phase. And all of it takes place during 2 Club Sessions and 5 Self-Work Sessions. (Numbers of these sessions are: CS6- CS7, and SW5-SW9.)

In addition, this phase includes 1 come-back training-day and 1 or 2 activities for youth led by Young Leaders.

Topics of the training include:

- Organising 1 or 2 activities for youth (13-15 years)
- Planning and tracking the progress of it
- Practicing leadership skills during the 1 or 2 activities for youth

Below you find the following formats for that:

Format in this Workbook	Related to exercise in Exercise Book:	
Activity Planner	Exercise 32	CoResolve Activity for youth
Track your progress	Exercise 34	Track your progress
Share your best exercise and activity	Exercise 40	Present & Inspire

Related to Exercise 32: CoResolve Activity for youth

Activity Planner

Below you find an activity planner for the 1 or 2 activities for youth (13-15 years), with these 8 steps:

1. Fill in the basics
2. Define the time schedule for the day
3. Check your budget
4. Make a list of all exercises during the activity and specify each
5. Define how to score
6. Define who does what during the activity
7. Create a Checklist Materials
8. Reflect on the activity

If you fill it in with your fellow Young Leaders, you will have the basic organisation of the activity for youth on paper!

1. Fill in the basics:

Tips	Our answer
When What is the date it takes place, and the times? (agree with your Club Mentor)	When
Time What is the available time?	Time
For whom Where will you recruit them from? From the club and/or from the nearby schools?	For whom 13 to 15-year-olds From:
Number of participants Check with your Club Mentor, who knows the target number or participants.	Number of participants
Address Where does the event take place?	Address
Place How many fields are available?	Fields

Note: also integrate your first ideas here, from [Exercise 13, chapter 1](#).

2. Define the time schedule for the day

Now that you know the available time, the number of fields, and the target number of participants, you can define the following:

Activities

What activities do you want to organise? A small tournament, or other games, or both?

How much time does each game/match takes? And thus: How many matches/games can be played?

Players and teams

What is the minimum number of participants needed? And the maximum?

Do players register individually, or as a team?

How will you register players? (online or at the moment they walk in?)

Tips:

- Make sure the activities fit the age-group you are targeting (13-15 years)
- Do you have the equipment you need for the activities?
- Also check if the above activities are possible within the budget (see below).
Need inspiration for games or organisation forms? Check [chapter 3 of the Exercise Book](#).

3. Check your budget

First, ask your Club Mentor what is the available budget for the activity?

Our available budget:	
-----------------------	--

Fill in foreseen costs:

Activity	Foreseen Costs	Actual Costs	Difference
General costs			
Booking the gym			
First aid kit			
Drink & Snack			
Other ...			
Warming-up			
Equipment			
Other ...			
Main exercises			
Equipment			
Other ...			
Cooling-down			
Equipment			
Other ...			
TOTAL			

Tips:

- Check per exercise the things you need. What is free of charge? What are expenditures you need to make? What could be a nice extra if you would have the budget for it?
- Copy/paste the above table into an Excel sheet and add activities and costs for your activity. Excel helps you to calculate (automatically).

4. Make a list of all exercises during the activity and specify each:

Time per exercise	Description of exercise	Draw the exercise How would you organise it? For how many players/teams?	Materials needed per exercise	What would you tell the players? On reflection, safety, variations, ..
	<i>(prepare the field)</i>			
	<i>(welcoming exercise & register players)</i>			
	<i>(warming-up)</i>			
	<i>(main exercises)</i>			
	<i>(cooling-down)</i>			
	<i>(closure)</i>			

General tips:

- Make each exercise very concrete for everyone to understand the details.
- Well-prepared sessions ensure lots of time for playing! Writing and drawing (in the table above) helps you to prepare a great activity from warming-up to cooling-down. As it helps you to prepare well your activities, field and materials, and what you want to say.

Tips to Register players:

- You can do this online before the activity or at the day.
- Less participants than expected? Adapt your activities to it where needed. You can think beforehand how to do that.
- Do you have a maximum number of participants? Do you need to stop the registration when you reached that? Or can you adapt the activity to it?

Tips to Cooling down:

- Announce the scores and winners and give out the prizes (if any).
- Thank all participants and to all supporters (for example: the Club Mentors and Board Members).
- And remember to invite the participants to other future activities at your club.

Tips to Closure:

- Clean the field together.
- Have a drink/bit with everyone to celebrate. Check how everyone liked it. But do not evaluate already!

5. Define how to score?

If you organise a tournament form whereby players or teams can score points, make sure the timetable, and score board is clear, and visible to all. And have someone responsible for keeping the scores. Make your own scoreboard that fits your activity form.

Example of Poster Matches for a half-tournament for noting matches and match results:

	Team A	Team B	Team C	Team D	Team E
Team A		3 - 1			
Team B					
Team C					
Team D					
Team E					

Example scoreboard for noting total scores:

	Match 1	Match 2	Match 3	Match 4	Total pnts:
Team A	3				
Team B	0				
Team C					
Team D					
Team E					

Match won 3-0 or 3-1	=	3 points
Match won 3-2	=	2 points
Match lost 2-3	=	1 point
Match lost 0-3 or 1-3	=	0 points
Match forfeited	=	0 points (25-0, 25-0, 25-0)

Tip: Find more examples in the [Exercise Book: 3.2. Organisation Forms](#).

6. Define who does what during the activity

Add and remove tasks so that it fits your team and activities for during the event:

Activity	Specify tasks	Who	Time
General tasks			
Coordinating all			
Location Leader			
Equipment Leader			
Planning Leader			
Safety Leader			
Social Leader			
Communication Leader			
Prepare the field			
...			
...			
Warming-up			
Welcoming exercise leader			
Warming-up leader			
...			
Core-activities			
Tournament leader (if you choose a tournament)			
Score-keeper			
Referee(s)			
Coach(es)			
...			
Cooling-down			
Cooling-down leader			
...			
Closure			
Clean-up crew			
...			

Tips:

- The general tasks are the exact same tasks as for the Club Sessions. You might want to keep them, or you can choose to pick another role to practice various roles.
- Also check with all team member's personal plans (see [chapter 3, Exercise 26 Present your Goals](#)) – which roles during this day would fit to each of you best?
- Planning preparations for the 1 or 2 activities for youth, and how to track progress you will work on in [Exercise 34](#) below).
- You are just a small team: Can you combine tasks? Or do you need more volunteers for specific tasks? Do you think it is possible to recruit them?

7. Create a Checklist Materials

What equipment do you need? Note all equipment from your activity planning (point 4.) here, so that the equipment leader has one list to prepare for the activity and make sure that all will be there that day.

Checklist Materials

Add and remove materials that first your activity:

Materials	Number of materials	Check
General materials		
Wardrobes available (key)		
Time schedule		
First aid kit		
Water		
Speaker & Mic		
Music		
Posters – rules for taking photo/videos of youth/kids in sports		
Poster partners (Erasmus+)?		
Trash cans / garbage bags		
...		
Warming-up		
...		
Core exercises		
Rules per game		
Poster Matches		
Scoreboard + pen		
Cooling-down		
...		

Tips:

- Make sure that you got the right equipment for each activity
- Check if there are activities taking place at the same time, do you need double equipment then?

8. Reflect on the activity

At least 1 day after the activity, reflect on the activity as a team. Write down 2 things that went well, and 1 thing to improve. And write down the tips or possible variations:

2 things that went well	1 thing to improve	Tips and suggestions for next time

How to lead a sports exercise?

If you use these steps when leading a sports exercise, it will run smoother!

Phases	Steps
Preparation	1. Prepare the field: Mark the playing field and place the materials you need. 2. Make fair teams 3. Explain the exercise, in this order: - o Goal of the game (What is the end goal? How can you win?). - o The main rules (The minimum of rules one needs to know to get started). - o Show what you mean (is usually way faster than using words).
The core game	4. Start the (first) game (If you want to have everyone to start at the same moment, say: "We start at 0." And then count down: "3-2-1-0.")
Make the game more fun	5. If you feel everyone understand the main rules, or you see that players get tired or bored, stop the game to add variations. - o Think beforehand how to make it easier or harder for the players. - o Or discuss with the players what to add to make it more fun. Variations may include: - o Making the field bigger or smaller - o Playing with more or fewer players - o Playing with more, less or different materials - o Adding or removing rules 6. Continue playing with the variations 7. Rematch! (if time allows)
Closing	8. Indicate when the game is almost over (say: "1 minute left!" or "1 point to go!") 9. If relevant: Celebrate the winners of the match. And also, the losers of the match, for example by giving them a compliment of what they did well. 10. Ask participants to help clean up the materials.

Tips:

- Use these steps also when you prepare each exercise (see point 4. above).
- You may use a whistle if you like, especially when having a lot of participants. If you blow once – everyone stops their exercise and listens to your notification. If you blow twice – everyone comes to you to get some longer information.

How to create a safe space?

A safe space is an environment where participants feel secure. Players will like it to join at your session, to be there and to come back. There are several different ways to create a safe space. We list them below:

Highlight or tick the boxes of the things you can and want to arrange for your group:

Physical safety	○ Avoid hazardous objects on the pitch ○ Alternate between heavier and lighter physical activities ○ Ensure players have sufficient drinking water ○ Wear comfortable clothes and sports shoes ○ Avoid wearing jewellery (to prevent getting caught on something) ○ Provide a first aid kit and have someone who can do first aid ○ Ensure hygiene (for example encourage hand washing)
Emotional safety	○ There is peace for the players to listen to the coach, and to listen to each other ○ Maintain confidentiality about what is discussed during the training ○ Be able to refer a player for psychological help <i>More tips are shared in the <u>Exercise Book chapter 1.4: 4 tips to mentor youth</u></i>
Safety measures specifically for girls and women	○ Schedule classes at times and places that do not create unnecessary barriers for girls' participation ○ Ensure that if there is a male coach, an adult female coach is also always present
Privacy measures	○ Do not share photos on social media without the approval of the participants (or parents/guardians if under 15 or 18)

After each session you lead, you can also use another colour for the things you managed to arrange. So, you get a clear overview of what you can do already well, and what you want or need to work on a bit more.

Tips:

- Don't worry too much in case you cannot tick the boxes you wanted, when you only started leading sport sessions. All facilitators and coaches had to learn one day! Do try to improve a bit each time. And ask for help on how to do that, if need be, from your peers or from your Club Mentor.
- Some of the boxes you might need the support of your club to be able to do that. Discuss with your Club Mentor if she/he can support you in that.

Related to Exercise 34: Track your progress

Track your Progress

Making a plan to track the progress will help your team to see if all actions are carried out successfully, or if there are shortcomings that need additional actions or support.

Example

Goal: Fun activity for 50 youth (13-15 years)

<i>A. Subgoals</i>	<i>B. Actual result</i>	<i>C. Actions Planned</i>	<i>D. Actions Done</i>	<i>E. By whom</i>	<i>F. Deadline</i>
50 youth	5 youth interested	Post on Instagram Ask coach to share	Draft a flyer	Gudrun	25 Sept
13-15 years		Recruit from the under 15 teams Ask age when they register		Mo	1 Oct 15 Oct
Fun for youth		Short online survey to check how participants liked the 1 or 2 activities for youth		Alma	28 Nov

Tips:

- Column A:
 - Come-up with items that can easily be counted. For example: number of participants.
 - Or think of easy things that can measure the change you want to see. For example: check how participants liked it by asking if they would come again (rate 1-6), or if they would invite friends next time (rate 1-6). You can also ask open questions like: What did you like most? What tips can you give us?
- Column B: Compare the goals in column A with the actual results from column B.
- Think about which actions you need to do to achieve this result (column C), and by whom (column E) and when (column F). When actions are done, they can be moved to column D.

Pro tips:

- Keeping it simple: Focus on the goals for the activities for youth only.
- Making it harder: Make a plan to track progress for your team goal too, per action step.

Format Track your progress

1. Discuss and write out the goal(s) for the 1 or 2 activities for youth:

Tips:

- After you have listed the goals, see if you can order them in main goal(s) and subgoal(s). For examples of subgoals see example below.
- Check your team goal. Is there anything you'd like to add from here to the 1 or 2 activities for youth goals?

2. Think of a few simple things (1 or 2 items per goal), you can count or measure.

Fill in for your team:

Goal: ...

Subgoals	Actual result	Actions Planned	Actions Done	By whom	Deadline

Goal: ...

Subgoals	Actual result	Actions Planned	Actions Done	By whom	Deadline

Goal: ...

Subgoals	Actual result	Actions Planned	Actions Done	By whom	Deadline

For inspiration, see example with tips above.

3. Check the above table with your team each time after you have worked together on the preparation of the 1 or 2 activities for youth. Especially, give updates on the actions that are done, and on those that need to be done. This is an easy way to track your progress. It is also possible that you identify new upcoming actions. You can add if it is needed to achieve the goals you set as a team.

Related to Exercise 40: Present & Inspire

Share your best exercise and activity

At the come-back training day your team will be asked to prepare a sporty exercise that you are planning to do at the 1 or 2 activities for youth (a showcase of 10 minutes of it). The exercise should be different from a regular volleyball match.

Prepare this game using set-up of the [Activity Planner \(point 4\)](#):

Time per exercise	Description of exercise	Draw the exercise How would you organise it? For how many players/teams?	Materials needed per exercise	What would you tell the players? On reflection, safety, variations, ..
10 min				

5. Celebrate our achievements!

This is the 5th and last training phase. And all of it takes place during 3 Club Sessions and 3 Self-work Sessions. (Numbers of these sessions are: CS8- CS10, and SW10-SW12.)
The last Club Session is a final celebratory session.

Topics of the training include:

- Recording personal learnings
- Recording team achievements and best practices
- Presenting the results to leaders in your club
- Celebrating all this in a final celebratory Club Session

Below you find the following formats for that:

Format in this Workbook	Related to exercise in Exercise Book:	
Final Record of your learnings Take your skills to the next level	Exercise 44 Exercise 46A	Final Record of our learnings Take your skills to the next level

Related to Exercise 44: Final Record of our learnings

Final Record of our learnings

In the Club Sessions you have identified: 1) Your personal learnings from the WLVT-training, and 2) the team's 1-2 best practices. In this exercise you will record these, and 3) the activity for youth to share internationally.

A. Record your personal learnings

1. During the Club Session note your top 3 personal learnings:

Your personal top 3 learnings from WLVT
1.
2.
3.

2. In a Self-work Session do as follows:

1. Check back on your Personal Goal + Action Steps (see chapter 3, exercise 26) and make additions to your motivation, goal, or add revisions if you feel things have changed because of new insights. Use a different colour for changes or additions, so you can see how your plan has changed over time.

2. Create a final presentation of your personal achievements in this training programme.

Include the following:

- **Why:** Explain why you decided to join the WLVT-programme? (your motivation or goal)
- **How:** Can you mention what has changed for you because of the programme? Give an example to it. And explain what you did to achieve this change, or how others helped.
- **What:** What are concrete results for you because of WLVT?

Additional questions could be:

- **Reflect on your initial goal.** Was your initial goal achieved? Or did your goals change during the programme? If yes, how?
- **Reflect on the future.** How do you want to use what you have learned in future? In your Club? And in daily life?

3. You can be creative in the form of your final record!

Some examples:

- Have yourself interviewed in a video or podcast. Or show what you want to say in a short video or podcast.
- Make a (online or offline) poster or photobook with pictures that reflect the several topics and write a bit of explanation to it.
- Write it out in text, and make sure it's visually great to look at too!

This is the final step of recording your talents and skills. Something you can always go back to, to see what talents you have, what skills you gained, what your plan is, and how it might be changed in time. Something to be proud about!

