



KORFBALL COACH LEVEL 2

Intermediate General Principles

Manual

May 2016 Edition

This manual is the General Principles part of the Coach Level 2 Course. It incorporates the suggested content of the *Australian Sports Commission's* Intermediate Coaching General Principles Manual and the *International Korfball Federation* Level 2 Coaching Course.

The aim of the Korfball Coach Level 2 Course is to

- increase confidence and competence in coaching ability
- promote an ongoing progressive improvement of knowledge and expertise
- promote the use of safe and correct techniques
- develop a deeper understanding of coaching korfball
- increase the enjoyment of korfball for coaches and players

For further information contact

NationalTechnicalCoordinator@korfball.org.au

Content

Module 1	The Essence of coaching	3
Module 2	Program Management	12
Module 3	Planning	17
Module 4	Sports Safety	22
Module 5	Coaching Process	28
Module 6	Korfball Coaching Theory	34
Module 7	Coaching Korfball	37
Appendix 1	ASC Code of behaviour	46
Appendix 2	KA General Policy	48
Appendix 3	KA Policy for Coaches	50
Appendix 4	Player Medical History Form	53
Appendix 5	Korfball Coaches Courses in Context	55

Module 1 The essence of coaching

Coaching is complex and varied and the influence of the coach can be very broad and deep in the korfball community. Therefore it is important that we perform to the best of our ability and seek to improve our performance. This is assisted through self-reflection and professional development which is what you are doing through involvement in this course.

Evaluating and improving coaching performance

Effective coaching is about helping korfballers to improve and also about constantly improving as a coach.

We can learn by

- watching other coaches in action
- working with more experienced coaches (mentors) to seek guidance and advice
- participating in a community of korfball coaches
- working as an assistant coach to a senior coach
- using self-reflection and evaluation, making use of video and self-analysis techniques.

The self-reflection cycle is continuous. Here is a korfball example;-

Self-reflection stage	Korfball example
Action	Demonstrate an L movement in attack
Self-reflection	Could they all see what I was doing?
Things to improve	Position group better to observe
Planning improvement	Ensure everyone is in a see all position
Action – implementing the changes	Repeat with everyone in a good position
Follow – up reflection	That worked much better but I also need to repeat it and have it at different speeds.

Methods of self-reflection

Coaching Diary

Advantages include

- simple method
- provides a written record that can be referred back to
- can help you remember and keep things in perspective

Hint;

- ✓ keep entries simple
- ✓ describe performance before judging
- ✓ record what was done well
- ✓ record what needs improving
- ✓ record what you will do in next session

A diary example that could also be combined with a training plan.

Date	Session	Time
Session description (including aims)		
Focus area		
Things to improve	To implement in next session	
	Follow-up evaluation after next session	

Video self-analysis

Advantages of the method are:-

- an opportunity to see yourself in action as others see you
- provides a detailed feedback
- is flexible – can be viewed many times and sent to others for feedback

Mentor coaching

Mentoring involves asking a more experienced coach to observe them in action.

Advantages are

- a means to reflect on performance and get advice
- a different perspective on your performance

A mentor needs to

- strong communication skills
- a willingness and time to be involved
- adhere to and promote the Korfball Coach's Code of Behaviour
- be available for first-hand observations and face-to-face discussions.

What we need to consider

This check list lets you see the scope of aspects that can be considered for improvement.

	Coaching aspect	Comment/action
Preparation	Session plan developed	
	Equipment organised	
	Introduction to the session	
	Dynamic warm-up	
Group Management	Involvement of all players	
	Attention-gaining skills	
	Control of the group	
	Organisational skills	
Teaching	Adequate demonstration	
	Skills broken into sequential steps	
	Key teaching points stressed	
	Error detection and correction	
	Progression	
	Overload of information	
	Variety of teaching methods	
	Individual needs catered for	
Communication	Clear instructions provided	
	Check understanding of instructions	
	Non-verbal cues	
	Individual feedback provided	
	Group feedback provided	
	Listening skills	
	Questioning skills	
	Professional manner	
	Enthusiasm and positive attitude	
Safety	Use of protective equipment	
	Check environmental hazards	
	Safety instructions	
	Adequate supervision of players	
General	Appropriateness of session	
	Sequencing/progression/flow	
	Variety	
	Appropriate time on task	

