



CLUB DASHBOARD

INSTRUCTIONS: This dashboard is meant to be of assistance in deciding what to include in your club’s approach to supporting mental health and well-being in volleyball culture. There is no “one size fits all”.

STEP 1: AWARENESS - Read through Dashboard and answer the questions. Read through each section and reflect on what your volleyball club currently does well and where it could improve. Refer to the relevant toolkit sections for more information or explanation where needed. Record notes in the space provided in each section.

STEP 2: ASSEMBLE – Make a call for engagement within your leadership and out to your membership to get people involved.

STEP 3: ACTION – Identify current gaps and places you may wish to start. Decide on tangible steps from the dashboard below. We recommend choosing one or two areas that you want to improve to kick things off in your club or program. Sometimes it can be most motivating by starting with smaller steps that can create momentum. Change takes time and this process can be done gradually.

STEP 4: ASSESS – Have a timeframe to evaluate how you are doing. Consider using surveys, discussions, meetings, and group work. Revisit this tool regularly to track progress and move to another section or strategic area that will build on the work you have already completed.

PILLAR 1: AWARENESS & AMBASSADORS	Yes!	Needs work	Relevant Toolkit Sections	Actions List your club/program actions here: WHAT steps need to take place? WHO will lead this initiative? HOW will you do it? WHEN will it be accomplished?
Do your Board, staff, and volunteers understand what mental health and well-being look like in volleyball?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1. Awareness and Ambassadors Introduction 1.1 Key Messages	Example action <i>Club Board members will be required to read section 1 of the toolkit. Coach on-boarding will involve review of section 1.1 Key Messages.</i>

<p>Do your Board, staff, and volunteers understand what mental health and well-being look like in volleyball?</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>1. Awareness and Ambassadors Introduction 1.1 Key Messages</p>	
<p>Do your Board, staff, and volunteers understand key definitions and terminology that relate to mental health and well-being?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>1.1 Key Messages on Mental Health 2.2 Policies and best practices</p>	
<p>Do you embed references to mental health and well-being into your written communications, including emails, website, and social media?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>1.1 Key Messages on Mental Health 1.2 Activities to enhance awareness of mental health in your volleyball club</p>	
<p>Do you integrate core mental health literacy messages into coach, parent, and athlete meetings at the start of the season or program?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>1.1 Key Messages on Mental Health</p>	
<p>Do you have a proactive communications plan that aims to enhance awareness and understanding of mental health in volleyball?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>1.2 Activities to enhance awareness of mental health in your volleyball club</p>	

Do you have individuals in your club who are comfortable sharing their experiences and promoting mental health and well-being?	<input type="checkbox"/>	<input type="checkbox"/>	1.3 Assembling a team of mental health ambassadors	
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Best Practices

- Use 1.2 Awareness Activities and 1.1 Key Messages as core documents to increasing understanding of mental health and well-being.
- Use active and integrated means for demonstrating your club or program’s commitment to mental health and well-being.
- Don’t be afraid to join forces with other clubs, programs, leagues, or even partner sports to raise awareness and understanding in this area.
- You may want to have someone who has experience in building mental health awareness to moderate meetings and initiatives when possible.

PILLAR 2: CULTURE CHANGE – A FOCUS ON SUPPORT AND WELL-BEING	Yes!	Needs work	Relevant Toolkit Sections	Actions List your club/program actions here: WHAT steps need to take place? WHO will lead this initiative? HOW will you do it? WHEN will it be accomplished?
Do your Board, staff, and volunteers understand what creating a culture of support means?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2. Culture Change – Introduction 2.1 Actions to Prioritise Mental Health and Wellness 2.2 Policies and Best Practices 2.3 Creating a Commitment Statement	Example action <i>Club Board members will be required to read section 1 of the toolkit. We will dedicate a part of our next Board meeting to discussing and brainstorming activities that will contribute to a culture of support.</i>
Do your Board, staff, and volunteers understand what creating a culture of support means?	<input type="checkbox"/>	<input type="checkbox"/>	2. Culture Change – Introduction 2.1 Actions to Prioritise Mental Health and Wellness 2.2 Policies and Best Practices 2.3 Creating a Commitment Statement	