Keeping records of your learnings, is a form of reflection, and help you to focus and learn quicker.

B. Record the team's 1-2 best practices

As a team record the best practice(s) you selected in the Club Session.

2. And then create a final presentation of your team's best practices in this training programme.

Include the following:

- Title: Can you share your best practice in a sentence starting with "How to".
- How: Explain how you did it. What made it a success? Mention tips and examples.
- What: What are concrete results that you and your team made in the programme?

Example:

- Why: How to get a lot of youth participants for the activity for youth?
- How: We went to where youth were, introduced ourselves to them, and because they knew us, they were curious to join the activity for youth.
- What: Most participants want to join a next activity for youth that we are going to organise and bring a friend with them.

Choose a form of the presentation that can be easily shared in your club or with other clubs in the WLVT-programme.

For example: something that can be shared on socials (video, podcast, pictures and text).

Tips:

- Think about where it will be shared.
In the Club only? Then you can use your mother tongue.
With other Clubs in the WLVT-programme? Then try to use English. (The English do not need to be perfect, as long as we can understand each other. YouTube also has modus for subtitles, so you can speak your own language with English subtitles).

C. Share your activity for youth (13-15)

Provide 2 pages of information about the activity for youth that you organised, using the format below. Each club will do this and together it will form the EU Young Leaders Volleyball Activity Handbook. In turn, it will be shared with your club too!

Format activity for youth for EU Young Leaders Volleyball Activity Handbook

Page 1: A description of the activity for youth

What	Description by Young Leaders
Title of the activity	
For whom? Which youth participated? And how many participated?	
Why? Explain why you choose this activity for youth. Was there a specific reason for it? Describe it in such a way that others would want to organise it as well!	
How? Describe the activity: What did the participants do, how did it look like?	
What? Summarize the programme set-up, materials used, and time duration of the activity	And attach the <u>list of all exercises during the activity and specify each of the Activity Planer (chapter 4).</u>
Your learnings What made it fun to organise the activity? Name 2 learning points, 1 thing to improve, and tips for others who would want to organise it.	- Attach the Team's 1-2 best practices from B. above. - And copy-paste '2 things that went well', '1 thing to improve' and 'tips' from point 8. <u>Reflect on the activity of the Activity Planner.</u>
Quotes from the participants Provide quotes about their experience of the activity, of: 1 Young Leader 1 Youth 1 Club Mentor	

And attach the following as annexes – if you feel this is relevant:

- Point 4.: Make a list of all exercises during the activity and specify each of the Activity Planer (chapter 4)
- 8. Reflect on the activity of the Activity Planner.

Page 2: A photo overview of the activity.

Tips:

- Organised 2 different activities? Pick the one you liked most!
- Simply copy and paste your pictures of the activity for youth here. Or be creative and make an infographic or choose another form that visualises the activity.
- Make sure that the photos you use are privacy approved (as they might be sent to the EU).

Prepare before Exercise 46A: Take your skills to the next level

Take your skills to the next level

In this programme you have explored leadership roles and built leadership skills. Now, think about your personal goal for after this programme.

1. Think about it, and fill in the form:

A	B
Personal Goal Summarize: What is your goal in leadership for after WLVT? For example: Is there a certain role that you like to do more, or learn more about? Or are there skills you want to use or learn? And make it concrete by explaining: why, how, what, and when.	Personal goal
Action steps Specify: What do you need to do to achieve your goal? Think of 3 major Action Steps from now on that need to be made. Also explain per step: what and when.	Action step 1
	Action step 2
	Action step 3
Notes Write your reminders /notes here.	

Tip: Also see the list of Follow-up leadership courses in your country below for additional training programmes for coaches, referees and board members in volleyball.

2. Check with your buddy. Does she/he like your plan? Or has she/he anything to add to it? Note them here:

3. Your Club Mentor will invite you for a 1-on-1 final reflection. Note your main take-aways here:

She/he can also refer you to follow-up training or can help you to identify opportunities in the club where you can take on this role or add these skills, or where you can learn more, if you like.

4. Is there anything from the feedback that you want to add to you Take your skills to the next level plan above? If yes, add it there too.

Follow-up leadership courses in your country

There are also many other leadership training options available in your country to put into practice the skills you learned during the We Lead Volleyball Together programme. These opportunities are designed to help you grow your skills, meet others who love volleyball just like you, and make a positive impact in your community.

Denmark (<https://volleyball.dk/brug-for-alle/>)

Training Program	Target Audience	Objective/Focus	Notes
Youth Coach Training Course	Young individuals aged 15-20	Introduce coaching roles	Pilot course first of its kind
Coach's Path Weekend	Open to all, popular among young participants	Learning and networking	Weekend 1 or 2 activities for youth
Assistant Coach Training	Many youth participants	Support coaching roles	Not specifically aimed at young people
Online Referee Courses	U15 and U17	Tailored referee training for younger age groups	Online format
Referee Training Program 'Referee Path'	Open to all, particularly useful for new refs	Develop refereeing skills and leadership	
Referee Mentoring Program	Newly trained referees	Provide guidance for newly trained referees	Popular among young referees seeking experience from seasoned pros
Youth Development Camps	U20 to U15	Player and leadership development on the court	One national location
Volleyball School and Talent Centre	Youth	Collective training and inspiration	Five regional gatherings, weekly/monthly sessions
Conferences	Recent graduates and professionals	Professional development and networking	Beneficial for young individuals seeking advanced insights

Iceland (<https://bli.is/fraedslumal/> - website work in progress)

Training Program	Target Audience	Objective/Focus	Notes
Levels 1, 2, and 3 Schools	General coaches	Complete coaching certificate requires sport-specific course	Organised 3 times per year online
Youth Refereeing Courses	Youth referees	Focus on youth refereeing	Scheduled based on club interest and advertised to all clubs

the Netherlands (<https://www.nevobo.nl/kenniscentrum/>)

Training Program	Target Audience	Objective/Focus	Notes
National Volleyball Congress	Board Members	Focus on specific topics e.g. 'growing with youth' for 2024	Held annually at Topsport Centre Papendal
Workshops and Webinars	General audience	Various topics like Safeguarding and beach volleyball	Offered online throughout the year
Een beetje opvoeder (A Little Bit of an Educator)	Youth trainers	Focus on motivation, cooperation, and managing behaviour	Online training
VolleyVeilig (VolleySafe)	General audience	Prevent injuries with varied warm-up program	Annual program developed by VeiligheidNL with Nevobo
Beginners Course Training and Coaching	Beginners	Training principles, volleyball techniques, and safety	Includes practical sessions
Volleyball Trainer Levels 2 and 3	Trainers and coaches	Training structure, techniques, team plans, communication, and mental training	VT2 and VT3 levels
VolleybalMasterz	Referees	Learning volleyball rules	Interactive platform
Workshop 'Arbitration Resilience'	Referees	Dealing with pressure and protests	Provides tools to increase resilience in challenging situations
Volleyball Referee 3 (VS3)	Advanced referees	Officiating above the regional 1st division	Personalized learning paths and one-on-one coaching sessions

Norway (<https://volleyball.no/kompetanse/>)

Training Program	Target Audience	Objective/Focus	Notes
E-learning Introduction to Board Work	Officials of all ages	Guide to board responsibilities, planning, and key tasks	E-learning format
Leadership Courses for Board Members	Board members	Responsibilities and roles of club/board members	Options: E-learning courses, classroom courses, and webinars
Coach's Path	Coaches	Increase coaches' competence	Multiple levels available
Referee Path	Referees	Competence development for referees	Multiple levels based on experience
Young Leadership Courses	Youth aged 15-19	Prepare for leadership roles in sports clubs	Focus on voluntary roles and motivation
Norwegian Olympic Academy (NOA)	Youth aged 18-29	High academic content and networking opportunities	Located in Olympia, Greece
International Session for Young Olympic Ambassadors (IOA)	Youth aged 20-30	Promote Olympic values and spirit	Located in Olympia, Greece
Mentor Program for Young Leaders	Youth aged 19-29	Personal and professional development	Participants must hold a position in a national federation/sports district
Lillehammer Young Leaders Program	Youth aged 18-26	Linking to international sports 1 or 2 activities for youth	Norwegian and international gatherings
Sports Exchange	Youth aged 20-30	Volunteer in sports in Southern Africa, community building and cultural exchange	
International Education Program 'Nordic International Leadership Education'	Nordic countries and the Netherlands	Increase knowledge about international sports work, strengthen cooperation among representatives	1-year duration
International Olympic Academy's Master's Program	Graduate students	Master's in Olympic Studies, Olympic Education, Organization and Management of Olympic 1 or 2 activities for youth	Application annually in May/June

Colophon

Photography

All photos used in this publication are the property of Nevobo, NVBF, BLI, VODE and THUAS.

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WLVT
We Lead Volleyball Together

Handbook for Clubs



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WLVT
We Lead Volleyball Together

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Find a summary of our goals around youth leadership and the benefits of it.

Chapter 2

Find an overview of the WLVT-programme for clubs and the learning goals for Young Leaders here.

Chapter 3

Find all about the activities for and by Board Members and Club Mentors.

Click on the hyperlinks in the index to go the topic you wish to go to.

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Also find in this handbook more information on:

The number of participants per country
What we know about the motivation of young people to join leadership courses and leadership roles
What young leaders should know before they start WLVT
Creating a supportive environment by clubs

Glossary

Board Members	Board Members have a supportive role in goal-setting and inspiring other members to also support youth leadership in the Club.
Club Mentor (CM)	The responsible mentor(s) in a club for the WLVT-programme, facilitating the Club Sessions for and with Young Leaders.
Club Sessions	The WLVT-training consists of 10 Club Sessions. These are facilitated by the CM for/with the YLs. Activities include the exercises in the Exercise Handbook, mentoring YLs and/or preparing for the 1 or 2 activities for youth. This is approximately every other week.
Learning Goal	We identified various learning goals for the WLVT-programme relating to youth leadership.
National Facilitator (NF)	The NFs facilitate the kick-off training and come-back training for YLs and CMs; and possibly the 3 online sessions with Club Mentors.
National Volleyball Federation	Together with the Clubs, the Federation plans dates for (online) training and sessions, and possibly organises online sessions together with NFs.
Role Model (RM)	National Role Models support the WLVT-programme with raising awareness on youth leadership, sharing their learnings and amplifying the stories and results of YLs.
Self-work Sessions	Approximately every other week, YLs work on their exercises and practice on their own or in their team. In Club Sessions it is agreed on what they will do in the time until the next Club Session.
WLVT	We Lead Volleyball Together is the name of our training programme.
Young Leaders (YL)	The target audience (16-20 years) of our WLVT-programme.
Youth	Club (and school) youth participating in the 1 or 2 activities for youth (s) between 13-15 years.

Relating documents

- **Empowering Leaders: A theoretical guide for WLVT:** Background information on which we based the WLVT-training programme and links for further reading.
- **Exercise Book:** 48 exercises in chronological order that make up the training programme for Young Leaders.
- **Handbook & Workbook for Young Leaders:** Information for Young Leaders about the training programme and practical tools and formats.

1. Introduction

The aim of the We Lead Volleyball Together programme is to have more youth (female and male) shaping volleyball. In this chapter we summarize why this is needed, how clubs can contribute to this goal, and what the benefits of it are, as follows:

- For Board Members & Club Mentors
- Our goal: more youth in the lead in volleyball
- Benefits of youth leadership for clubs
- Benefits for Board Members and Mentors

For Board Members & Club Mentors

This handbook is for clubs that implement We Lead Volleyball Together (WLVT). These can be clubs that want to start working on youth leadership, and those who want to improve their efforts in it.

The handbook provides information for both Board Members and Club Mentors. Board Members will have a supportive role in goal-setting on a club level and inspiring other members to also support youth leadership in the club. And for Club Mentors the handbook provides an overview about the programme they will facilitate for and with Young Leaders.

Our goal: more youth in the lead in volleyball

The goal of the WLVT-programme is to have more youth shaping volleyball in our clubs and Federations. So that everyone can take part, adding her/his talents creating the best environment for everyone to enjoy and grow in the sport, making the whole game better for everyone involved.

Why this is needed: Despite lots of girls and women play volleyball (50 to 68% of the Club members is female in Denmark, Iceland, the Netherlands and Norway), only 10 to 26% of them are leaders (like coaches, referees and board members) in volleyball. Also, young people face barriers becoming leaders in volleyball.

What is to be done: Clubs and Federations support youth leadership in this programme by encouraging and supporting young people (female and male) to practice and build their leadership skills in their Clubs. In a 6-month leadership programme and in organising 1 or 2 activities for (school) youth (12-15 years) at their club.

After the programme, clubs can provide follow-up leadership opportunities for Young Leaders upon their talents and wishes. Examples may be: being a good team player, encouraging the team as a team captain or role model, coaching and mentoring the team as a coach, making the calls as a referee, or organising activities for youth, or organising the club as a board member.

Benefits of youth leadership for clubs

Increased youth leadership in our clubs benefits women and youth, because it opens opportunities for them for learning and skills building, and it opens opportunities to take part in decision-making and leadership roles.

This also benefits the Club:

1. When Young Leaders have a say in decision-making and leading, it will contribute to volleyball activities that matches the interests of young people.
2. Volleyball Clubs and Federations also harvest the benefits of a larger pool of volunteers and leaders.
3. And apart for the training programme for Young Leaders, the WLVT-programme support clubs in goal-setting and follow-up planning when it comes to increasing or sustaining youth leadership in the club.

Benefits for Board Members and Club Mentors

Specific learning goals for both Board Members and Club Mentors include:

- Understanding barriers for women and youth to lead, and the benefits of a fair representation of leaders in the club.
- Goal-setting for youth leadership in the club for the duration of the WLVT-programme and beyond. And inspiring and engaging others in the club to support these goals.
- Knowing how to create a supportive environment for youth leadership in the Club.

In addition, Club Mentors – working directly with the Young Leaders – learn how to:

- Create an inclusive and welcoming environment
- Facilitate Club Sessions for Young Leaders to practice and build leadership skills.
- Mentor youth and boost youth leadership in the team of Young Leaders
- Provide youth with opportunities to lead

In Empowering Leaders: A theoretical guide for WLVT the need for more youth leaders and the benefits is explained in more detail.

2. Programme overview for Clubs

In this chapter, we provide an overview of the We Lead Volleyball Together programme for clubs, listing all the activities for and by clubs, the ideal timetable to that and which learning goals it will support in Young Leaders on your club. As you can see below:

- Activities per Club and per country
- Timetable for Board Members and Club Mentors
- Supporting the learning goals for Young Leaders

Activities per Club and per country

The We Lead Volleyball Together programme is taking place at 29 volleyball clubs in Denmark, Iceland, the Netherlands and Norway. Our goal is to support 141 youth (16-20 years) to become Young Leaders in the Clubs. In turn, they will lead 1 or 2 activities for youth for 1,600 youth (13-15 years) from Clubs (and schools).