Improving coaching performance

When you have evaluated your performance there are a number of ways you can make improvements. These include:-

- Technical and professional development, e.g. doing particular courses/activities
- Observing and working with other coaches, e.g. a mentor/coach group
- Seeking further information, e.g. on line articles, videos, people
- Analysing and applying information from other sports

Professional standards and behaviour expected of a korfball coach

A strength of Korfball is its appeal as a mixed sex sport, behaviour is a major part of the appeal. Coaches are leaders and shape the Korfball culture and need to be positively contributing to the right behaviours.

The ***Korfball Coaches Policy*** shows how this can be achieved. (See Appendix 1)

The *Australian Sports Commission's* Code for coaches' states:

- Place the safety and welfare of the athletes above all else
- Help each person reach their potential. Respect the talent, developmental stage and goals of each person and complement and encourage positive and supportive feedback
- Any physical contact with a person should be appropriate to the situation and necessary for the person's skill development
- Be honest and do not allow your qualifications to be misrepresented.

Dealing with difficult situations and ethical dilemmas

Reporting of child abuse

It is not a coach's responsibility to find evidence that abuse has occurred. However as a coach you must be aware of the signs of child abuse, which can include:

- Bruising, particularly the head, face, or neck region
- Differing versions about how an injury occurred
- A child not relating well to others
- Disruptive or aggressive behaviour and bullying

As a coach you need to know where to get advice or report concerns. This is an ethical and in some states and territories, a legal responsibility of coaches. Contact your state government for the procedure.

Inappropriate demonstration of a skill

If physical contact is required in demonstrating a skill that may be considered intrusive ask permission first or try to use a non-intrusive way.

Clubs should have guidelines regarding physical contact including when injuries occur.

Use of appropriate language/verbal abuse when coaching

In korfbal we keep our language constructive at all times when coaching.

Abuse from parents or others in the korfbal environment is not acceptable and guidelines for dealing with this should be in place from the organising club/league. Coaches should make themselves aware of these.

Abuse of officials

This is unacceptable in korfbal and especially from coaches who need to set an example of respect for officials.

There are avenues for complaint (such as in private at half time in a game or in a game report).

Disability discrimination

Disability discrimination can take many form and affect self-esteem and is unlawful. Try, where reasonable, to support participation or, as a coach, try to offer alternative involvement.

Racial discrimination

Korfbal is played in over 60 countries on all continents with all major races involved.

Racism can affect player's lives and therefore has no place in korfbal.

Racism is also unlawful under state and federal anti-discrimination legislation.

Coaches should be aware of more subtle forms of discrimination, with all decisions based on merit and with a clear rationale.

Giving all players fair attention

As part of the reflection process it is easy sometimes to forget while in, for example, a training environment to give too much or too little attention to a player or group of players. It is particularly the case in korfbal that we treat each gender appropriately. This includes ensuring both genders have the ability to take on all roles in play. This might imply that you have to give extra attention to a group or individual to ensure they can take on all roles. Sometimes it is a good idea to ask your players if you have been fair in your attention. They certainly will know!

Treatment of injured players

In the event of a player injury, coaches should:

- check if players are injured and support them getting attention.
- Be aware of the extent and seriousness of the injury and check that the player has medical clearance to recommence

In addition try to involve injured players in other ways.

Dealing with bullying or personality clashes within a team

Everyone has a right to participate without fear of intimidation or abuse, whether verbal, physical or emotional.

You need to have this dealt with and in most situations you can take a leadership role in this by talking with and solving the issue with those concerned, including the bully if that is the issue. You may have assistance with this through management in team or club.

Doping in sport

The use of prohibited methods and substances, as defined by the World Anti-Doping Code Prohibited List, is banned in sport. They are banned for these reasons

- they risk the health of the athlete
- have a performance enhancing effect
- are against the spirit of the sport.

As coaches we have an obligation to:

- be knowledgeable about, and comply with, all anti- doping policies and rules
- support and assist anti-doping organisations to conduct doping control

- use our influence on players' values and behaviour to foster anti-doping attitudes. This includes reporting any suspected violations of anti-doping rules to anti-doping authorities such as Australian Sports Anti-Doping Authority.

