WLVT
We Lead Volleyball Together

# Workbook for Young Leaders

Co-funded by the European Union

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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<br>Summarize the team goal for the period of the WLVT-programme. And make it concrete by explaining: why, how, what, when, and by whom.<br><br>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<br>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.<br>Also explain per step: what, by whom and when. | Action step 1 |
| | Action step 2 |
| | Action step 3 |
| Notes<br>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:<br>(see examples chapter 2.1 in the Handbook for Young Leaders) |
| What are 3 main actions towards the 1 or 2 activities for youth?<br>1.<br><br>2.<br><br>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:<br>• Team Agreement<br>• Team goal + Action Steps<br>• Rough Activity Plan for youth (13-15)<br>• 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 | *For example, WhatsApp Group* | Pros<br>• Quick questioning and answering<br>• Great for sharing links, photos, quick updates<br>• (some tools have options like polls)<br><br>Cons<br>• Easily lose information<br>• Does not allow for thorough discussion |
| Keeping joint plans and documents | *For example, free Google Drive* | Pros<br>• Everyone has the same information<br>• Option for online co-working<br>• Easy to share with Club Mentor, Board Members etc.<br><br>Cons:<br>• 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<br>• Get to explain oneself better and understand others more easily<br>• Quick back-and-forths allow for easier and quicker decision-making.<br>• More fun being together<br><br>Cons<br>• Takes more time<br>• 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<br>**When writing:**<br>• Be brief<br>• Be clear on your specific question or deadline.<br>• Give additional information if need be, in photo, text or link.<br>**When reading**<br>• Everyone let know when they have read the message.<br>• 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<br>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

Wite down your findings on tasks and skills per leader in volleyball:

| Role | Tasks | Leadership skills |
|---|---|---|
| Coach<br>Organises the team | • …<br>• …<br>• … | • …<br>• …<br>• … |
| Referee<br>Organises the match | • …<br>• …<br>• … | • …<br>• …<br>• … |
| Board member<br>Organises the club | • …<br>• …<br>• … | • …<br>• …<br>• … |

**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<br>• I am clear about team goals and expectations<br>• I can adapt sports activities to the group or circumstances when needed<br>• I can effectively delegate tasks to team members<br>• I help players to reflect on their actions<br>• 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<br>• I set goals and plan towards it<br>• I demonstrate the behaviour I wish to see in others<br>• I focus on the positive side of things<br>• I can easily adapt to changes when circumstances alter<br>• 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<br>• 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<br>• I am confident that I can make fair decisions<br>• I communicate clearly and effectively<br>• I set boundaries and respect those of others<br>• I make decisions<br>• 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)<br>• I represent club members, listening to their input, and I use my leadership skills for the common good<br>• I collaborate with relevant actors in my club | • I have a clear vision on the club goals.<br>• I take up new responsibilities<br>• I consider the input of others before making decisions<br>• I can enthusiasm, convince and engage others to new plans and actions<br>• 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<br>1. Check: Go back to My motivation to join the WLVT-programme (see chapter 1, exercise 3.).<br>2. Check your answers from Exercise 26 above.<br>3. Summarize: Can you bring this together to 1 personal goal for yourself in the WLVT-training?<br>4. Specify: Which role(s) do you want to take up when leading the activity for youth? | Personal goal |
| Action steps<br>Specify 3 action steps for you to achieve your goal.<br>1. Pick at least one action step for understanding better your role at the activity for youth.<br>For example:<br>• Find someone at the club with this role<br>• Ask if you could see her/his work once<br>• And then have a 10-min conversation or interview after it.<br>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?<br>3. Also explain per step: what and when. | Action step 1 |
| | Action step 2 |
| | Action step 3 |
| Notes<br>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:<br><br>Job/Role:<br><br>Expertise:<br><br>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.<br><br>2.<br><br>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?<br>○ What do you want to do differently next time? And how?<br>○ What would help you to keep track on your goals?<br>○ 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?<br><br>For example:<br>• I set goals<br>• I plan for concrete steps towards achieving my goals<br>• I ask for help when I need it<br>• I take up new challenges<br>• I know how to deal with emotions and disappointments<br>• 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<br>What is the date it takes place, and the times? (agree with your Club Mentor) | When |
| Time<br>What is the available time? | Time |
| For whom<br>Where will you recruit them from? From the club and/or from the nearby schools? | For whom<br>13 to 15-year-olds<br>From: |
| Number of participants<br>Check with your Club Mentor, who knows the target number or participants. | Number of participants |
| Address<br>Where does the event take place? | Address |
| Place<br>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<br>What activities do you want to organise? A small tournament, or other games, or both?<br>How much time does each game/match takes? And thus: How many matches/games can be played? |
| --- |
| |