The WLVT-programme is organised around the participating Volleyball Clubs. Per club 4-5 Young Leaders, 1-2 Club Mentors and 2 Board Members are joining. Find the specifics per country below:

Denmark – 8 Clubs	Iceland – 4 Clubs
At a Club level: · 10 Club Sessions for/with YLs · 12 Self-work Sessions by YLs · 1 activity for 30 Club (and school) youth At the country level: · 2x 2 days kick-off training · 2x 1 day come-back training · 3 x online session for Clubs	At a Club level: · 10 Club Sessions for/with YLs · 12 Self-work Sessions by YLs · 1 activity for 15 Club youth At the country level: · 2 days kick-off training · 1 day come-back training · 3 x online session for Clubs
Netherlands – 12 Clubs	Norway – 5 Clubs
At a Club level: · 10 Club Sessions for/with YLs · 12 Self-work Sessions by YLs · 1 activity for 50 Club youth At the country level: · 3x 2 days kick-off training · 3x 1 day come-back training · 3 x online session for Clubs	At a Club level: · 10 Club Sessions for/with YLs · 12 Self-work Sessions by YLs · 2 activities for 35 Club (and school) youth each At the country level: · 2 days kick-off training · 1 day come-back training · 3 x online session for Clubs

Timetable for Board Members and Club Mentors

Below you can find the specific activities and the estimated time needed for the 6 weeks of preparation and the 6-months training programme:

Phase	Activities	Time needed	By whom
Preparation phase (6 weeks)	Online session (1) for clubs to kick-off the WLVT-programme and to be able to start preparations	1.5 hours	Board Members Club Mentors
	Jointly work on preparations	6 hours	
Phase 1-4 of Young Leaders training programme (18 weeks)	Kick-off training	2 days	Club Mentors Young Leaders
	10 Club Sessions facilitated by Club Mentors for/with Young Leaders, of around 2 hours each	Around 6 hours per month	Club Mentors Young Leaders
	12 Self-work Sessions by Young Leaders, prepared for together during the Club Sessions		
	Online session (2) for sharing & learning to support your work		Club Mentors
	Come-back training	1 day	Club Mentors Young Leaders
	Your presence and back-up support during the 1 or 2 activities for youth (13-15 years) led by the Young Leaders	<i>(incl. the 6h/month above)</i>	
Phase 5 Young Leaders training programme (6 weeks)	Online session (3) for learning & sharing results	1.5 hours	Board Members Club Mentors
	Follow-up plan for increased/sustained youth leadership	2 hours	

In addition, Board Members can support the Young Leaders and acknowledge their work during the programme by:

- Coming by to see the 1 or 2 activities for youth organised and led by the Young Leaders.
- Join the Young Leaders' presentation of their learnings, best practices and follow-up plans in leadership.

Notes:

- In chapter 3 we explain each of the above exercises in detail.
- In agreement with your national volleyball Federation, you may adapt the planning of the WLVT-training programme to what fits best, as long as learning goals remain similar. In How to organise your training days and Club Sessions in the Exercise Book it is explained how you can adapt sessions to your group, context or timeline.
- You can find a timetable with all the activities per target group in chapter 2 of the Handbook for National Facilitators.

Supporting the learning goals for Young Leaders

In general, WLVT aims to support Young Leaders (16-20 years) to build leadership skills, become role models, active in their Clubs and become future coaches, board members, referees, or club volunteers.

The Club Mentors will work with a small group of Young Leaders for a period of 6 months. Young Leaders are youth (16-20 years) from volleyball Clubs who participate in the WLVT-leadership training. The entire training programme for Young Leaders is divided in 5 phases, each focusing on specific learning goals:

Training programme phase	Learning goals in training programme
Understanding the context A. Understand barriers & opportunities in leadership	• I understand barriers for women and youth in leadership and I know ways to overcome these barriers • I listen carefully to others and consider their input • I know my point of view, and act upon it • I can choose different roles in different circumstances
Knowing myself B. Explore my talents	• I communicate clearly and effectively • I can reflect on my actions and learn from it • I know my strengths and weaknesses and I feel proud of my talents • I know how to deal with emotions and disappointments
Leading oneself C. Practice and build my skills	• I understand leadership in volleyball • I explore my values and leadership styles • I take up new challenges • I set goals • I plan for concrete steps towards achieving my goals • I ask for help when I need it and I support others • I know how to deal with pressure
Leading others D. Build leadership skills in teamwork	• We make decisions • I can solve conflicts • We can easily adapt to change • I can create a sense of togetherness • I demonstrate the behaviour I wish to see in others
Influence decision-making E. Celebrate our achievements	• I can find supporters to realise my goal • I can influence decision-making

Find more information about why the training is set up like this in the [Empowering Leaders: A theoretical guide for WLVT](#). And activities for each phase you find in the [Exercise Book](#).

3. Activities for and by Clubs

In this chapter, we elaborate on all the activities for and by Board Members and Club Mentors. Following activities to get prepared for those roles, we elaborate on the activities by the club representatives. As you can find below:

- Club activities during the preparation phase
- Club activities during the training of Young Leaders
- Club activities to complete the WLVT-programme

Club activities during the preparation phase

Before the training programme for Young Leaders starts, the 2 Board Members and the 1-2 Club Mentor(s) per club jointly work on the following:

Phase	Activities	Time needed	By whom
Preparation phase (6 weeks)	1. Online session (1) for clubs to kick-off the WLVT-programme and to be able to start preparations	1.5 hours	Board Members Club Mentors
	2. Receive quality training and handbooks for clubs and Young Leaders	6 hours	
	3. Jointly work on preparations including goal-setting and mapping opportunities for leading tasks and roles for Young Leaders in the club		

The preparation phase ideally takes around 6 weeks.

Below we explain each exercise in more detail.

1. Online session (1) for clubs to kick-off the WLVT-programme and to be able to start preparations

The WLVT-programme for clubs starts with a 1.5-hour online session for both Club Mentors and Board Members. The national Volleyball Federation will invite you for the kick-off meeting. One Club Mentor per club serves as the contact person for the Federation.

The goals of the session are to:

- Kick-off the WLVT-programme for the clubs to be able to start preparations, before the WLVT training for Young Leaders start.
- Share inspirations among the participating clubs and support each club to start goal-setting for youth leadership for the duration of the WLVT-programme.

In the online session, Board Members and Club Mentors will:

- Be introduced to the day's agenda, the facilitator, and the participating clubs.
- Be informed about the WLVT-programme, its benefits, and the role of the club.
- Be introduced to barriers that keep youth and women away from leadership positions, and how to create a supportive environment for them.
- Start their preparations through interactive exercises during the session, allowing for sharing between clubs. These exercises will cover topics such as:
 - Setting goals for youth leadership within the club
 - Ensuring fair representation among recruited participants
 - Mapping opportunities for leading tasks and roles for Young Leaders in the club

During the training period of Young Leaders there will be 2 more online sessions, where we can guide you, and where we can share learnings and best practices among clubs, also from the other countries.

2. Quality training and handbooks for clubs and Young Leaders

Clubs will receive the WLVT Handbooks to get acquainted to the WLVT-programme, and to have the tools at hand to be able to implement the programme in their club.

The goal of the handbooks is to provide all target groups with practical tools and background information on how they can build leadership skills or support youth leadership.

The first versions of the handbooks are developed in 2024. It brings together theory, the Federations' experiences, and the results from 4 groups of young people who tested some of the activities from the Exercise Book.

3. Preparations by the Clubs

The preparations of the We Lead Volleyball Together programme includes:

- A. Goal-setting for youth leadership in the club
- B. Ensuring Child Safeguarding
- C. Recruiting Young Leaders and ensure a fair representation
- D. Prepare Young Leaders for the kick-off training
- E. Mapping opportunities for leading tasks and roles for Young Leaders in the club

A. Goal-setting for Youth Leadership in the club

To make the WLVT-programme a success for your club, it is important to set goals for it. What would you want to achieve for participating Young Leaders, and for the club. You will start working on this during the online kick-off session (see point 1.).

Tips:

- Possible actions that can be taken as a Club are listed in 'Creating a supportive environment by Clubs' below.
- And you find the formats for goal-setting in the Workbook for Clubs (1. Goal setting for Youth Leadership in the club).

B. Ensuring Child Safeguarding

Make sure that well before the kick-off training starts, all the Club Mentors (and other staff) that work with minors need to have some kind of safeguarding license upon their national law:

- Denmark & Norway: A child safety certificate which is submitted through the police.
- Iceland: Legislation is changing, please check with your Federation.
- Netherlands: Apply for a Verklaring Omtrent Gedrag (VOG) through the Ministry of Justice. Clubs can apply for free through NOC*NCF.

For further policies on Child Safeguarding or Child Protection, check your National Volleyball Federation.

C. Recruiting Young Leaders and ensure a fair representation (appr. 2 hours)

One important aspect of creating a supportive environment for youth leadership, is a fair representation of women and youth in all the organisation layers of our programme.

Each club will recruit Board Members, Club Mentors and participating Young Leaders (and later on youth to participate in the 1 or 2 activities led by Young Leaders). So, each club recruits 2 Board Members, 1-2 Club Mentors and 4-5 Young Leaders. Find the specifics per country below:

Denmark – 8 Clubs	Iceland – 4 Clubs
Per Club: · 5 Young Leaders · 1 Club Mentor · 2 Board Members In total: · 40 Young Leaders · 8 Club Mentors · 16 Board Members · 3 Nat. Role Models · 2 Nat. Facilitators · 240 youth (13-15)	Per Club: · 4 Young Leaders · 1 Club Mentor · 2 Board Members In total: · 16 Young Leaders · 4 Club Mentors · 8 Board Members · 3 Nat. Role Models · 2 Nat. Facilitators · 60 youth (13-15)
Netherlands – 12 Clubs	Norway – 5 Clubs
Per Club: · 5 Young Leaders · 1-2 Club Mentors · 2 Board Members In total: · 60 Young Leaders · 12-24 Club Mentors · 24 Board Members · 5 Nat. Role Models · 2 Nat. Facilitators · 600 youth (13-15)	Per Club: · 5 Young Leaders · 1 Club Mentor · 2 Board Members In total: · 25 Young Leaders · 5 Club Mentors · 10 Board Members · 3 Nat. Role Models · 2 Nat. Facilitators · 700 youth (13-15)

Table 1: The number of participants per country.

Tips:

- The National Volleyball Federations can share profiles of each of the target group with you.
- It will be fun to work with a small group of 4-5 Young Leaders. And they will really feel they are responsible and will take on responsibilities accordingly.

C1. Fair representation of the leadership in the programme

So, how can you organise fair representation as a Club? As leaders of the Club or as leaders of this programme we have a role model function to the Young Leaders. That is why it is important to have a fair representation of women and young people amongst the Board Members and Club Mentors too.

Have a diverse team for running the programme? Then it will be easier to recruit a diverse team of 4-5 Young Leaders too!

Why? When you start recruiting only those who already show leadership potential or do leading roles, you may exclude great future leaders. In the WLVT-programme we look for a variety of leaders to break the stereotypes around leadership. You might find great leaders in those who are normally excluded or exclude themselves because they do not yet perceive themselves as leaders. A diverse team will also help to find a diverse group of Young Leaders!

C2. Consult young people at the club

Start with finding out what could be the motivation of young people (16-20 years) in your club to join the WLVT-programme. From those who want to learn more about leadership, what would make them join? Consult young people across the club what motivates them to join the WLVT-programme. What we already know in general:

What we know about the motivation of young people to join leadership courses and leadership roles

The motivation of young people to join leadership programmes:

- Have fun & new experiences
- Independency & Learning by doing
- Be socially connected
- Passion for volleyball
- Celebrate moments of pride
- Sufficient free time to join
- A support network, like mentoring or encouragement by a coach

What do they want to learn:

- Learn collaboration & organisational skills
- Learn leadership skills, also for future career
- Learn about self

Facts

- Youth that have been in personal development trainings (like WLVT is) or a coaches training, join leadership positions easier.

What stops them for joining leadership training:

- Limited time
- Far-away location
- Lack of confidence and fear of failure

What stops them to join leadership positions:

- Age gap between youth and age with those on the leadership
- No clear goals or channels for youth to join decision-making
- Youth is not listened to. Or there are no finances available for realising their ideas

Then think about what of these motivations can be included in the WLVT-programme? For example:

- It might be easier when Club Sessions are organised around training times if possible; or do more/less in certain periods when Young Leaders have exams for instance.
- Organising 1 or 2 activities for youth that really matches the wishes of young people.
- Join the WLVT-training together with a friend.

C3. Communicate the opportunity to join WLVT to young people

Make sure those things that motivate young people to join – and that can actually be part of the training or the practicalities around it – are communicated to the young people that you are going to ask to join the WLVT-programme.

What young leaders should know before they start the WLVT-training

Encourage potential participants to join by taking away their concerns where relevant. For example:

1. Leadership is not limited to formal positions

You can be a leader as a person, as a team player or as a role model. Or more formally by encouraging the team as a team captain, coaching and mentoring the team as a coach, making the calls as a referee, organising activities for youth, or organising the club as a board member. In all these roles you are shaping the game of volleyball.

2. Leadership is not about having 'natural' leadership skills or not

It is about skills you can gain, practice and become better in. And it might be that some leadership styles fit you better than others.

Also, it is not needed to (already know and) aim for a position as a coach, referee or board member. The WLVT-programme is for all young people (16-20 years) that are interested to learn more about themselves and practice new skills. These skills can be used at school, at work and in volleyball. There will be leadership opportunities to explore during the programme and after.

3. Leadership needs supporters

You must be giving the opportunity, space or formal role to be able to practice leadership effectively.

To know this, will make Young Leaders confident to start a leadership programme, even more so when they do not perceive themselves as leaders (yet).

C4. Fair representation of Young Leaders

Discuss together how to recruit Young Leaders to ensure the participation of young people across the club.

Can young people apply? Or are you going to ask a few to join?

Now you either asked 4-5 young people to join, or you end up with a list of potential participants, depending on how you would organise it as a club.

Tip: Ideally at least 2 boys join, out of the 4-5 participating Young Leaders. As boys or girls might not apply or drop-out if they feel alone in the team. And we *do* wish to include both genders and work together to achieve joint goals.

Read more about the importance of representation in the [Empowering Leaders: A theoretical guide for WLVT](#).

D. Prepare Young Leaders for the kick-off training (appr. 2 hours)

The first session for Young Leaders will be the kick-off training. It is recommended that the Club Mentor prepares them in advance. In an (online) meeting or individually, you may:

- Get to know each of the Young Leaders: their names, their role at the club, why they like to join the WLVT-programme. Introduce yourself to them too. You will be working together for 6 months. And the trust-building and bonding already starts here.
- If under 18, also parents should be engaged on the participation of the Young Leaders. A suggestion could be – following a formal parental consent – to have the Young Leaders to present the programme to their parents after the kick-off training.
- Set expectations: Young Leaders know (an outline of) the activities of the WLVT-programme and what is expected from them. Share the dates of the training, sessions and of the 1 or 2 activities for youth, or plan them together (where this can be already done).

Prepare yourself for the kick-off training:

Although during the kick-off training you will be trained too, the training facilitator will also gradually transfer tasks to the Club Mentors. This is what you can prepare in advance:

- Exercise 6 of Exercise Book: Bring data of the numbers of young members and young leaders in your club – for the Young Leaders to work with. Or ask your federation for the data on youth nationally.
- You may prepare this at the 1st day of the training or before: During the 2nd part of the training, you will lead your group on exercises 11A, 11B, 13, 14. And together with the other Club Mentors, you will lead the entire group on exercise 12.

E. Mapping opportunities for leading tasks and roles for Young Leaders in the club

One important aspect of creating a supportive environment for youth leadership, is to provide Young Leaders with opportunities in a variety of leadership tasks and roles. In the 3rd phase of the training programme (Practice and build skills), Young Leaders will explore leading roles – related to their own personal goals. By practicing some tasks and roles, and reflecting on it, they are building their leadership skills. And at the same time, it will help to explore what kind of leadership roles and styles they like and to gain skills and confidence in leading.

We ask the clubs to map opportunities for their club, so that Club Mentors can provide Young Leaders with suitable opportunities upon their wishes and needs. Moreover, this list is also useful after the WLVT-programme for promoting youth leadership in the club.