Korfball Australia and the *International Korfball Federation* support anti-doping regulations and expectations as outlined by the relevant organisations.

For further information on any of the issues noted above go to the following websites

www.playbytherules.net.au

www.ausport.gov.au

www.asada.gov.au

Coaching philosophy and coaching style

As a coach, your performance and behaviour is guided, consciously or unconsciously, by your philosophy – that is the set of personal guidelines you have about how you will operate as a coach and what you expect from and want for yourself and those you coach.

Your philosophy will consist of

- your major objectives (things you value and want to achieve)
- your beliefs or principles about how you will achieve your objectives

Having a philosophy helps you have **direction** (e.g. make choices) and **consistency** in your coaching.

In developing your philosophy it should be

- player centred – you are assisting them to develop to their full potential and you are providing the environment in which they can achieve
- holistic in approach so you want to develop them as a player but also as a person so you will have some interest and perhaps concern for the player's development outside of korfball
- recognising the importance of teamwork and collective effort in order to achieve objectives.

The Korfball philosophy

In developing your individual philosophy you would also need to have some understanding and agreement with the philosophy of the sport of korfball. It begins with the foundation ideal that it is a game in an environment comprising male and female players where they

can realise their aspirations and where it is equally demanding of both sexes, physically, socially and intellectually. Add to this the rules of play that promote

- All-round ability rather than specialisation
- The development of maximum co-operation between players
- Ball handling and limited contact skills

Like all sports, korfbal is in a constantly changing environment, external to and within the sport and we have to adapt our philosophy to meet changing needs.

Changes in the Australian society

- Expectation of greater equality for women
- Greater concern for welfare of individuals (e.g. not tolerating abuse, bullying, discrimination; health and safety, anti-doping)
- Greater expectations of sports to follow a set of guidelines community developed (e.g. ASC codes, National Curriculum – holistic approach, ‘game sense’ approach,)

Changes in korfbal

- Less European and more worldly focus (e.g. more recognition of need to follow local/national guidelines in development)
- Approach to coaching to take a more holistic approach (‘action theory’ + ‘game sense’)
- Desire and action to make the game more attractive to a wider audience (rule changes -e.g. ‘shot clock’)

In adapting our philosophy to accept changes it is our responsibility to be knowledgeable and understanding of the changes.

As a Level 2 Coach additional expectations

Level 2 Coaches will be the most important source of help for Level 1 coaches in such ways as mentoring their development. They will also be an important guide to ensuring that the coaches in the community are well represented by both genders. This will include playing a part in making sure there is equality in access to coaching knowledge and skills development for both genders and fairness in the processes to have gender equity.

See *Appendix 6 Gender Relations* for more details on this

The korfbal environment

Being a small sport, it is easy to recognise and be acquainted with others taking different roles in korfbal. This can be both a positive and negative feature. What is important, especially as the sport grows, is that we need to recognise that as coaches we are one cog in the wheel that makes the sport work, so we need to be supportive of others contributing towards making korfbal enjoyable to all.

The Coaching style

We all favour certain styles of teaching or learning over others. As coaches we need to recognise these particularly from the player's perspective to maximise their development led by you.

Coaching style	Good points	Not so good
Authoritarian	Players know who makes decisions.	Doesn't always consider other points of view
Business like	Prompt, gets the practice done completely and on time.	Doesn't always see problems of issues of others.
Nice guy	Everyone likes being with them. No one feels threatened or fears doing something wrong.	May not get things done and not be strict enough towards anyone not pulling their weight
Intense	May be able to motivate for higher achievement.	May also put players off because of fear of doing something wrong
Democratic	Everyone involved in decision making so happy and motivated to achieve.	Some may not be happy with decisions and it can be too time consuming

Building a positive culture

Features of this will be that all participants

- will feel welcome
- feel safe and know that health and management of injuries will be done correctly
- know that they will be supported in activities physically, intellectually and socially
- know that they are empowered and can be involved in decision making
- understand there will be consistency in expectations
- challenging to help them meet aspirations
- their individual differences will be acknowledged and catered for
- will be able to communicate effectively

Your role in society

You are already aware that your role and activities in korfball are very important and it extends beyond just the coaching environment. Hence while always seeking to improve your knowledge and skills of coaching you also need to seek to ensure you have an appropriate professional standing in the wider community. The Codes and Policies help you and the community recognise what is expected.