Do you proactively organise activities that foster a focus on mental health and well-being as part of achieving performance excellence?	<input type="checkbox"/>	<input type="checkbox"/>	2. Culture Change – Introduction 2.1 Actions to Prioritise Mental Health and Wellness	
Do your communications activities and messages emphasise mental well-being as part of performance excellence?	<input type="checkbox"/>	<input type="checkbox"/>	2. Culture Change – Introduction 2.1 Actions to Prioritise Mental Health and Wellness	
Do you have a commitment to a culture of support that is championed by your club leadership?	<input type="checkbox"/>	<input type="checkbox"/>	2.2 Policies and Best Practices 2.3 Creating a Commitment Statement	
Have you examined club or program policies through a lens of well-being?	<input type="checkbox"/>	<input type="checkbox"/>	2.2 Policies and Best Practices 2.3 Creating a Commitment Statement	
Do your policies and procedures reflect a diverse range of voices and lived experiences?	<input type="checkbox"/>	<input type="checkbox"/>	2.2 Policies and Best Practices 2.3 Creating a Commitment Statement	

Best Practices

- Ensure you have a leadership core that is diverse to ensure policies that respond to and include a diverse range of participant needs.
- Build in some accountability and if possible, assign key leaders for each activity.
- Include end-of-program surveys to all participants that include some questions about mental health and well-being.
- Where possible, engage with sector experts or those with lived experience to review policies and procedures and ensure that mental health and well-being is addressed.

PILLAR 3: POSITIVE COMMUNICATION SKILLS	Yes!	Needs work	Relevant Toolkit Sections	Actions List your club/program actions here: WHAT steps need to take place? WHO will lead this initiative? HOW will you do it? WHEN will it be accomplished?
Do you practice positive communication skills during Board and staff meetings?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	3. Positive Communication Skills 3.1 Empathetic Communication 3.2 Active Listening	Example action <i>We will distribute the Empathetic Communication and Active Listening handouts to your Board. It is just as pertinent and important for Board leadership to understand this, as it is for coaches and parents to use these skills when communicating with athletes.</i>
Do you practice positive communication skills during Board and staff meetings?	<input type="checkbox"/>	<input type="checkbox"/>	3. Positive Communication Skills 3.1 Empathetic Communication 3.2 Active Listening	
Are coaches or program leaders taught positive communication skills as part of their onboarding?	<input type="checkbox"/>	<input type="checkbox"/>	3. Positive Communication Skills 3.1 Empathetic Communication 3.2 Active Listening	
Do you proactively organise activities that encourage athletes to model empathetic communication and active listening?	<input type="checkbox"/>	<input type="checkbox"/>	3. Positive Communication Skills 3.1 Empathetic Communication 3.2 Active Listening	
Best Practices				
<ul style="list-style-type: none"> Reward and acknowledge empathetic communication and active listening techniques when you see them take place Seek out opportunities to reinforce and highlight 3.1 and 3.2 checklists and skills in all club meetings and other general operations 				