You will start working on this during the online kick-off session and you find formats in the Workbook for Clubs (2. Mapping opportunities for leading tasks and roles for Young Leaders in the club)



Club activities during the training of Young Leaders

During the training programme of Young Leaders, time commitment for Club Mentors is on average 6 hours per month during a period of 6 months, plus 3 training days and 3 online sessions:

Phase	Activities	Time needed	By whom
Phase 1-4 of Young Leaders training programme (18 weeks)	4. Kick-off training	2 days	Club Mentors Young Leaders
	5. 10 Club Sessions facilitated by Club Mentors for/with Young Leaders, of around 2 hours each.	Around 6 hours per month	Club Mentors Young Leaders
	6. 12 Self-work Sessions by Young Leaders, prepared for together during the Club Sessions.		
	7. Online session (2) for sharing & learning to support your work		Club Mentors
	8. Come-back training	1 day	Club Mentors Young Leaders
	9. Your presence and back-up support during the 1 or 2 activities for youth (13-15 years) led by the Young Leaders.	<i>(incl. the 6h/month above)</i>	

In general, WLVT aims to support clubs in goal-setting for youth leadership, creating a supportive environment for it, and facilitate Club Sessions for Young Leaders to practice and build leadership skills.

Below we explain each exercise in more detail:

4. Kick-off training for Young Leaders and Club Mentors

The goals of the training are to:

- Kick-off of the WLVT-training programme for Young Leaders.
- To have Club Mentors getting prepared for facilitating the Club Sessions with Young Leaders.

The kick off training will ideally be 2 separate days, or 1 weekend, in which Young Leaders and Club Mentors will:

- Understand barriers & opportunities in leadership for women and youth in leadership
- Create a Team Agreement, Team Goal + Action Steps, and a Teamwork Plan
- And start with their Activity Plan for youth (13-15)

Tip: Ask Young Leaders to bring sport clothes and wear them during the training times. And do that yourself too.

See for full programme and activities see [chapter 2.1 of the Exercise Book](#). The theory to the exercises can be found in the [Empowering Leaders: A theoretical guide for WLVT](#) document.

5. 10 Club Sessions

The WLVT-training consists of 10 Club Sessions of around 2 hours each. These are facilitated by the Club Mentors for/with the Young Leaders. On average, there will be a Club Session every two weeks. The other weeks the Young Leaders work on their own.

For Club Mentors, activities include the exercises in the Exercise Book, mentoring Young Leaders and supporting the Young Leaders to prepare for the 1 or 2 activities for youth. In the Exercise Book you also find all information you need to be able to facilitate the activities. Also, it gives suggestions on how to gradually transfer the tasks of organising (parts of) the Club Sessions to the Young Leaders.

Find information on:

- Tips to mentor youth ([Exercise Book 1.4](#)).
- Boost youth leadership ([Exercise Book 1.5](#)).
- How to gradually transfer responsibilities of the Club Sessions to Young Leaders ([Workbook for Clubs: 4. The Participation Ladder in Practice](#)).

A few general tips for facilitation include:

- Find a good timing with the Young Leaders, which is suitable for all to join.
- Find a nice location without distractions of other activities taking place.
- The more Young Leaders can start doing during the Club Sessions the better. It is motivating to continue in the Self-work Sessions with something they have already started.
- Always prepare your Club Session in advance (see [Workbook for Clubs: 3. Format to prepare your session](#)).

6. 12 Self-work Sessions

The WLVT-training consists of 12 Self-work Sessions by Young Leaders of around 2 hours each. This is approximately every other week. Young Leaders work on their exercises and preparations for the activity for youth, independently or in their team.

In Club Sessions it is agreed on what Young Leaders will do in the time until the next Club Session. But they also might have questions for you during those weeks. During the kick-off training you will make agreements on how and on what to communicate beyond the Club Sessions.

7. Online session (2) for Club Mentors

The online session is to support the Club Mentors, soon after they have started facilitating the Club Sessions to be able to share questions, learnings, and best practices with each other.

The goals of the session are to:

- Support Club Mentors in mentoring youth.
- Share amongst Club Mentors and learn from each other.

In a 1.5-hour online meeting Club Mentors will:

- Present the first results or share what goes well. And reflect on their progress on learning goals (per Club).
- Discuss obstacles and solutions in small groups in facilitating, mentoring or boosting youth leadership.
- Be informed further on how to boost youth leadership, using the Participation Ladder.
- Be informed on how to support Young Leaders to track their progress towards their team goals and preparations for the activity for youth (see [exercise 34 in the Exercise Book](#)).

8. Come-back training for Young Leaders and Club Mentors (1 day)

A 1-day come-back training for Young Leaders and Club Mentors. See full programme and activities the [Exercise Book](#), chapter 2.4.2.

The goals of the training are to:

- Enable sharing inspirations, answering questions and fine-tuning the plan for the 1 or 2 activities for youth between members of different clubs.
- To have Club Mentors to get prepared for being only a back-up support during the 1 or 2 activities for youth led by Young Leaders.

9. 1 or 2 activities for youth

Each club organises 1 or 2 activities for youth (13-15 years). Young Leaders prepare and lead the activities for youth, with the presence and back-up support of a Club Mentor.

Tips for the Club Mentors:

- Remain calm before and during the Open Gym. Allow Young Leaders to practice, make mistakes and solve them. That way they learn most. (Of course, do always interfere when a dangerous situation occurs.)
- Don't mind if a training or 1 or 2 activities for youth organised by Young Leaders attract just a few youths, as this is also valuable time that Young Leaders can use to practice.

Club activities to complete the WLVT-programme

In the final 6 weeks of the training programme, the 2 Board Members and the 1-2 Club Mentor(s) per Club jointly work on:

Phase	Activities	Time needed	By whom
Phase 5 Young Leaders training programme (6 weeks)	10. Online session (3) for learning & sharing results	1.5 hours	Board Members Club Mentors
	11. Follow-up plan for increased/sustained youth leadership	2 hours	

10. Online session (3) for Clubs (Club Mentors and Board Members)

The goals of the session are to:

- Reflect amongst clubs and learn from each other.
- Inspire the clubs to continue boosting youth leadership and the inclusion of youth and women.

In a 1.5-hour online meeting Club Mentors will:

- Share results, best practices and learnings
- Share follow-up plans
- Explain that the Federation will share the EU Young Leaders Volleyball Activity Handbook with the collected activities for youth (13-15) by Young Leaders.

11. Follow-up goal-setting

The Club will finalise the programme with a follow-up plan for increased/sustained inclusion of women and young people in the club. Possible actions that can be taken as a Club are listed in textbox 3 below.

A follow-up plan for youth leadership at least includes providing numerous follow-up opportunities upon the Young Leaders' personal interests and development. Examples of those are:

- Becoming a team captain, organising activities for youth or leading the Club as a youth representative (see Mapping opportunities for leading tasks and roles for Young Leaders in the club in the Workbook for Clubs).
- Or start one of the training courses that national Federations offer for becoming a coach, are referee or a board member (see Follow-up leadership courses in your country in the Workbook for Young Leaders).

You will start working on this during the online session (see 10.) and you find formats in the Workbook for Clubs (Format for follow-up plan on youth leadership in your Club).

Creating a supportive environment by Clubs

All possible actions to support the youth leadership as Board Members and Club Mentors – along with the programme for Young Leaders – are listed here:

7 strategies for supporters of youth leadership	How can the club support this strategy?
1. Raising awareness in the Club	By getting to understand the barriers and opportunities for women and youth in leadership first. And by encouraging the discussion and action among decision-makers in the club: How can we incorporate youth leadership into the club goals? How can we achieve goals for youth leadership for the future? Whom within the organisation should be involved?
2. Ensuring fair representation	When recruiting Board Members, Club Mentors and Young Leaders for the WLVT-programme.
3. Increasing visibility of (female) Young Leaders	By sharing the activities for youth, and WLVT-results by Young Leaders in the club, for everyone to see youth leadership in action. When posting on social media use the following hashtags: #WeLeadVolleyballTogether, #Leadership and #CofundedbyEU
4. Creating an inclusive and welcoming environment	By creating a welcoming environment at the very start of our training and in the Club Sessions. It also includes leaders in the club coming to the Young Leaders to see them and to listen to them. For instance, the Board Members can visit the 1 or 2 activities for youth led by Young Leaders and come to listen to their final presentation.
5. Engaging youth in decision-making	By consulting youth from the start of the WLVT-programme, and by gradually transferring more decision-making power to them within the programme. It would be great to see how this can be organised beyond the programme too.
6. Providing youth with learning opportunities	By facilitating the Club Sessions, mentoring Young Leaders, and providing back-up support during the 1 or 2 activities for youth led by Young Leaders.
7. Providing youth with opportunities to lead	By providing Young Leaders with opportunities to practice decision-making and leading tasks and roles within WLVT and beyond the programme. And by inspiring others in the club to create opportunities for youth leaders too.

Find more information on the strategies create a supportive environment for youth leadership in the [Empowering Leaders: A theoretical guide for WLVT](#).

Enjoy your journey!

In your role as Club Mentor, you are supporting young people to take on new challenges, to learn more about themselves, and practice a variety of leadership tasks and roles in volleyball. And in your role as Board Member, you will be creating a supporting environment for women and youth leaders.

We believe that is how we can build the best environment for everyone to enjoy and grow in the sport, in which everyone can take part, adding her/his talents, making the whole game better for everyone involved.

Tips & feedback

Feel free to share any questions, tips or feedback you might have about this handbook. With your input we can develop and improve We Lead Volleyball Together. You can contact us through the contact person of your Federation.

When posting on social media use the following hashtags:

#WeLeadVolleyballTogether, #Leadership and #CofundedbyEU

Colophon

Photography

All photos used in this publication are the property of Nevobo, NVBF, BLI, VODE and THUAS.

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WLVT
We Lead Volleyball Together

Workbook for Clubs



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WLVT
We Lead Volleyball Together

Workbook for Clubs

In this Workbook for Clubs you find practical tools and formats for Board Members and Club Mentors in the We Lead Volleyball Together programme. Please find the formats in this handbook:

- Goal-setting for Youth Leadership in the club
 - Mapping opportunities for leading tasks and roles for Young Leaders in the club
 - Format to prepare your session
 - The Participation Ladder in Practice
 - Format for follow-up plan on youth leadership in your club
-
- Board Members and Club Mentors together they will work on formats 1, 2 and 5 to reach their goals on youth leadership more successfully.
 - And Club Mentors find practical tools below for preparing their Club Sessions (3) and to gradually transfer more responsibilities to the Young Leaders during the WLVT training (4).

1. Goal setting for Youth Leadership in the Club (appr. 1h)

To make the WLVT-programme a success for your Club, it is important to set goals for it. What would you want to achieve for participating Young Leaders? And for the Club?

Come together as a group with the Board Members and Club Mentors carrying out We Lead Volleyball Together programme. You can skip what is already done in the online kick-off session and start from there.

1. Individually do exercise 23A My Values in the Exercise Book.

Write down for yourself:

Top 3 Values in Life	Top 3 Values in Sports

Note: It is good to start with individual values, as it informs you and your team about what you really find important in this programme too. If personal motivations align with the programme goals, it is more likely to become a success.

2. Make pairs and do exercise 11A Team Goal Setting together, to come to 1 joint goal for the club. Note the goal under 'Team Goal' in the format below.

Leading questions include:

- Why is it important for you personally to join WLVT?
- What is the Club's goal?

Tip: You could also relate it to the goals of the federation. For example, the Norwegian Volleyball Federation's vision is: *Lifelong enjoyment of volleyball* and their values are *respect, engagement, pride and diversity*.

3. Then make the action steps towards the goal very concrete for the coming 6 month, by filling in the format at the next page.

Club Plan We Lead Volleyball Together

Fill in your answers in column B. In column A you find some more explanation.

A	B
Team Goal Summarize the team goal for the period of the WLVT-programme. And make it concrete by explaining: why, how, what, when, and by whom. Also explain the starting point. For example: What in the Club is already there and helps to achieve the goal? Or what obstacles need to be challenged. And how?	Team goal
Action steps Specify: What do you need to do to achieve your goal? Think of 3 major Action Steps from now on that need to be made. Also explain per step: what, by whom and when.	Action step 1
	Action step 2
	Action step 3
Notes Write your reminders /notes here.	

Also think about:

- What change is needed in the club to be able to achieve this plan? Is there a need for more awareness? Who can help with that? Can you use the online material and video-clips by the national Role Models on the importance of youth leadership, or their learnings on leadership that?
- What change is needed within the current leadership to be able to achieve this plan? Who to engage? How can more space be created for women and youth leadership in the club?
- How can everyone in the club can be engaged in information about the programme, and about its results? Can the club create and share an inspiring story to attract people to youth leadership in the club?

Tips:

- See for examples below: Creating a supportive environment by Clubs
- Board Members may shift position each year. When they do, make sure you transfer the plan and tasks to the new Board Members.

Creating a supportive environment by Clubs

All possible actions to support the youth leadership as Board Members and Club Mentors – along with the programme for Young Leaders – are listed here:

7 strategies for supporters of youth leadership	How can the club support this strategy?
1. Raising awareness in the Club	By getting to understand the barriers and opportunities for women and youth in leadership first. And by encouraging the discussion and action among decision-makers in the club: How can we incorporate youth leadership into the club goals? How can we achieve goals for youth leadership for the future? Whom within the organisation should be involved?
2. Ensuring fair representation	When recruiting Board Members, Club Mentors and Young Leaders for the WLVT-programme.
3. Increasing visibility of (female) Young Leaders	By sharing the activities for youth, and WLVT-results by Young Leaders in the club, for everyone to see youth leadership in action. When posting on social media use the following hashtags: #WeLeadVolleyballTogether, #Leadership and #CofundedbyEU
4. Creating an inclusive and welcoming environment	By creating a welcoming environment at the very start of our training and in the Club Sessions. It also includes leaders in the club coming to the Young Leaders to see them and to listen to them. For instance, the Board Members can visit the 1 or 2 activities for youth led by Young Leaders and come to listen to their final presentation.
5. Engaging youth in decision-making	By consulting youth from the start of the WLVT-programme, and by gradually transferring more decision-making power to them within the programme. It would be great to see how this can be organised beyond the programme too.
6. Providing youth with learning opportunities	By facilitating the Club Sessions, mentoring Young Leaders, and providing back-up support during the 1 or 2 activities for youth led by Young Leaders.
7. Providing youth with opportunities to lead	By providing Young Leaders with opportunities to practice decision-making and leading tasks and roles within WLVT and beyond the programme. And by inspiring others in the club to create opportunities for youth leaders too.

Find more information on the strategies create a supportive environment for youth leadership in the [Empowering Leaders: A Theoretical Guide for WLVT](#).

2. Mapping opportunities for leading tasks and roles for Young Leaders in the club (appr. 1h)

One important aspect of creating a supportive environment for youth leadership, is to provide Young Leaders with opportunities in a variety of leadership tasks and roles. We ask the clubs to map these opportunities for Young Leaders in their club, as follows:

In the 3rd phase of the training programme (*Practice and build skills*), Young Leaders will explore leading roles – related to their own personal goals.