| Players and teams<br>What is the minimum number of participants needed? And the maximum?<br>Do players register individually, or as a team?<br>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<br>How would you organise it?<br>For how many players/teams? | Materials needed per exercise | What would you tell the players?<br>On reflection, safety, variations, .. |
|---|---|---|---|---|
| | *(prepare the field)* | | | |
| | *(welcoming exercise & register players)* | | | |
| | *(warming-up)* | | | |
| | *(main exercises)* | | | |
| | *(cooling-down)* | | | |
| | *(closure)* | | | |

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.<br>2. Make fair teams<br>3. Explain the exercise, in this order:<br>o Goal of the game (What is the end goal? How can you win?).<br>o The main rules (The minimum of rules one needs to know to get started).<br>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.<br>o Think beforehand how to make it easier or harder for the players.<br>o Or discuss with the players what to add to make it more fun.<br><br>Variations may include:<br>o Making the field bigger or smaller<br>o Playing with more or fewer players<br>o Playing with more, less or different materials<br>o Adding or removing rules<br><br>6. Continue playing with the variations<br>7. Rematch! (if time allows) |
| Closing | 8. Indicate when the game is almost over (say: "1 minute left!" or "1 point to go!")<br>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.<br>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<br>○ Alternate between heavier and lighter physical activities<br>○ Ensure players have sufficient drinking water<br>○ Wear comfortable clothes and sports shoes<br>○ Avoid wearing jewellery (to prevent getting caught on something)<br>○ Provide a first aid kit and have someone who can do first aid<br>○ 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<br>○ Maintain confidentiality about what is discussed during the training<br>○ Be able to refer a player for psychological help<br><br>*More tips are shared in the Exercise Book chapter 1.4: 4 tips to mentor youth* |
| Safety measures specifically for girls and women | ○ Schedule classes at times and places that do not create unnecessary barriers for girls' participation<br>○ 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)

| *A. Subgoals* | *B. Actual result* | *C. Actions Planned* | *D. Actions Done* | *E. By whom* | *F. Deadline* |
|---|---|---|---|---|---|
| 50 youth | 5 youth interested | Post on Instagram<br>Ask coach to share | Draft a flyer | Gudrun | 25 Sept |
| 13-15 years | | Recruit from the under 15 teams<br>Ask age when they register | | Mo | 1 Oct<br><br>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**<br>How would you organise it?<br>For how many players/teams? | **Materials needed per exercise** | **What would you tell the players?**<br>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 | Exercise 44 | Final Record of our learnings |
| Take your skills to the next level | Exercise 46A | 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, tis 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?<br>Which youth participated?<br>And how many participated? | |
| Why?<br>Explain why you choose this activity for youth. Was there a specific reason for it?<br>Describe it in such a way that others would want to organise it as well! | |
| How?<br>Describe the activity: What did the participants do, how did it look like? | |
| What?<br>Summarize the programme set-up, materials used, and time duration of the activity | • *And attach the list of all exercises during the activity and specify each of the Activity Planer (chapter 4).* |
| Your learnings<br>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.*<br>• *And copy-paste '2 things that went well', '1 thing to improve' and 'tips' from point 8. Reflect on the activity of the Activity Planner.* |
| Quotes from the participants<br>Provide quotes about their experience of the activity, of:<br>• 1 Young Leader<br>• 1 Youth<br>• 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 a 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<br>Summarize: What is your goal in leadership for after WLVT?<br><br>For example:<br>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?<br><br>And make it concrete by explaining: why, how, what, and when. | Personal goal |
| Action steps<br>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.<br>Also explain per step: what and when. | Action step 1 |
| | Action step 2 |
| | Action step 3 |
| Notes<br>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.

Authors
Inemarie Dekker, Irene Sand (NVBF), Dorien Tenhaeff (Nevobo) and Andrei Oancea (Nevobo).

Contributors
Peter van Tarel (Nevobo), Line Busland (NVBF), Mie Herred Andersen (VODE), Christina Attup Juhl (VODE), Rosborg Halldorsdottir (BLI), Borja Gonzalez (BLI), Cem Tinaz (THUAS), Andrea Emara (THUAS), Georgios Georgiadis (THUAS), Jos Sienknecht (THUAS), James Bostock (THUAS) and Koen Breedveld (THUAS).

Graphic Design & Layout
Anita Sturrus (Nevobo)

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