PILLAR 4: SPORT AS A TOOL FOR CONNECTION	Yes!	Needs work	Relevant Toolkit Sections	Actions List your club/program actions here: WHAT steps need to take place? WHO will lead this initiative? HOW will you do it? WHEN will it be accomplished?
Do you introduce a positive start to the year in your program, using activities or ideas that promote connection and safety early on?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	4. Sport as a Tool for Connection – Introduction 4.1 Actions to Promote Connection and Engagement 4.2 Additional learning on Cultivating Connection	Example action <i>Representative athletes and coaches will meet in the pre-season to brainstorm ideas to start the year off with a positive connection and to reduce probability of people feeling left out, or feelings of exclusion, bullying, harassment or favouritism etc.</i>
Do your Board, staff, and volunteers understand how volleyball can be a tool for connection?	<input type="checkbox"/>	<input type="checkbox"/>	4. Sport as a Tool for Connection – Introduction 4.1 Actions to Promote Connection and Engagement 4.2 Additional learning on Cultivating Connection	
Do your Board, staff, and volunteers understand how volleyball can be a tool for connection?	<input type="checkbox"/>	<input type="checkbox"/>	4. Sport as a Tool for Connection – Introduction 4.1 Actions to Promote Connection and Engagement 4.2 Additional learning on Cultivating Connection	
Have your coaches or program leaders been trained in creating connection through volleyball?	<input type="checkbox"/>	<input type="checkbox"/>	4.2 Additional learning on Cultivating Connection	
Do you proactively survey or ask your membership about how you can improve their connection and belonging with the club?	<input type="checkbox"/>	<input type="checkbox"/>	4.1 Actions to Promote Connection and Engagement 4.2 Additional learning on Cultivating Connection	

Do you introduce a positive start to the year in your program, using activities or ideas that promote connection and safety early on?	<input type="checkbox"/>	<input type="checkbox"/>	4. Sport as a Tool for Connection – Introduction 4.1 Actions to Promote Connection and Engagement 4.2 Additional learning on Cultivating Connection	
Do you proactively plan and deliver activities to encourage connection and engagement among athletes / players?	<input type="checkbox"/>	<input type="checkbox"/>	4.1 Actions to Promote Connection and Engagement	
Do you proactively plan and deliver mental health check-ins or peer-to-peer check-ins among athletes / players?	<input type="checkbox"/>	<input type="checkbox"/>	4.1 Actions to Promote Connection and Engagement Navigation Tool #13 – Continuum of Mental Health Indicators and Check in	
Do you have processes or steps identified for coaches or program leaders to take when an athlete starts withdrawing?	<input type="checkbox"/>	<input type="checkbox"/>	4.1 Actions to Promote Connection and Engagement 4.2 Additional learning on Cultivating Connection Navigation Tools #1-5 - Managing an Emergency / Non-Emergency Mental Health Situation	
Do you proactively plan and deliver activities to encourage connection and engagement among volunteers and staff?	<input type="checkbox"/>	<input type="checkbox"/>	4.1 Actions to Promote Connection and Engagement	

Best Practices

- The best approach for ensuring diversity and inclusion adds to a powerful sense of belonging is to ensure you are hearing from a diverse audience.
- Clubs often cater to the most represented groups, but it is important to be aware of individual or underserved needs as well (See Pillar 5 – Inclusion)

PILLAR 5: INCLUSIVE, DIVERSE, AND WELCOMING SPACES	Yes!	Needs work	Relevant Toolkit Sections	Actions List your club/program actions here: WHAT steps need to take place? WHO will lead this initiative? HOW will you do it? WHEN will it be accomplished?
Has your club done any form of audit to assess inclusion?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	5. Inclusive, Diverse and Welcoming Spaces – Intro 5.1 Club Audit Tool 5.2 Recommended Training	Example action <i>The club will send out a survey and create a small working group to ensure we are moving in the right direction.</i>
Has your club done any form of audit to assess inclusion?	<input type="checkbox"/>	<input type="checkbox"/>	5. Inclusive, Diverse and Welcoming Spaces – Intro 5.1 Club Audit Tool 5.2 Recommended Training	
Are your Board, staff, and volunteers trained in creating inclusive, diverse, and welcoming spaces?			5.2 Recommended Training	
Do your coaches or program leaders get trained in enhancing diversity, equity and inclusion before they start?	<input type="checkbox"/>	<input type="checkbox"/>	5.2 Recommended Training	
Have you reviewed all elements of your club experience with a lens of inclusion? (Consider: affordability, transportation, accessibility, collaboration, and safety)	<input type="checkbox"/>	<input type="checkbox"/>	5. Inclusive, Diverse and Welcoming Spaces – Intro 5.1 Club Audit Tool	