If you are doing the Korfball Coach Level 2 Course, request the

Worksheet 1 2ICG –Module 1 the essence of coaching

from your Course Assessor or NationalTechnicalCoordinator@korfball.org.au

Module 2 Program management

The aim of program management is to provide integration of planned activities and support to enable korfballers to achieve their short and long-term objectives.

It enables you as the coach to pull all aspects of your program together in order to satisfy the needs of each player.

It needs to be flexible so that adjustments can be made to suit individuals or group circumstances.

The network of support may include

- the coach taking responsibility for planning the program and coordinating activities
- support personnel such as assistant coaches, trainers
- first aid
- medical staff such as physiotherapist or similar professional
- manager
- others depending on resources available

People who may influence the success of the program might include

- selectors
- state, national and international boards/committees
- officials such as referees, judges, league managements
- media
- sponsors
- clubs
- significant others such as parents, spouse/partner, friends, teachers/employers

Communication

In society today it is easier to communicate because of technological developments and there is a greater expectation that more information is made available.

This is to work effectively with others requires:

- thorough planning and clear objectives
- open communication of the plans (no secrets!)
- clear links to individuals and groups
- good listening skills
- clear roles for everyone involved
- a variety of communication forms (e.g. bulletins, newsletters, direct email/text messages, Facebook, web pages)

Working with players

Players, like the coach, need to be fully informed of the aims of program, their place in it, the roles of others involved in supporting the program and themselves.

Players need to be engaged in the process through face-to-face discussions in groups and individually. Surveys and self-appraisal forms could also be used to consider

- goals and priorities
- individual strengths and weaknesses
- preferred activities at training
- activities that can be completed outside of normal training

Working with others who might influence the program

The communication points above are just as important whoever you are working with. Sometimes it is easy to forget others or limit the amount of information to what you might think is relevant, or to assume knowledge on others that is not shared.

It is better to give more than not enough information since this might lead to a greater wish to support.

Be aware of

- the bigger picture (e.g. your program's position/influence/gratitude to the wider korfball community activity)
- other strategies, policies and guideline (e.g. of KA and states, leagues)

Selection

Selection requirements may vary depending on the nature of the program; some may not require a selection panel initially since criteria have already been set, (e.g. an age related open development program), a program with a particular criteria (e.g. a prescribed personal development before entry).

Selection at a state/national level needs to be very clear and well managed.

In order to establish and maintain a successful selection system the following questions need to be addressed:

- What is the team trying to achieve, how will selection contribute to that?
- What are the defining selection criteria?
- Who is eligible to be on the selection panel, to make decisions on selection, and whether exceptional circumstances can be considered?
- When does the selection panel meet?
- What performance information is expected to be available for the selection panel to consider?

The coach's role in selection

This will depend on your involvement and team/club policy or practice. There are advantages and disadvantages in having a sole, partial or no involvement.

Selection policy

This should be fair, reasonable and internally consistent and communicated to players and others well in advance of selection.

Points to consider in a policy are:

- Eligibility for selection
- Selection criteria
- Selection panel membership
- Selection process
- Selection announcements
- Process to challenge selection (if required)

Conflict resolution

Conflicts are a normal part of group development.

To minimise this, the challenge is:

- to recognise that this is likely to occur
- to identify its onset

- to introduce team-building and focused direction activities
- deal with it promptly

In resolving the conflict some guideline questions are:

- What is the background of the problem – are there underlying issues?
- Has there been any breach of the agreed program plans or rules?
- What are the overall goals and objectives that will enable the conflict to be resolved?
- Is there a win/win position?
- Will the conflict have any broader impact on the program?
- What can be learnt from this situation to improve the program and minimise future conflicts?

If you feel it will assist get outside help.

In a conflict resolution scenario, remember to be “hard” on the principle of the problem or dispute but “soft” on the people.

