We Lead Volleyball Together

Empowering Leaders: A Theoretical Guide for WLVT

WLVT
We Lead Volleyball Together

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Find all about what leadership for young people means and how we can best support that.

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

Also find in this handbook, more information on:

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	*(included in training, see Exercise Book)*
5 Engaging youth in decision-making	*(included in training, see Exercise Book)*
6 Providing youth with learning opportunities	*(included in training, see Exercise Book)* 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	*(included in training, see Exercise Book)*

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 unconsciousness. 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 leadershipleaders

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 WLVT-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
- The Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF). (2019). *Lederkurs for ungdom* 15-19 år. Idrettsforbundet.no. https://www.idrettsforbundet.no/tema/ungdomsidrett/lederkurs-for-ungdom-15-19-ar/
- Volleyball4Life, *Collection of games*. (Nevobo, 2023): https://www.nevobo.nl/over-ons/internationale-samenwerking/volleybal4life/ (specifically on Reflection method of Reflect Connect Apply)
- WarChild (2024) *Policies-and reports-safeguarding*. War Child: https://www.warchild.org.uk/our-work/policies-and-reports/safeguarding
- WarChild (2024) *Child Safeguarding*. War Child: https://www.warchild.org.uk/sites/default/files/2024-03/Code_Of_Conduct_WCUK.pdf

Youth leadership & inclusive leadership More theory:

- Carmeli, A., Reiter-Palmon, R., & Ziv, E. (2010). Inclusive leadership and employee involvement in creative tasks in the workplace: The mediating role of psychological safety. Creativity Research Journal, 22(3), 250-260.
- Gallo, A. (2024). What Is Active Listening? Harvard Business Review. Available at: https://hbr.org/2024/01/what-is-active-listening
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Links to practical information

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- Lewisdeepdemocracy (year) *Inclusive discussion: Basics of CoResolve approach for inclusive decision-making, developed in post-apartheid South Africa.* Lewis Deep Democracy - wisdom in the no. https://www.lewisdeepdemocracy.com/
- Meaningful Youth Participation: https://www.youthatheart.nl/meaningful-youth-participation-toolkit
- Participation Ladder of Roger Hart: https://organizingengagement.org/models/ladder-of-childrens-participation/

Understand barriers & opportunities in leadership

More theory:

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- 'Over de Top' (Podcast by 4 Dutch female pro players): https://podcastluisteren.nl/ep/Over-de-Top-Vrouwelijk-leiderschap-or-Over-de-Top-or-S0306
- Real life examples of "masculine world" of volleyball federations: https://inside.cev.eu/articles/development/maria-farsund-female-coaches-need-opportunities-and-most-of-all-a-platform-where-they-can-be-heard/
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- Women's Sport Foundation (2024) *Information about the disparity in access to sport facilities and equipment:* https://www.womenssportsfoundation.org/articles_and_report/chasing-equity-the-triumphs-challenges-and-opportunities-in-sports-for-girls-and-women/

Links to practical information

- Exclusion mechanisms, Anne Frank Foundation
- *Girls Empowerment through sports.* (Women Win): https://guides.womenwin.org
- Rock & Water Games: http://www.rotsenwater.nl
- Supportive Environment: https://www.idea.int/sites/default/files/publications/a-guide-to-being-an-effective-advocate-for-gender-equality-CAWE1.pdf
- 6 ways to support women entrepreneurs (i.e. empower the group, increase visibility, generate public support and tackle the root problem)

Explore my talents

Giving & Receiving feedback: https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/receiving-and-giving-effective-feedback
Deal with negative feedback: https://www.joinassembly.com/blog/how-to-professionally-respond-to-negative-feedback-at-work

Kilmann, T. (2022, October 4.) *What is the Thomas Kilman Conflict management model?* Model Conflict resolution types – (avoidance, accommodation, competition, compromise and collaboration). MTD Management Training Specialists blog: https://www.mtdtraining.com/blog/thomas-kilmann-conflict-management-model.htm

Practice and build skills

- Values: https://jamesclear.com/core-values
- Leadership styles: https://www.wework.com/ideas/professional-development/management-leadership/five-common-leadership-styles-and-how-to-find-your-own
- (Peer) pressure: Scherder, E. (year) *Optimisme kan je leren*: https://meer.eo.nl/training/gratis-online-training-optimisme-kun-je-leren
- Input from youth in prep assignment & test (Norway and Netherlands)

Build leadership skills in teamwork

- Role modelling. The Norwegian Olympic and Paralympic Committee and Confederation of Sports (NIF). (2019). *Lederkurs for ungdom* 15-19 år. Idrettsforbundet.no. https://www.idrettsforbundet.no/tema/ungdomsidrett/lederkurs-for-ungdom-15-19-ar/

Celebrate our achievements

- Simon Sinek's Optimism Company (2009). *The golden circle. Present your goals (why, how, what)*: https://simonsinek.com/golden-circle

Colophon

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