This is what they will do:

- A. According to their personal goal, they pick a favourite role at the activity for youth (for instance, coach or referee, or Planning Leader, Safety Leader or Communication Leader).
- B. During 2 Self-work Sessions and in the Club Sessions they will explore more on this role, or practice several tasks around it:

Exploring	Doing
Explore this role as follows: - Find someone at the club with this role. Ask if you could see her/his work once. And then have a 10-min conversation or interview after it. - Can the national Role Model that will be visiting your club answer some of your questions? If yes, prepare your questions in exercise 28 already.	And are their specific roles and tasks you can practice? For example, in: - Your organisation role in the Club Sessions (see exercise 14: Create a Teamwork Plan in the Exercise Book) - In assisting or leading parts of the Club Sessions (see 4. The Participation Ladder in Practice) - In leading CoResolve discussions and decision-making (see for example exercises 9 and 32 in the Exercise Book) - When preparing 1 or 2 activities for youth (in the Self-work Sessions) - In leading 1 or 2 activities for youth - In organising the final Celebratory Session

Format for mapping opportunities for leading tasks and roles for YLs in the club

For your club, think about what opportunities you can offer to Young Leaders during the WLVT-programme and after.

1. Map and list opportunities at the Club for Young Leaders to practice leadership during and after the programme. You can think as broad as you like (see also examples at the next page).

List of opportunities for leadership tasks and roles <i>during</i> the WLVT- training			
What	When & how many times	Where	Remarks
List of opportunities for leadership tasks and roles <i>after</i> the WLVT- training			

Who in the Club do you need to engage more to offer these opportunities to Young Leaders?

Tips for the Club

- Make it concrete: For example, when choosing for 'job-shadowing a referee', coach or board member for a day, discuss with the people who will be "shadowed" and find out when they have a day with an interesting things to do so it is attractive for the Young Leader.
- During the mentoring, Club Mentors can connect Young Leaders to these opportunities, upon their goals, wishes and needs.

Example opportunities for leading tasks and roles for Young Leaders in the club

	Example opportunities for <i>during</i> the WLVT- training		
Coach	Shadow a coach during a training to observe drills, strategies, and interactions with players.	Attend a planning meeting to see how coaches strategize for games and organise training sessions.	Record observations and reflections on coaching practices.
Referee	Shadow a referee during a game to observe their positioning, signalling, and interaction with players and coaches.	Attend a meeting where referees discuss game protocols, review rules, and debrief after matches.	Participate in simulated game scenarios to practice making calls and enforcing rules.
		Maintain a journal of game observations, decisions made, and learning points.	
Board	Attend a board meeting to observe decision-making processes, discussions, and voting.	Shadow a board member during committee meetings to see how specific projects and initiatives are managed.	Record observations and reflections on governance practices and board interactions.
Other	Follow an online inspiration talk by a role model coach/referee /board member.		

	Example opportunities for <i>after</i> the WLVT- training		
Coach	Manage practicalities for coaches including the training.	Organise coach courses or networks evening meetings in the club.	Help with drills, lead warm-ups, and manage small groups during training.
Referee	Organise a social tournament or activity for the referees at the Club.		
Board	Assist with planning and executing specific projects or activities for youth.	Take part in discussions and provide input on issues being addressed by the board.	Start / join a Youth Advisory Board.
Other	Manage practicalities for volunteers, including the Child Safeguarding for all trainers working with minors.	Manage practicalities for kids' volleyball.	Manage the social media for the club.
		Manage the equipment of the club.	Create a podcast with a role model coach/referee /board member and share it in the community.

Note: Where it says 'Manage' it can also be 'Assist in Managing' to start with.

3. Format to prepare your session (for CMs)

It is recommended to prepare your session, even if you follow the Exercise Book exactly.

You can also use the set-up and format below to prepare your session, as well as to adapt the session to your group, context or planning.

Each Club Session has a similar set-up:

	What	Where to find it
1	Warming-up Start with a brief welcome to explain the programme of today's session and look back on the period since the last time you met. In addition, always start with a fun short game to spark the action modus, motivation and togetherness. Or start with an active play that might already touch the topic of the day.	We added some examples for this. See exercises 2A, 2B, 3, and 16. In other sessions, add your own warming-up or fun game. For inspiration, see chapter 3. More games and energizers.
2	Core exercises 1 or more exercises to experience, practice and reflect on the learning goals of the WLVT-programme.	All these exercises are listed in chapter 2.
3	Cooling-down Briefly reflect on the learnings of today. And agree on who does what until the next meeting (including in the Self-work Sessions for Young Leaders).	We added some examples for this. See exercises 10 and 15. In other sessions, add your own warming-up game. For inspiration, see 3.6 Wrap-up Activities.

Tip: Alternate discussion with physical exercise to keep it active and fun.

Format for preparing Club Sessions

Fill in for the lesson preparation format before every session:

Time per exercise	Description of exercise	Draw the exercise How would you organise it? For how many players/teams?	Materials needed per exercise	What would you tell the players? On reflection, safety, variations, ..
15 min	<i>(welcome& warming-up)</i>			
1,5h	<i>(core exercises)</i>			
15 min	<i>(cooling-down)</i>			

Tips:

- Drawing helps to see how you are going to organise a sports activity. And it helps you to prepare your field and materials well, so there is lots of time for playing, and little time needed for preparations.
- Note the highlights of what you want to say per exercise in the last column.

Reflection

- Keep on reflecting on your lesson; write down 2 things that went well, and 1 thing to improve. Also ask your co-leaders to reflect.
- Write down the tips or possible variations.

2 things that went well	1 thing to improve	Tips or possible variations

4. The Participation Ladder in Practice (for CMs)

There are different levels a Club or the Club Mentor can give space and opportunities for youth leadership. These are:

The Participation Ladder to Youth Leadership

	What it means	Examples for WLVT-programme
1. Leading	Young Leaders lead and organise independently.	Young Leaders organise the 1 or 2 activities for youth themselves. The Club Mentor (or another adult from the club) joins the activities for youth led by Young Leaders for questions and back-up support only.
2. Co-leading	Young Leaders initiate activities and implement together with an adult.	Young Leaders will lead their personal goal and action steps towards it, with the support and advice of the Club Mentor. This included: pick a favourite leadership role for the Activity for youth, explore their favourite leadership role further in the Club and during the Role Model visit, and practice it in the Club Sessions. See all about it in chapter 2.3.
3. Advising	A professional creates the environment in which Young Leaders can advise or make decisions.	In the training or Club sessions Young Leaders can use the approach of CoResolve, a successful method in inclusive decision-making. See exercises 9 and 32.
4. Consulting	Young Leaders are asked for their ideas or opinion. Decisions are made by adults.	Consult youth before recruiting Young Leaders (see 3.1 Preparations by clubs) And consult Young Leaders when picking the best suitable dates for the Sessions and the activity for youth.
5. Assisting	Young Leaders assist in organising a session or training.	Gradually provide Young Leaders with leading tasks in the club sessions. It already starts in the kick-off training: when Young Leaders already start to make agreements on tasks and responsibilities. From the 1st Club Session on they can assist in preparing and cleaning the field. Or coaching the others or cheering for each other. When you feel (some) Young Leaders in your group are ready for it, you can also ask them to prepare for specific activities and lead them in the next Club Session.
6. Participating	Young Leaders participate in the activities led by an adult.	The way the facilitator leads, as well as the exercises are an example of what the Young Leaders can do when leading youth at the Activity for youth, and how to do it. Or in other words: they do as you do.

As a facilitator, you can support Young Leaders taking steps up the ladder, as follows:

1. Ask yourself: At what step of the ladder is my group of Young Leaders looking at the Participation Ladder steps?
How does that show?
You can also check by asking it the Young Leaders themselves. This will help you to understand better.
2. Ask yourself (or discuss with the group of Young Leaders): What is the next step at the ladder for your group?
Imagine, you are already at that step: What would the Young Leaders do? What would you do?

Fill in the table, every time you get to a new step:

Step of the Participation Ladder my group is at	What can Young Leaders do?	What can I / the Club do?

Tip: Show confidence: Have the Young Leaders to take more and more responsibilities. Explore how to adapt to your group, and to individual needs and strengths, while valuing individual differences. The best is to provide Young Leaders with opportunities and tasks that are a bit difficult but realistic for them to manage. Every step taken successfully (including making mistakes and re-tries) will grow their self-esteem and confidence.

Pro exercise: Fly on the Wall

Try it yourself in one of the Club Session (when agreed on with the Young Leaders before) to not do anything at all, and not interfere. Be there for support and questions. And experience what happens.

5. Format for follow-up plan on youth leadership in your club

The Club will finalise the programme with a follow-up Plan for increased/sustained youth leadership of women and young people. To make youth leadership a success for your club, also beyond the WLVT-programme, it is important to set goals for it.

Come together as a group with the Board Members and Club Mentors carrying out the We Lead Volleyball Together programme. You can skip what is already done in the final online session and start from there.

1. Brainstorm together about the following:

Results from the project	Barriers we found during the project	Opportunities we found during the project

Tip: This can be done right after the final Young Leaders' presentation, or together with the Young Leaders.

2. Then make a follow-up plan building on these learnings. And note the goal and action steps in the format below.

Leading questions include:

- Has the club's vision changed?
- Do you want to copy the results for new youth, or do you want to enhance the skills and opportunities for the trained Young Leaders?
- And which barriers can be tackled in a follow-up plan?

Club Follow-up Plan We Lead Volleyball Together

Fill in your answers in column B. In column A you find some more explanation.

A	B
Team Goal Summarize the team goal for the period of the WLVT-programme. And make it concrete by explaining: why, how, what, when, and by whom. Also explain the starting point. For example: What in the Club is already there and helps to achieve the goal? Or what obstacles need to be challenged. And how?	Team goal
Action steps Specify: What do you need to do to achieve your goal? Think of 3 major Action Steps from now on that need to be made. Also explain per step: what, by whom and when.	Action step 1
	Action step 2
	Action step 3
Notes Write your reminders /notes here.	

A follow-up plan for youth leadership at least includes providing numerous follow-up opportunities upon the Young Leaders' personal goals, needs and wishes.

Examples of those are:

- The leadership roles and tasks you noted during the preparation phase. (see [2. Mapping opportunities for leading tasks and roles for Young Leaders in the club in the Workbook for Clubs](#)).
- The training courses that national federations offer for becoming a coach, are referee or a board member (see [Follow-up leadership courses in your country in the Workbook for Young Leaders](#)).
- Possible actions that can be done as a Club to support youth leadership (see [Creating a supportive environment by Clubs](#))

Tips:

- Check at the end of the WLVT-programme which leadership tasks and roles you want to offer to the Young Leaders, for them to follow-up their built leadership skills, according to their own personal plans.
- Pair the Young Leaders with people in decision-making positions suitable to their wishes (for example a coach, trainer or board member) and/or organise 1-to-1 discussions with them.

Colophon

Photography

All photos used in this publication are the property of Nevobo, NVBF, BLI, VODE and THUAS.

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WLVT
We Lead Volleyball Together

Handbook for National Volleyball Federations and National Facilitators



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WLVT
We Lead Volleyball Together

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Find a summary of our goals around youth leadership and the benefits of it.

Chapter 2

Find a full overview of the entire WLVT-programme for all target audiences. In addition, learning goals and activities per target group are explained here.

Chapter 3

Find all the activities for and by National Facilitators.

Click on the hyperlinks in the index to go the topic you wish to go to.

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Also find in this handbook more information on:

The number of participants per country

Timetable of activities per target group

Activities per club and per country

Opportunities to share internationally

Tips to support club Mentors during training days

Glossary

Board Members	Board Members have a supportive role in goal-setting and inspiring other members to also support youth leadership in the Club.
Club Mentor (CM)	The responsible mentor(s) in a club for the WLVT-programme, facilitating the Club Sessions for and with Young Leaders.
Club Sessions	The WLVT-training consists of 10 Club Sessions. These are facilitated by the CM for/with the YLs. Activities include the exercises in the Exercise Handbook, mentoring YLs and/or preparing for the 1 or 2 activities for youth. This is approximately every other week.
Learning Goal	We identified various learning goals for the WLVT-programme relating to youth leadership.
National Facilitator (NF)	The NFs facilitate the kick-off training and come-back training for YLs and CMs; and possibly the 3 online sessions with Club Mentors.
National Volleyball Federation	Together with the Clubs, the Federation plans dates for (online) training and sessions, and possibly organises online sessions together with NFs.
Role Model (RM)	National Role Models support the WLVT-programme with raising awareness on youth leadership, sharing their learnings and amplifying the stories and results of YLs.
Self-work Sessions	Approximately every other week, YLs work on their exercises and practice on their own or in their team. In Club Sessions it is agreed on what they will do in the time until the next Club Session.
WLVT	We Lead Volleyball Together is the name of our training programme.
Young Leaders (YL)	The target audience (16-20 years) of our WLVT-programme.
Youth	Club (and school) youth participating in the 1 or 2 activities for youth (s) between 13-15 years.

Relating documents

- **Empowering Leaders: A theoretical guide for WLVT:** Background information on which we based the WLVT-training programme and links for further reading.
- **Exercise Book:** 48 exercises in chronological order that make up the training programme for Young Leaders.
- **Handbook & Workbook for Young Leaders:** Information for Young Leaders about the training programme and practical tools and formats.
- **Handbook & Workbook for Clubs:** Information for Board Members and Club Mentors about the training programme and practical tools and formats.
- **Handbook for National Volleyball Federations and National Facilitators:** Information for Facilitators with an overview of the entire WLVT-programme.
- **Handbook for National Role Models:** Information for Role Models about the programme and the communication and presentation formats.

1. Introduction

The aim of the We Lead Volleyball Together programme is to have more youth (female and male) shaping volleyball. In this chapter we summarize why this is needed, how our programme contributes to this goal, and what the benefits are of more women and youth leaders, as follows:

- For National Volleyball Federations & National Facilitators
- Our goal: more youth in the lead in volleyball
- Benefits of having more women and youth in the lead
- Benefits for National Volleyball Federations & National Facilitators

For National Volleyball Federations & National Facilitators

This handbook is for everyone who facilitates training days and online sessions for clubs (Club Mentors and Board Members) and Young Leaders. This can be National Facilitators as well as members of the national Federations, or both.

Our goal: more youth in the lead in volleyball

The goal of the WLVT-programme is to have more youth shaping volleyball in our clubs and Federations. So that everyone can take part, adding her/his talents creating the best environment for everyone to enjoy and grow in the sport, making the whole game better for everyone involved.

Why this is needed: Despite lots of girls and women play volleyball (50 to 68% of the Club members is female in Denmark, Iceland, the Netherlands and Norway), only 10 to 26% of them are leaders (like coaches, referees and board members) in volleyball. Also, young people face barriers becoming leaders in volleyball.

What is to be done: Clubs and Federations support youth leadership in this programme by encouraging and supporting young people (female and male) to practice and build their leadership skills in their Clubs. In a 6-month leadership programme and in organising 1 or 2 activities for (school) youth (12-15 years) at their club.

After the programme, clubs can provide follow-up leadership opportunities for Young Leaders upon their talents and wishes. Examples may be: being a good team player, encouraging the team as a team captain or role model, coaching and mentoring the team as a coach, making the calls as a referee, or organising activities for youth, or organising the club as a board member.

Benefits of having more women and youth in the lead

In the We Lead Volleyball Together programme we make an important effort to contribute towards fair representation of women and youth in our clubs, because it:

- Opens opportunities for women and young people to access skill building and leadership roles. Women and youth can reach their potential, because they now access equal opportunities.
- Broadens their ability to influence their environment. When (represented) in leadership positions, it means having opportunities to influence decision-making.
- Contributes to volleyball activities that matches the interests of young people.

In addition, volleyball clubs and Federations also harvest the benefits of a larger pool of leaders.

In the Empowering Leaders: A theoretical guide for WLVT the need for more youth leaders and its benefits of it is explained in more detail.