Negotiation

Negotiation is a constant reality for example with players, officials, parents clubs, facility managers etc.

In entering into negotiations make sure you have all the details and are prepared.

Some questions to consider are:

- What are the expectations or preferences of both sides in the negotiation?
- What is in it for me and for them?
- Are the other parties aware of my circumstances?
- Do I understand their position?
- What are the issues involved?
- What is the preferred position or outcome of the organisation?
- To what degree is the position negotiable?
- Are there any non-negotiable circumstances?
- Is there a win-win position?
- Who am I representing in this negotiation?

Time management

Time management is vital for all people in korfball because most will be in volunteer positions. In your program for good time management consider

Time management for players

- Develop individualised program plans
- Encourage engagement in planning and changing process
- Maintain communication network including through social media

Time management for you as a coach

- Being aware continually reminding everyone involved in the program of key elements and time-frames for these
- Have the program systematically planned
- Communicate the plan to all involved and periodic reminders
- Make sure you are time conscious

Leading and managing players during an event

Some responsibility must rest on you as the coach when a program relates to an event – particularly when touring or at tournaments.

Recognise factors such as

- Pre-tour issues
- Transport disruptions
- Accommodation problems
- Meals
- First aid and health issues
- Supervision of players
- downtime
- behavioural issues during a competition
- objectives of the team and program

If you are doing the Korfball Coach Level 2 Course request the

Worksheet 2 2ICG –Module 2 Program management

from your Course Assessor or NationalTechnicalCoordinator@korfball.org.au

Module 3 Planning

At Korfball Coach Level 2 we expect that you can plan effectively involving short and long term objectives either for a particular outcome such as a championship or the development of an individual or group of players' knowledge and skills.

Effective planning helps ensure that you:

- have the necessary resources available when you need them
- have a safe working environment
- can make effective use of the time available
- can challenge the players through progressive development
- include all participants regardless of their level or ability
- can maximise enjoyment for you and the players.

The cyclic process

Information gathering > setting goals > programming > reviewing

applies whether for a session, a season or longer.

Here we will consider longer period planning such as for a season or a high level competitive event.

Issues to consider when planning

Age and physical and emotional development of the player

Players will be developing at different rates so consideration will need to be made for physical, social and emotional differences in maturity. (See Module 10 for more details) As a coach you need to be aware of these differences not only in children but also young adults.

Balancing other commitments of players

Korfballers many may have other sport commitments which they may not be ready to relinquish yet. There are also commitments that relate to education, family, friends etc. You need to know about these and be able to discuss them if they become an issue and be able to make adjustments in their personal plans or group plan responsibilities.

Meeting individual needs in a group training context

It means while you need to design an overall plan for the group you also need to be able to take into consideration individual differences and needs and make appropriate adjustments for individuals or groups. Communicating often with every player is a major factor ensuring that your plan can be carried out successfully.

Understanding the physical, technical, tactical and psychological demands of korfball.

As a players you will have already have experienced some of these. However to be better coaches you need to understand better the the discipline basis (such as physiology, basic anatomy and biomechanics, psychology) as they relate to development of players and specifically to the korfball experience.

Long term planning

After gathering information about the players and developing the overall aims and objectives (depending on the development of players and the purpose of the coaching) you may need to consider these for a korfball plan;-

Technical skills	Shooting –standing/moving near and away from post, running-in, veering Passing and catching, Rebounding, One-on-one interception and avoidance
Tactical skills	Attack building up to score goals Attack scoring goals Attack preventing interception Defence disrupting the build up Defence preventing scoring Defence interception
Physical demands	Speed Strength Power Endurance Agility
Mental skills	Arousal Focus Relaxation Confidence Motivation Fear Concentration
The 5 C's of korfball – particularly as they relate to technical and tactical skills	Coordination Cooperation Contending (or competing) Communication Control

Don't forget to see what you can do to enhance your capabilities to run the program, for example, discussing with other coaches, engaging in specialist courses to enhance your knowledge and skills.