Do you have an action plan or identified measures to ensure that you are creating diverse, inclusive, and welcoming spaces?	<input type="checkbox"/>	<input type="checkbox"/>	5. Inclusive, Diverse and Welcoming Spaces – Intro 5.1 Club Audit Tool 5.2 Recommended Training	
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Best Practices

- This pillar is one of the most important, but also the most complex. By using the Diversity, Equity and Inclusion tool, your club/program can make targeted changes and efforts which are most important to your program, at a rate you can maintain.
- Change takes time and this process can be done gradually – but starting with some visible and concrete actions can build momentum and buy-in.
- Sharing ideas with other clubs across the province can also add to momentum and a united commitment to inclusive volleyball in BC.
- Take small concrete steps like having your club leadership take some of the cultural, diverse ability, gender equity training recommended in section 5.2 to guide other inclusive choices and actions.
- The Canadian Paralympic Committee and other BC-based disability sport organizations have resources and coach training to help encourage athlete and coach participation from equity-seeking groups.

PILLAR 6: BUILDING YOUR NETWORK OF INTERNAL AND EXTERNAL ASSETS	Yes!	Needs work	Relevant Toolkit Sections	Actions List your club/program actions here: WHAT steps need to take place? WHO will lead this initiative? HOW will you do it? WHEN will it be accomplished?
Does your club leadership understand what is meant by “external and internal mental health assets”?	<input type="checkbox"/>	<input type="checkbox"/>	6. Building Your Network – Intro 6.1 Internal Mental Health Assets 6.2 External Mental Health Assets	Example action <i>We will create a space on our website/sharing site where Board, staff, and coaches can easily access mental health information that is relevant to our community.</i>
Do you have a one-pager with your external mental health assets that can be provided to all coaches and club leaders?	<input type="checkbox"/>	<input type="checkbox"/>	6. Building Your Network – Intro 6.2 External Mental Health Assets	

<p>Have you identified someone responsible for ensuring it remains updated?</p>				
<p>Have you compiled and created checklists for coaches and club leaders to handle emergency and non-emergency mental health situations?</p>			<p>6. Building Your Network – Intro 6.2 External Mental Health Assets Section C: Navigation Tools #1-5 - Managing an Emergency / Non- Emergency Mental Health Situation</p>	
<p>Have you intentionally identified gaps in your club’s knowledge, understanding or resources about mental health and well-being?</p> <p>Have you developed a plan of action and/or list of resources that can fill these gaps?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>6. Building Your Network – Intro 6.1 Internal Mental Health Assets Section C: Navigation Tools – to be selected on the basis of the gaps identified. 6.3 Recommended Training</p>	
<p>Have you reviewed mental health training and identified any that is appropriate for Board, staff, and volunteers?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>6.3 Recommended Training</p>	
<p>Do you survey your members and ask them about mental health and well-being topics that are of specific interest?</p> <p>Do you have resources and information that you can provide on these topics?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Section C: Navigation Tools – to be selected on the basis of the gaps identified.</p>	

<p>Is someone in your club responsible for viewing the recorded and upcoming Mental Health webinars offered by Volleyball BC so that they can pass along relevant information?</p>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Webinars posted on Volleyball BC's YouTube channel</p>	
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Best Practices

- Ensure you participate in Volleyball BC surveys and membership information-gathering so resources and community needs are matched as best as possible.
- Establish who will be the team, club, or program 'go to' for specific responsibilities such as disseminating information on upcoming webinars, coach resources, athlete tools, etc. Identifying a leader (or multiple leaders) in this area will increase the likelihood that follow through will take place and information will reach your participants.
- Whenever possible, reach out to students in training, expert practitioners, or those with lived experience in navigating the mental health systems in sport for support. By creating your External Network (Section 6.2), you will be more aware of who is in your area or available virtually from outside your region).