2. Full overview of the WLVT-Programme

In this chapter, we provide a full overview of the entire We Lead Volleyball Together programme: listing all target audiences that play an important role to achieve our goals, explaining the learning goals per target group, activities and time planning. As you can see below:

- Target groups We Lead Volleyball Together
- Timetable for National Volleyball Federations & National Facilitators
- Supporting the learning goals for Young Leaders

Target groups We Lead Volleyball Together

The We Lead Volleyball Together programme is taking place at 29 Volleyball Clubs in Denmark, Iceland, the Netherlands and Norway from 2024 till 2026. Our goal is to support 141 youth (16-20 years) to become Young Leaders in the clubs. In turn, they will lead events for 1,600 youth (13-15 years) from clubs (and schools).

The WLVT-programme has 6 target audiences. The main target audiences are:

1. Young Leaders	Youth (16-20) from volleyball clubs who participate in the WLVT-leadership training
2. Volleyball Clubs (Board Members and Club Mentors)	The responsible mentor(s) in a club for the WLVT-programme, facilitating the Club Sessions for and with Young Leaders. The Board Members have a supportive role in goal-setting and inspiring other members to also support youth leadership in the Club.
3. Youth participating in the activities	Youth (13-15 years) from volleyball clubs (and schools) who participate in activities led by Young Leaders.

Supporting target audiences:

4. National Volleyball Federations	Together with the clubs, the Federation plans dates for the national training days and online sessions, and possibly organises online sessions together with NFs.
5. National Role Models	National Role Models support the WLVT-programme with raising awareness on youth leadership, sharing your learnings on leadership, and amplifying the best-practices, results and stories of Young Leaders.
6. National Facilitators	The National Facilitators facilitate the kick-off training and come-back training for Young Leaders and Club Mentors; and possibly the 3 online sessions with Club Mentors.

The number of participants per country

The WLVT-programme is organised around the participating volleyball clubs. Per club 4-6 Young Leaders, 1-2 Club Mentors and 2 Board Members are joining. Find the specifics per country below:

Denmark – 8 clubs	Iceland – 4 clubs
In total: - 40 Young Leaders - 8 Club Mentors - 16 Board Members - 3 Nat. Role Models - 2 Nat. Facilitators - 240 youth (13-15)	In total: - 16 Young Leaders - 4 Club Mentors - 8 Board Members - 3 Nat. Role Models - 2 Nat. Facilitators - 60 youth (13-15)
Netherlands – 12 clubs	Norway – 5 clubs
In total: - 60 Young Leaders - 12-24 Club Mentors - 24 Board Members - 5 Nat. Role Models - 2 Nat. Facilitators - 600 youth (13-15)	In total: - 25 Young Leaders - 5 Club Mentors - 10 Board Members - 3 Nat. Role Models - 2 Nat. Facilitators - 700 youth (13-15)

Table 1: The number of participants per country

Goals per target group

Related to our main goal (see 1.2), we identified various learning goals for the WLVT-programme relating to youth leadership. The (learning) goals per target audience include:

1. Young Leaders (16-20 years)

In general, WLVT aims to support Young Leaders to build leadership skills, become role models, active in their clubs and become future coaches, board members, referees, or club volunteers.

The entire training programme for Young Leaders is based on 5 leadership components:

1. Understanding the context
2. Knowing oneself
3. Leading oneself
4. Leading others
5. Influencing decision-making

These components relate to the 5 training phases. Each phase focus on several specific learning goals for Young Leaders. All details can be found in both the [Empowering Leaders: A theoretical guide for WLVT](#) and the [Exercise Book](#).

2. Volleyball Clubs (Board Members and Club Mentors)

In general, WLVT aims to support clubs in goal-setting for youth leadership, creating a supportive environment for it, and facilitate Club Sessions for Young Leaders to practice and build leadership skills.

Specific learning goals for both Board Members and Club Mentors include:

- Understanding barriers for women and youth to lead, and the benefits of a fair representation of leaders in the club.
- Goal-setting for youth leadership in the club for the duration of the WLVT-programme and beyond. And inspiring and engaging others in the club to support these goals.
- Knowing how to create a supportive environment for youth leadership in the Club, by:
 - Building on the Young Leader's motivation.
 - Mentoring Young Leaders and boosting youth leadership during and beyond the WLVT-programme.
 - Providing Young Leaders with opportunities to practice decision-making and leading tasks and roles in the club, during and beyond the WLVT-programme.

3. Youth (13-15 years) participating in 1 or 2 activities for youth (13-15 years)

In general, WLVT aims to offer (school and) club youth:

- Activities for youth that match the wishes and needs of youth at the club.
- Inspiration to become a Young Leader in future.
- And possibly: more involvement in the club because of the above.

4. National Volleyball Federations

In terms of learning goals, the Federations are:

- Learning more about barriers and opportunities for women and youth to lead.
- Sharing learnings and best practices internationally amongst each other.

5. National Role Models

- Understanding more about the barriers and opportunities for women and youth in leadership.
- Understanding better the influence of role models and how they can support youth leadership.
- Sharing learnings and best practices amongst Role Models and beyond, internationally.
- Learning more on how to support youth leadership and how you can support Young Leaders, who will also be role models for other youth in their clubs, by:
 - Raising awareness on the barriers and importance of youth leadership with outlets on/in (social) media.
 - Providing a learning opportunity with a visit and presentation to one of the participating clubs.
 - Increase visibility of Young Leaders by amplifying the best-practices, results and stories of Young Leaders.

6. National Facilitators

In terms of learning goals, the national facilitators are:

- Learning about facilitating both clubs and Young Leaders to practice and learn more on youth leadership.
- Sharing learnings and best practices internationally amongst each other.

Activities per target group

The entire WLVT-training programme will look as follows. For each target group you can find the specific activities within this timeline of 6 preparation weeks by clubs, and a 6-months training programme for Young Leaders.

Activities by the Volleyball Federations

The national Federations initiated the WLVT-programme. Additionally, they will:

- Develop, test, and provide a high-quality training programme for Clubs and Young Leaders.
- Collaborate with Role Models to raise awareness on youth leadership, and amplifying the best-practices, results and stories of Young Leaders.
- Work with clubs to ensure fair representation of both young men and women in the Federation's staff organising the WLVT programme. This includes recruiting National Facilitators, Board Members, Club Mentors, and participating Young Leaders.
- Coordinate with clubs to schedule training days and online sessions, and possibly organise online sessions with National Facilitators.

Activities by the other target audiences

- Young Leaders: The activities for and by Young Leaders are described in detail in the Exercise Book and the Handbook and Workbook for Young Leaders.
- Clubs: The activities for and by clubs are described in detail in the Handbook and Workbook for Clubs.
- Role Models: The activities for and by national Role Models are described in detail in the Handbook for Role Models.
- National Facilitators: The activities for National Facilitators are described in detail in chapter 3.

The activities by the supporting target audiences (Federations, national Role Models, and National Facilitators) are based on the 7 strategies for supporting youth leadership, fostering a supportive environment for women and young people in decision-making and leadership roles (see more in Empowering Leaders: A theoretical guide for WLVT).

Activities per club and per country

Also find below the activities per club and in total per country:

Denmark – 8 Clubs	Iceland – 4 Clubs
At a Club level: · 10 Club Sessions for/with YLs · 12 Self-work Sessions by YLs · 1 activity for 30 Club (and school) youth At the country level: · 2x 2 days kick-off training · 2x 1 day come-back training · 3 x online session for Clubs	At a Club level: · 10 Club Sessions for/with YLs · 12 Self-work Sessions by YLs · 1 activity for 15 Club youth At the country level: · 2 days kick-off training · 1 day come-back training · 3 x online session for Clubs
Netherlands – 12 Clubs	Norway – 5 Clubs
At a Club level: · 10 Club Sessions for/with YLs · 12 Self-work Sessions by YLs · 1 activity for 50 Club (and school) youth At the country level: · 3x 2 days kick-off training · 3x 1 day come-back training · 3 x online session for Clubs	At a Club level: · 10 Club Sessions for/with YLs · 12 Self-work Sessions by YLs · 2 activities for 35 Club (and school) youth each At the country level: · 2 days kick-off training · 1 day come-back training · 3 x online session for Clubs

Table 3: Activities per club and per country

We explain briefly the activities below (except for the activities for National Facilitators that we explain in the next chapter):

1. Club Sessions

The WLVT-training consists of 10 Club Sessions of around 2 hours each. This is approximately every other week. These are facilitated by the Club Mentors for/with the Young Leaders. Activities include the exercises in the Exercise Book, mentoring Young Leaders and preparing for the 1 or 2 activities for youth (13-15 years).

2. Self-work Sessions

The WLVT-training consists of 12 Self-work Sessions by Young Leaders of around 2 hours each. This is approximately every other week. Young Leaders work on their exercises and prepare for the activity for youth, on their own or in their team. In Club Sessions it is agreed on what they will do in the time until the next Club Session.

3. Activity for youth (13-15 years) for youth

In phase 4 of the training for Young Leaders, each club organises 1 or 2 activities for youth (13-15 years). Young Leaders prepare and lead the activity for youth with the presence and back-up support of a Club Mentor.

Opportunities to share internationally

We want to take advantage of our international collaboration, and to facilitate sharing and learning beyond our national borders. We do so by sharing amongst national Federations, National Facilitators and Role Models in our (online) meetings and sessions.

Although the implementation is rather on a national level (because it is organised on a national and club level), there are plenty opportunities for sharing beyond nations include:

- For Young Leaders
 - During the WLVT-training Young Leaders will have access to the International Young Leaders Platform on Instagram. Videos and posts of Role Models will be collected here, and Young Leaders can share amongst each other too. See www.instagram.com/youngleadersvolleyball
 - After the WLVT-training Young Leaders will record their activity for youth. These will be combined in the EU Young Leaders Volleyball Activity Handbook and then shared with all participating clubs, as an inspiration for future activities for youth (13-15) at your Club.
- For clubs
 - National Facilitators share best practices and learnings from clubs on a national level in their sessions. In turn, they can take these with the clubs during the online sessions with Club Mentors, and in the comeback training.
- For Role Models
 - Learn and share internationally in their kick-off and follow-up online sessions.
- For National Facilitators
 - Learn and share internationally in their training and online sessions.
- Moreover, Young Leaders will record their best practices and learnings (see activity 44 of the Exercise Book). And THUAS University will evaluate the training programme, so that we can adapt, and share what works well to all participating audiences in the WLVT-programme.

Tip:

Sharing online? Use the following hashtags:

#WeLeadVolleyballTogether, #Leadership and #CofundedbyEU and tag the national volleyball federation(s).

3. Programme for Federations & Facilitators

In this chapter, we elaborate on all the activities for and by National Federations & National Facilitators. Following activities to get prepared for the role, we elaborate on the activities by National Federations & National Facilitators. As you can find below:

- Activities for National Volleyball Federations & National Facilitators
- Activities by National Volleyball Federations & National Facilitators

Activities for National Facilitators

As a preparation, National Facilitators will be trained in a 2-day training. In advance they receive the handbooks to get acquainted to the WLVT-programme. In addition, during the training programme for Young Leaders 1 or 2 online sessions will be provided to share questions, learnings, and best practices.

In chronological order, the Federations provide you with:

1. Quality training and handbooks for Clubs and Young Leaders	By Federations
2. Training of National Facilitators by Federations	By Federations
3. Additional online sessions for National Facilitators	By Federations

Below we explain in more detail:

1. Quality training and handbook for Clubs and Young Leaders

The goal of the handbooks is to provide all target groups with practical tools and background information on how they can build leadership skills or support youth leadership.

The first versions of the handbooks are developed in 2024, it included bringing theory, the Federations' experiences and the results from 4 groups of young people who tested some of the activities from the Exercise Book.

As a preparations to the training (see point 2 below):

- Read Handbook for National Facilitators
- Read [Empowering Leaders: A theoretical guide for WLVT](#)

2. Training of National Facilitators by Federations

The goals of the training are to:

- Understand the barriers and opportunities for youth (female and male) in volleyball, and how reflection can be used to gain different perspectives, alongside relevant theoretical background.
- Prepare to facilitate the kick-off training for Young Leaders and Club Mentors (see 3.2).
- Be ready to support clubs and Young Leaders during the training sessions and online sessions. (Find more info on [tips to mentor youth](#) and [methods to boost youth leadership](#) in subchapters [1.4](#) and [1.5](#) of the Exercise Book)

During the kick-off training, Young Leaders and Club Mentors will:

- Be introduced to the day's agenda, the training facilitators, and each other through fun introduction activities ([exercises 1-3 of the Exercise Book](#) can be used for inspiration).
- Share their expectations with facilitators, ensuring that all questions are addressed by the end of the training (or in later online sessions).
- If time permits: Share personal stories about leadership barriers and opportunities from their own experiences (see activities from THUAS during TPM1 for inspiration).
- Experience parts of the kick-off training as if they were Young Leaders themselves, including the Reflect Connect Apply questions that come with the activities ([exercises 4-8 of the Exercise Book](#) can serve as inspiration). Facilitators will model how National Facilitators can implement these activities in their own trainings. This will be followed by a reflection session for the National Facilitators:
 - Would they facilitate the same way with their own group? What worked well in the exercise?
 - What would they adapt? What are variations that might work better (for you or your group)?
- Optionally: Divide the National Facilitators into teams and have each team prepare one of the activities mentioned above from the Young Leaders' kick-off training. Afterwards, discuss strengths and areas for improvement together.
- Conclude with a wrap-up or evaluation of the Young Leaders' training programme to gather tips and feedback from the National Facilitators (see [3.6 Wrap-up activities in the Exercise Book](#) for inspiration).

Tip: Take sporting clothes with you

3. Additional online sessions for National Facilitators

We plan for at least 1 online session for the National Facilitators. Further online sessions will be organised upon need. The goals of the session(s) are to:

- Support National Facilitators in supporting both clubs and Young Leaders.
- Share amongst National Facilitators and learn from each other.
- Share best practices of clubs internationally, that they can share again in online sessions with Club Mentors and in the comeback training with Young Leaders.

In a 1.5-hour online meeting National Facilitators will:

- Present what goes well. And present best practices from other participating nations
- Discuss obstacles and solutions in small groups in supporting Clubs and Young Leaders (exercise 38 Live Q&A in Exercise Book can serve as an inspiration here).
- In addition, topics that will be discussed in online sessions with Club Mentors can be further explored in these meetings, including:
 - Be informed further on how to, using the participation ladder (see 4. The Participation Ladder in Practice in the Workbook for Clubs; and 1.5 Methods to boost youth leadership in the Exercise Book)
 - Be informed on how to support Young Leaders to Track their progress towards their team goal and/or activity for youth (see exercise 34 Exercise Book).



Activities by National Federations & National Facilitators

In general, the federations with the National Facilitators support Clubs and Young Leaders by facilitating the kick-off training and come-back training and 3 online sessions. At the country-level, and in chronological order, National Facilitators provide the following activities:

1. Online session (1) for Clubs (Club Mentors and Board Members) to kick-off the WLVT programme	By the National Federation and/or National Facilitators
2. Kick-off training for Young Leaders and Club Mentors (ideally 2 separate days, or 1 weekend)	By National Facilitators, with support of the National Federation
3. Online session (2) for Club Mentors	By the National Federation and/or National Facilitators
4. Come-back training for Young Leaders and Club Mentors (1 day)	By National Facilitators
5. Online session (3) for Clubs (Club Mentors and Board Members)	By the National Federation and/or National Facilitators

Tips for the Facilitator: • Feel free to adapt the programme of each exercise to suit your group, the available time, and the context, as long as it aligns with the WLVT learning goals. • It is recommended that you prepare for your training, even if you plan to follow the programme exactly as outlined in the Exercise Book. You can use the provided format for this (see 3. Format to prepare your session in the Workbook for Clubs).	In consultation with your National Federation: • Training days and online sessions can be facilitated either in pairs (with a colleague NF) or individually. • Your National Federation will organise all the practicalities of the training days, like scheduling the dates, booking the sports hall, and organising foods and drinks for the breaks (and a stay-over when the training takes place during a weekend). • The online sessions may be facilitated jointly with the Federation, and others entirely by the Federation.
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Below we explain the activities in more detail.

1. Online session (1) for Clubs to kick-off the WLVT programme (for Club Mentors and Board Members)

The goals of the session are to:

- Kick-off the 6 weeks of preparation for the clubs, before the WLVT training for Young Leaders start.
- Inspire the clubs to set goals for their club for youth leadership (either in making a good start with it, or in improving it).

In a 1.5-hour online meeting, Board Members and Club Mentors will:

- Be introduced to the day's agenda, the facilitator, and the participating Clubs in a brief and fun introduction (Sections 3.3 - 3.5 of the Exercise Book can serve as inspiration).
- Be informed about the WLVT-programme, its benefits, and the role of the Club. Emphasise that we have minimised the time commitment while maintaining a high-quality programme by sharing responsibilities (refer to the Handbook for Clubs for more details).
- Begin their preparations through interactive exercises during the session, allowing for sharing between clubs. Also, it becomes easier and less time-consuming to follow-up. These exercises will cover topics such as:
 - Setting goals for youth leadership within the Club
 - Ensuring fair representation among recruited participants
 - Mapping opportunities for Young Leaders in decision-making and leadership roles

Find all preparatory activities for in the Handbook and Workbook for Clubs.

2. Kick-off training for Young Leaders and Club Mentors (ideally 2 days)

The goals of the training are to:

- Kick-off the training programme for Young Leaders
- To have Club Mentors to get prepared for facilitating the Club Sessions with Young Leaders

In the kick-off training Young Leaders and Club Mentors will:

- Understand barriers & opportunities in leadership for women and youth in leadership. All exercises that touch upon these topics, in the 1st training day, are facilitated by the National Facilitators, to make sure that everyone understands by doing the activities and the reflection (and so there is no need for Young Leaders to read the theoretical Empowering Leaders: A theoretical guide for WLVT) and it also relieves the workload from the Club Mentors.
- Create a Team Agreement, Team Goal + Action Steps, and a Teamwork Plan.
- And start with a plan for the 1 or 2 activities for youth (13-15 years).
Most of the activities at the 2nd training day on practicalities, will be facilitated by the Club Mentors. Also, there is time to discuss with the Club Mentors and reflect on tops

and tips to mentor youth. Use the information in the Exercise Book (subchapters 1.4 and 1.5 on how to mentor youth and how to boost youth leadership).

See for full programme and activities the Exercise Book, chapter 2.1.

3. Online session (2) for Club Mentors

The goals of the session are to:

- Support Club Mentors in mentoring youth.
- Share amongst Club Mentors and learn from each other.

In a 1.5-hour online meeting Club Mentors will:

- Present the first results or share what goes well. And reflect on their progress on learning goals. (per Club)
- Discuss obstacles and solutions in small groups in facilitating, mentoring or boosting youth leadership. (Exercise 38 Live Q&A in Exercise Book can serve as an inspiration here).
- Be informed further on how to boost youth leadership, using the participation ladder (see Exercise Book, 1.5)
- Be informed on how to support Young Leaders to Track Progress and Keeping the scores (see exercise 34 Exercise Book, and exercise x in Workbook for Young Leaders).

4. Come-back training for Young Leaders and Club Mentors (ideally 1 day)

The goals of the training are to:

- Enable sharing inspirations, answering questions and fine-tuning the 1 or 2 activities for youth (13-15 years) plan between members of different clubs.
- To have Club Mentors to get prepared for being only a back-up support during the 1 or 2 activities for youth (13-15 years) lead by Young Leaders.

In the come-back Training Young Leaders and Club Mentors will:

- See for full programme and activities the Exercise Book, chapter 2.1.
- During come-back training the facilitators may share examples and best practices from the other countries (which they heard about in the online sessions with National Facilitators or in their WhatsApp group).

See for full programme and activities the Exercise Book, chapter 2.4.2.

5. Online session (3) for clubs (for Club Mentors and Board Members)

The goals of the session are to:

- Reflect amongst clubs and learn from each other.
- Inspire the clubs to continue boosting youth leadership and the inclusion of youth and women.

In a 1.5-hour online meeting Club Mentors will:

- Share results, best practices and learnings
- Share follow-up plans
- Explain that the Federation will share the EU Young Leaders Volleyball Activity Handbook with the collected activities for youth (13-15) by Young Leaders.

Tips to support club Mentors during training days

During the kick-off training and possibly the come-back training, create time to sit with the Club Mentors and reflect on:

- How they lead the activities for Young Leaders (exercises 11A+B, 12, 13 and 15 in the kick-off training)
- How to support and mentor Young Leaders (in the come-back training and online sessions)
- To have Club Mentors to get prepared for being only a back-up support during the 1 or 2 activities for youth led by Young Leaders. (See Pro exercise: Fly on the Wall (4. The Participation Ladder in Practice in the Workbook for Clubs).

By reflecting they learn from each other and build on their facilitation skills for the rest of the programme.

Suggestion for reflection questions:

- Discuss what went good: tops
- Discuss what can be improved: tips (How to lead a sports exercise in the Workbook of Young Leaders)
- What is the 1 thing I want to improve next time (simple evaluation form in 3. Format to prepare your session in the Workbook for Clubs)

Collect questions Club Mentors have on supporting and mentoring and discuss possible answers to it. (exercise 38 Live Q&A can serve as an inspiration)

Enjoy your journey!

In your role as National Facilitator, you are supporting young people to take on new challenges, to learn more about themselves, and practice a variety of leadership tasks and roles in volleyball. As well, you support Volleyball Clubs to organise a supporting environment for women and youth leaders.

We believe that is how we can build the best environment for everyone to enjoy and grow in the sport, in which everyone can take part, adding her/his talents, making the whole game better for everyone involved.

Tips & feedback

Feel free to share any questions, tips or feedback you might have about this handbook. With your input we can develop and improve We Lead Volleyball Together. You can contact us through the contact person of your federation.

When posting on social media use the following hashtags:

#WeLeadVolleyballTogether, #Leadership and #CofundedbyEU and tag the national volleyball Federation(s).

Colophon

Photography

All photos used in this publication are the property of Nevobo, NVBF, BLI, VODE and THUAS.

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WLVT
We Lead Volleyball Together

Handbook Role Models



Co-funded by
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WLVT
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Glossary

Board Members	Board Members have a supportive role in goal-setting and inspiring other members to also support youth leadership in the Club.
Club Mentor (CM)	The responsible mentor(s) in a club for the WLVT-programme, facilitating the Club Sessions for and with Young Leaders.
Club Sessions	The WLVT-training consists of 10 Club Sessions. These are facilitated by the CM for/with the YLs. Activities include the exercises in the Exercise Handbook, mentoring YLs and/or preparing for the 1 or 2 activities for youth. This is approximately every other week.
Learning Goal	We identified various learning goals for the WLVT-programme relating to youth leadership.
National Facilitator (NF)	The NFs facilitate the kick-off training and come-back training for YLs and CMs; and possibly the 3 online sessions with Club Mentors.
National Volleyball Federation	Together with the Clubs, the federation plans dates for (online) training and sessions, and possibly organises online sessions together with NFs.
Role Model (RM)	National Role Models support the WLVT-programme with raising awareness on youth leadership, sharing their learnings and amplifying the stories and results of YLs.
Self-work Sessions	Approximately every other week, YLs work on their exercises and practice on their own or in their team. In Club Sessions it is agreed on what they will do in the time until the next Club Session.
WLVT	We Lead Volleyball Together is the name of our training programme.
Young Leaders (YL)	The target audience (16-20 years) of our WLVT-programme.
Youth	Club (and school) youth participating in the 1 or 2 activities for youth (s) between 13-15 years.

Relating documents

- [Empowering Leaders: A theoretical guide for WLVT](#): Background information on which we based the WLVT-training programme and links for further reading.
- [Exercise book](#): 48 exercise for Young Leaders about leadership.
- **Handbook for National Role Models**: Information for Role Models about the programme and the communication and presentation formats.

1. Introduction

The aim of the We Lead Volleyball Together programme is to have more youth (female and male) shaping volleyball. In this chapter we summarize why this is needed, how clubs can contribute to this goal, and what the benefits of it are, as follows:

- For Role Models
- Our goal: more youth in the lead in volleyball
- Benefits of having more women and youth in the lead
- Benefits for national Role Models

For National Role Models

This handbook is for National Role Models that support Young Leaders in the We Lead Volleyball Together (WLVT). WLVT is a programme initiated and organised by the National Volleyball Federations of Denmark, Iceland, the Netherlands and Norway. The Hague University is supporting the programme with research and evaluation. The programme is co-funded by the European Union.

In your role as Role Model, you are supporting Young Leaders, as well as creating a supportive environment for youth leadership, by raising awareness on youth leadership, sharing your learnings on leadership, and by amplifying the best-practices, results and stories of Young Leaders. In chapter 3 we explain all the activities for and by Role Models.

Our goal: more youth in the lead in volleyball

Our goal is to have more youth shaping volleyball in our clubs and federations. So that everyone can take part, adding her/his talents creating the best environment for everyone to enjoy and grow in the sport, making the whole game better for everyone involved.

Why this is needed: Despite lots of girls and women play volleyball (50 to 68% of the club members is female in Denmark, Iceland, the Netherlands and Norway), only 10 to 26% of them are leaders (like coaches, referees and board members) in volleyball. Also, young people face barriers becoming leaders in volleyball.

What we do: We support youth leadership in this programme by encouraging and supporting young people (female and male) to practice and build their leadership skills in their clubs for a period of 6 months.

After the programme, there will be follow-up opportunities for Young Leaders upon your wishes. Example of those are: shaping the game of volleyball by being a good team player, encouraging the team as a team captain or role model, coaching and mentoring the team as a coach, making the calls as a referee, organising events and organising the club as a board member.

Benefits of having more women and youth in the lead

In the We Lead Volleyball Together programme we make an important effort to contribute towards fair representation of women and youth in our clubs, because it:

- Opens opportunities for women and young people to access skill building and leadership roles. Women and youth can reach their potential, because they now access equal opportunities.
- Broadens their ability to influence their environment. When (represented) in leadership positions, it means having opportunities to influence decision-making.
- Contributes to volleyball activities that matches the interests of young people.

In addition, volleyball clubs and federations also harvest the benefits of a larger pool of leaders.

In Empowering Leaders: A theoretical guide for WLVT the need for more youth leaders and its benefits of it is explained in more detail.

Benefits for national Role Models

The Role Models will be of great support to the Young Leaders in WLVT, and to youth leadership in general. However, we believe they can also benefit from it themselves, by:

- Understanding more about the barriers and opportunities for women and youth in leadership.
- Understanding better the influence of role models and how they can support youth leadership.
- Sharing learnings and best practices amongst Role Models and beyond, internationally.
- Learning more on how to support youth leadership and how you can support Young Leaders, who will also be role models for other youth in their clubs, by:
 - Raising awareness on the barriers and importance of youth leadership with outlets on/in (social) media.
 - Providing a learning opportunity with a visit and presentation to one of the participating clubs.
 - Increase visibility of Young Leaders by amplifying the best-practices, results and stories of Young Leaders.

2. Programme overview for Role Models

In this chapter, we provide an overview of the We Lead Volleyball Together programme for Role Models. As you can see below:

- Target groups We Lead Volleyball Together
- Timetable for Role Models
- Supporting the learning goals for Young Leaders

Target groups We Lead Volleyball Together

The We Lead Volleyball Together programme is taking place at 29 Volleyball Clubs in Denmark, Iceland, the Netherlands and Norway from 2024 till 2026. Our goal is to support 141 youth (16-20 years) to become Young Leaders in the clubs. In turn, they will lead events for 1,600 youth (13-15 years) from clubs (and schools).

The WLVT-programme has 6 target audiences. The main target audiences are:

1. Young Leaders	Youth (16-20) from volleyball clubs who participate in the WLVT-leadership training
2. Volleyball Clubs (Board Members and Club Mentors)	The responsible mentor(s) in a club for the WLVT-programme, facilitating the Club Sessions for and with Young Leaders. The Board Members have a supportive role in goal-setting and inspiring other members to also support youth leadership in the Club.
3. Youth participating in the activities	Youth (13-15 years) from volleyball clubs (and schools) who participate in activities led by Young Leaders.

Supporting target audiences:

4. National Volleyball Federations	Together with the clubs, the federation plans dates for the national training days and online sessions, and possibly organises online sessions together with NFs.
5. National Role Models	National Role Models support the WLVT-programme with raising awareness on youth leadership, sharing your learnings on leadership, and amplifying the best-practices, results and stories of Young Leaders.
6. National Facilitators	The National Facilitators facilitate the kick-off training and come-back training for Young Leaders and Club Mentors; and possibly the 3 online sessions with Club Mentors.

The WLVT-programme is organised around the participating volleyball clubs. Per club 4-6 Young Leaders, 1-2 Club Mentors and 2 Board Members are joining. Find the specifics per country below:

Denmark – 8 clubs	Iceland – 4 clubs
In total: - 40 Young Leaders - 8 Club Mentors - 16 Board Members - 3 Nat. Role Models - 2 Nat. Facilitators - 240 youth (13-15)	In total: - 16 Young Leaders - 4 Club Mentors - 8 Board Members - 3 Nat. Role Models - 2 Nat. Facilitators - 60 youth (13-15)
Netherlands – 12 clubs	Norway – 5 clubs
In total: - 60 Young Leaders - 12-24 Club Mentors - 24 Board Members - 5 Nat. Role Models - 2 Nat. Facilitators - 600 youth (13-15)	In total: - 25 Young Leaders - 5 Club Mentors - 10 Board Members - 3 Nat. Role Models - 2 Nat. Facilitators - 700 youth (13-15)

Table 1: The number of participants per country



Timetable for Role Models

Below you can find the specific activities and the estimated time needed as Role Models per year:

Training phase Role Models	Activities	Time needed	By whom
Preparation phase	1. Receive the Handbook for Role Models, Empowering Leaders: A theoretical guide for WLVT and Introduction Book of Role Models	NA	National federations
	2. Read through the information	1 hour	National Role Models
	3. Online kick-off session for Role Models (1 st year); Sharing & learning session to support your work (2 nd year)	2 hours	Nevobo (Dutch Volleyball Federation)
Understand barriers & opportunities in leadership	4. (Online) raising awareness about barriers & opportunities for women and youth in leadership in volleyball	2 hours	National Role Models
Practice and build my skills	5. Providing YLs with learning opportunities incl. a presentation for Young Leaders at a Volleyball Club	3 hours per Club visit	National Role Models
Celebrate our achievements	6. Amplify best practices, results and stories of Young Leaders	1 hour	National Role Models

In total we foresee a time commitment of 9 hours per year. The total programme where we ask your commitment is 2 years.

Supporting the learning goals for Young Leaders

In general, WLVT aims to support Young Leaders (16-20 years) to build leadership skills, become role models, active in their clubs and become future coaches, board members, referees, or club volunteers.

The entire programme for Young Leaders is based on 5 leadership components:

1. Understanding the context
2. Knowing oneself
3. Leading oneself
4. Leading others
5. Influencing decision-making

These components relate to the 5 training phases. Each phase focusses on several specific *learning goals* for Young Leaders:

Training programme phase	Learning goals in training programme
Understanding the context 1. Understand barriers & opportunities in leadership	• I understand barriers for women and youth in leadership and I know ways to overcome these barriers • I listen carefully to others and consider their input • I know my point of view, and act upon it • I can choose different roles in different circumstances
Knowing oneself 2. Explore my talents	• I communicate clearly and effectively • I can reflect on my actions and learn from it • I know my strengths and weaknesses and I feel proud of my talents • I know how to deal with emotions and disappointments
Leading oneself 3. Practice and build my skills	• I understand leadership in volleyball • I explore my values and leadership styles • I take up new challenges • I set goals • I plan for concrete steps towards achieving my goals • I ask for help when I need it and I support others • I know how to deal with pressure
Leading others 4. Build leadership skills in teamwork	• We make decisions • I can solve conflicts • We can easily adapt to change • I can create a sense of togetherness • I demonstrate the behaviour I wish to see in others
Influencing decision-making 5. Celebrate our achievements	• I can find supporters to realise my goal • I can influence decision-making

Table 2: List of learning goals for Young Leaders

Find more information about why the training is set up like this in the [Empowering Leaders: A theoretical guide for WLVT](#).

How national Role Models can support youth leadership

As a national Role Model, you can use your position to support Young Leaders who participate in the We Lead Volleyball Together programme. So how could you do that?

Theory defines 7 strategies for supporting youth leadership (see column 1). For each we indicated how national Role Models can ingrate this in their role in the WLVT-programme (see column 2):

7 strategies for supporters of youth leadership	How can Role Models support this strategy?
1. Raising awareness	The federation and national Role Models raise awareness on the barriers and importance of youth leadership with outlets on/in (social) media.
2. Ensuring fair representation	Federations and clubs ensure fair representation when recruiting national facilitators, national Role Models, clubs (and its board members and club mentors) and participating Young Leaders.
3. Increasing visibility of (female) Young Leaders	Federations, clubs and national Role Models amplify the stories of Young Leaders by spreading best practices and results of youth leadership.
4. Creating an inclusive and welcoming environment	<i>(included in training for Young Leaders)</i>
5. Engaging youth in decision-making	<i>(included in training for Young Leaders)</i>
6. Providing youth with learning opportunities	<i>(included in training for Young Leaders)</i> Also, the video-clips on learning goals, and the visit and presentation of the national Role Models at clubs, provide a learning opportunity to Young Leaders.
7. Providing youth with opportunities to lead	<i>(included in training for Young Leaders)</i>

Table 3: 7 strategies for supporters of youth leadership

These strategies are integrated in the activities for and by Role Models (see chapter 3.)

Or want to know more about these strategies? Find all about it in the [Empowering Leaders: A theoretical guide for WLVT](#).

3. Programme for Role Models

In this chapter, we elaborate on all the activities for and by Role Models, following activities to get prepared for the role, we elaborate on the activities by Role Models, as follows:

- Activities for Role Models
- Activities by Role Models

Activities for Role Models

Before Role Models start their activities to support Young Leaders, we support you to come prepared. In chronological order, the Federations provide you with:

Training phase Role Models	Activities	Time needed	By whom
Preparation phase	1. Receive the Handbook for Role Models, Empowering Leaders: A theoretical guide for WLVT and Introduction document of Role Models	NA	Federations
	2. Read through the information	1 hour	National Role Models
	3. Online kick-off session for Role Models (1 st year); Sharing & learning session to support your work (2 nd year)	2 hours	Nevobo

Below we explain in more details:

1. Receive the Handbook for Role Models, Empowering Leaders: A theoretical guide for WLVT and Introduction document of Role Models

The following documents will be helpful for your role as Role Model:

- Handbook for Role Models: This current documents with information for Role Models about the programme, how to support youth leadership, and with practical tools like communication and presentation formats.
- Empowering Leaders: A theoretical guide for WLVT: Background information on which we based the WLVT-training programme and links for further reading.
- Introduction document of Role Models: An overview of the 14 Role Models involved in this country: who they are, what they do and what their reason is to be part of WLVT.

If you want to deep-dive into even more details: the national Federation can provide you with the other handbooks. For example those for Young Leaders, for Clubs or the Exercise Book.

2. Read through the information

We ask you to read through the documentation under point 1. Before we meet each other in the online kick-off session (see point 3).

3. Online sessions for Sharing & Learning

As a preparation, Role Models will be prepared for their role in the WLVT-programme during a 2-hour online session.

Kick-off session for Role Models (1st year)

The goals of the 2-hour online kick-off session for the 14 Role Models from 4 different countries are listed below:

Overall goal	Learning goals for Role Models:
Knowing yourself	Defining your values and leadership styles
Understand the background theory	- Understanding barriers and opportunities for women and youth in leadership - Getting ready to support Young Leaders using the 7 strategies to support youth leadership
What it means to be a role model	- Knowing how your values influence your actions being a role model and being a leader - Understanding the importance of role models
Working with the influence you have as a role model	- Start preparing communication outlets on barriers and opportunities for women and in leadership in volleyball - Knowing how to bring across an (online) story

Sharing & learning session to support your work (2nd year)

In the 2nd year being a Role Model for the WLVT-programme, we plan for at least 1 online session for the National Role Models. The goals of the session(s) are to:

- Support Role Models in supporting Young Leaders.
- Share amongst Role Models and learn from each other.

In a 1.5-hour online meeting Role Models will:

- Present what goes well or so-called best practices.
- Discuss obstacles and solutions in small groups in supporting Young Leaders.

Further online sessions (per country) will be organised upon need.

Activities by Role Models

The Role Models, with the federations, support Young Leaders creating a supportive environment for youth leadership, as follows:

Training phase Role Models	Activities	Time needed	By whom
Understand barriers & opportunities in leadership	4. (Online) raising awareness about barriers & opportunities for women and youth in leadership in volleyball	2 hours	National Role Models
Practice and build my skills	5. Providing YLs with learning opportunities incl. a presentation for Young Leaders at a Volleyball Club	3 hours per Club visit	National Role Models
Celebrate our achievements	6. Amplify best practices, results and stories of Young Leaders	1 hour	National Role Models

Note: these activities are based on the 7 strategies for supporting youth leadership

Below we explain in more details:

4. (Online) raising awareness about barriers & opportunities for women and youth in leadership in volleyball

One important aspect of creating a supportive environment for youth leadership is raising awareness. It all starts with awareness. If one does not know the barriers youth and women face to access decision-making and leading roles, or the benefits of a better representation, there will be less support for the topic. What is more, stereotyping, exclusion and discrimination often happens unconsciously. Becoming conscious (or aware) is the starting point to also act differently.

What can we do in WLVT when it comes to awareness raising? Federations and national Role Models raise awareness on the barriers, opportunities and importance of youth leadership, as follows:

Awareness can be raised by:	And in:
• Sharing facts • Sharing experiences on the topic • Sharing personal stories on the topic	• Social media post • Video clips • (Online) presentations • (Online) media articles

Also, Clubs and Young Leaders can further share the outlets of the Role Models.

Secondly, if the national Role Models show a fair representation (at least in the sense of women and youth), it will also inspire women and youth to pursue leadership roles. As Role Models challenge our stereotypes, demonstrate that such positions are attainable for everyone, and provide us with a wider range of opportunities to choose from.

Examples of materials that help raising awareness

Pick or make social media posts on barriers, opportunities or the importance of youth leadership (that touches your own experience). These will be particularly used and shared during phase 1 of the training for Young Leaders.

Share a prepared social media post

Example social media texts you can use on your own social media channels:

Hi everyone! I'm [Your Name], and I'm beyond excited to be a part of the We Lead Volleyball Together movement. 🏐 As a [passionate volleyball player or] I advocate for equality, leadership, and inclusivity in sports, I'm proud to represent a program that empowers women and girls to take charge, lead, and thrive on and off the court. 🙋 Why did I choose to become an ambassador? Because I believe in the power of community and the impact we can have when we support each other. Volleyball isn't just about skills; it's about leadership, resilience, and the strength of coming together as a team. Through *We Lead Volleyball Together*, we're creating a platform where everyone has the opportunity to lead, to grow, and to be inspired by others. Let's continue to break barriers, inspire future leaders, and champion equality in sports, one set at a time! 💪

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Hi, I'm [Your Name], and I'm incredibly proud to be an ambassador for We Lead Volleyball Together! 🏐 This program is all about empowering women in volleyball and beyond. It's not just about the game — it's about building confidence, leadership, and strength that lasts a lifetime. Through this movement, I get to help inspire the next generation of athletes to believe in their potential and step up as leaders in their communities. Volleyball has taught me so much about resilience, teamwork, and the power of supporting one another. That's why I'm passionate about this cause. Join me as we continue to break boundaries, inspire one another, and show the world the strength of women in sports. Together, we lead. 💪

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Hi, I'm [Your Name], and I'm proud to be an ambassador for We Lead Volleyball Together! One of the things I'm most passionate about is getting young people involved in leadership roles, whether that's as a coach, a referee, or even a board member. We need to give youth the opportunity to lead — because they are the future of this sport and of our communities. By empowering young athletes to step up and take on leadership positions, we're not just helping them grow in their sport; we're giving them the tools to succeed in life, too. Leadership is about more than just playing the game — it's about decision-making, responsibility, and inspiring others to be their best. And that's exactly what We Lead Volleyball Together is all about. 🌍💙

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Hey, I'm [Your Name], and I'm so excited to be an ambassador for We Lead Volleyball Together! One of my main goals is to encourage young athletes to take on leadership roles like coaching, refereeing, or even becoming involved in the administration of the sport. Youth involvement in leadership is crucial for the future of volleyball. By getting young people involved in decision-making and leadership positions, we're not just shaping the next generation of athletes — we're developing future leaders in our communities. 🏆 Involving young people in leadership positions also creates more opportunities for them to develop key life skills like problem-solving, communication, and resilience. Whether it's coaching the next generation or officiating a match, young leaders help shape the culture of the sport and inspire others to step up, too.

Or make your own social media posts

For example, on one of the topics that we touched in the online kick-off session.

In general, think about:

- Who the target audience is (and thus align to their language and media channels).
- What is the core message?
- What is an argument or an example to that? Talking from own experience gives your message an extra strength.
- What action should they audience take after seeing the post?

Contribute to articles/ video clips for the awareness campaign

Role Models can be requested to provide input for articles, for example in the form of a quote. The national Federation will get in touch with you when they have such a request.

When sharing online, always use the following tags and hashtags:

#WeLeadVolleyballTogether #Leadership #CoFundedbyEU and tag the national volleyball federation(s).

5. Providing learning opportunities to Young Leaders including a presentation

One important aspect of creating a supportive environment for youth leadership is providing youth (female and male) with learning opportunities.

The Role Models will provide learning opportunities to Young Leaders, by:

- A visit and presentation for Young Leaders at one of the participating Clubs
- Sharing a learning on 1 of the leadership learning goals for Young Leaders

Visit at a volleyball club to give a presentation

Role Models, with a federation representative, go to a volleyball club in their country, that participates in the WLVT-programme. Audience can be Young Leaders only, or also other members from the club.

We expect the visit to take around 1 hour, and the preparations to take around 2 hours.

There, you present:

- Personal experience growing into a leadership position
- The results of her/his work in volleyball (so far)
- The way you got there, barriers you came across.
- Learnings or take-away tips for the Young Leaders that aspire a similar role.

Leave room for Questions and Answers.

Tips:

- You have prepared your core message in the kick-off training. Build the rest of the presentation around it.
- We provide you with a [PowerPoint Template](#) that you can adapt to your personal experiences and story.

Instruction how to film a brief quote

As a Role Model, you can inspire, influence, and guide young people. Creating a 1-minute video offers a powerful medium to connect with and positively impact the lives of those who look up to you.

Create a 1-minute video clip

1. You can choose 2 to 3 leadership learning goals from the list of skill the Young Leaders (see table 2 in chapter 2.3).
2. Make a brief video of your own experience about this skill. These video's will be used in the Young Leaders Training Programme and at the www.instagram.com/youngleadersvolleyball to inspire them.

Tips when you make a video:

Understanding your position

- Use words, actions and attitude that embrace the influence you have as a Role Model.
- Share experiences or challenges you have faced that young people (16-20) can identify with, making you more approachable and your advice more applicable.
- Motivate through your stories and achievements rather than dictating what others should do.

Video guidelines

1. Introduction (First 10 seconds)

- Briefly introduce yourself: Share your name, and what your role in volleyball is (for example, referee / coach / board member / team captain) and why you are speaking to them.
- Pose a question or present a fact directly related to your experience or challenge, immediately attracting their attention.

2. Share a personal story or challenge (Next 30-40 seconds)

- Show vulnerability: Choose a story from your life where you faced a challenge or made a significant decision around the age of the Young Leaders
- Highlight the lesson: Focus on what you learned from the experience.

3. Encourage and inspire (Next 10-15 seconds)

- Provide encouragement: Offer words of encouragements that are broad enough to apply to various situations but specific enough to feel personal.
- Inspire action: encourage them to take a positive step, whether pursuing a passion, learning from failure or helping others.

4.. Call to action (Final 5 seconds)

- Engage them further: invite them to share their stories or suggest a simple action they can take immediately.
- Sign off positively: leave them with a hopeful, uplifting message reinforcing your belief in their potential.

Engagement techniques

- Your energy and sincerity can be as compelling as your words. Keep your delivery energetic and genuine.
- Use 'you' to speak directly to the viewer, making your message more personal.

Technical guidelines

- Use natural or additional lighting sources to ensure your face and surroundings are well-lit. Avoid backlighting to prevent appearing as a silhouette.
- Record in a quiet environment to minimize background noise.
- Look directly at the camera to simulate eye contact with your viewers, making your message more personal and engaging.
- Film in Portrait (vertical) Mode – which is usually watched and used by youth.
- Make sure your phone (when using your phone) is on a steady object so it does not fall or move while filming.
- Choose a background that is not distracting but enhances the viewer's ability to focus on your message.

Closing

- Remember, the goal of your video is not just to share a part of yourself but to ignite a spark in young people that encourages them to grow, dream, and become their best selves. Your authenticity, vulnerability, and encouragement can profoundly impact their lives.

6. Amplify best practices, results and stories of Young Leaders

Goal: Increase visibility of Young Leaders by amplifying the stories of Young Leaders to spread best practices and results of youth leadership.

At the end of the We Lead Volleyball Together programme, Young Leaders will have best practices, results and stories to share. They prepare presentations of it at their clubs and for online use.

Federations and national Role Models can easily enhance the visibility of Young Leaders by giving these stories a stage by sharing them:

What kind of stories	Can be shared in:
• Best practices as a team • Results per Young Leader and their future plans • Other stories from Young Leaders	• Social media post • Video • Presentations • (Online) media articles

See also socials text format in *Examples of materials that help raising awareness* above.

Enjoy your journey!

In your role as Role Model, you are supporting young people to take on new challenges, as well as creating a supportive environment for youth leadership.

We believe that is how we can build the best environment for everyone to enjoy and grow in the sport, in which everyone can take part, adding her/his talents, making the whole game better for everyone involved.

Tips & feedback

Feel free to share any questions, tips or feedback you might have about this handbook. With your input we can develop and improve We Lead Volleyball Together. You can contact us through the contact person of your federation.

When posting on social media use the following hashtags:

#WeLeadVolleyballTogether, #Leadership and #CofundedbyEU and tag the national volleyball federation(s).

Colophon

Photography

All photos used in this publication are the property of Nevobo, NVBF, BLI, VODE and THUAS.

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