To develop an effective coaching plan, you:

1. Know about korfball and what is required for development and success
2. Set individual and team goals
3. Program phases of training
4. Program sessions
5. Program activities
6. evaluate the planning process

In coaching plan there will generally be 3 phases;

1. **Preparation** – build-up of physical capacities and technical elements and level of competition
2. **Competition** – peaking for event(s) and competition
3. **Transition** – lower key maintenance, competition and breaks

Some tips for building a plan

- Work backwards from the peak event
- Schedule in lead-up competition or other assessment and evaluation points
- Consider the timing, duration, volume and intensity of the workload for each phase of training and set minor goals for each phase
- For touring and tournaments consider acclimatisation needs
- Build a series of session plans to meet the minor goals.

Build inclusive plans

Consider

- Physical barriers to access (e.g. facilities to train, travel, competition)
- Social barriers to access (e.g. team/squad dynamics)
- Disabilities to access (e.g. medical conditions)

Developing a plan

Go from simple to more detailed.

A good start might be based on a season of training, as suggested below. Here you can indicate key events in the season and coaching aspect periods

You can then develop sub-plans for different aspects, such as fitness, skills and tactics.

A Korfball Outline Seasonal Plan for a club team

Month	January	February	March	April	May	June	July	August	September	October	November	December
League												
Nationals												
Interstate trip												
Social Korfball												
Gym Fitness +												
Basic skills++												
Attack 1+++												
Defence 1												
Attack 2												
Defence 2												
Defence 3												
Attack 3												
Set plays												
Special +												
School Holidays	To Jan ?			April?			July ?		Sept?			From Dec?

- Gym Fitness+ An individualised program for endurance, strength, power, speed, agility and flexibility with some in gym where appropriate
- Basic Skills++ relate to passing, catching, shooting, moving
- Attack1+++ relates to basic attacking skills . Numbers 2 and 3 against attack and defence relate to higher order activities in these areas that may vary according to team/division groups performance during competitive season.
- Special+ Relates to any particular training to prepare for an event such as nationals.
- Set Plays may relate to taking or contending a Free Pass, penalty shot, getting positions etc

Evaluating progress

Recording progress of individual and groups should be regular with perhaps special times and/or when specific goals are expected to be achieved.

An evaluation should lead to modification in the Plan. The modifications may be because individual or group goals have not been met. They may also be because of external factors such as changes in level or time of events, local resources availability, illness, etc.

Evaluating the success of the plan.

Some questions that might be used in evaluating the success of your plan might include:

- Were the goals realistic?
- What did the players/group achieve by the end of the season/plan period?
- What were the strengths?
- What were the weaknesses?
- Did the training sessions prepare the players physically and mentally for the event?
- Were there adequate opportunities for recovery within and between sessions?
- Did the plan allow for other elements of the players' lives?
- Are the training objectives for the team or individuals being seen in the game?
- What should I do/plan differently next time?

And also ask yourself

- What aspects of my coaching did I plan to improve and did I do it?
- What were some indicators of improvement in my coaching?
- What areas do I need to improve?
- How can I go about this?

If you are doing the Korfball Coach Level 2 Course request the

Worksheet 3 2ICG –Module 3 Planning

from your Course Assessor or NationalTechnicalCoordinator@korfball.org.au

Module 4 Sports safety

Issues such as injury prevention and child protection and the risk of legal action and insurance do not have to be daunting prospects as a coach, Issues can be managed effectively with a little forethought and planning.

It means making safety a priority, planning well to maintain it and good documentation habits.

Dealing with emergencies

Emergencies are unpredictable so as a coach and the organisation you work with need to:

- **Identify risks** – what emergencies might arise?
- **Analyse risks** – how likely they are to occur and what damage might result?
- **Evaluate the risk** – what systems and procedures are in place to deal with these?
- **Treat the risk** – what systems, procedures or actions will reduce the risk of the emergency occurring and minimise damage?

As a coach you need to be aware of the emergency management plans for whatever level of korfbal you are working in (e.g. club, school, state, national and international)

Here are some questions to seek answers to in the case of an emergency:-

- Are you clear about responsibilities in the case of an emergency?
- Are you able to access assistance?
- Can you care for players effectively, including injured and the rest of the group?
- Do you have access to player medical records in case medical assistance is required? (See Appendix 4 medical record form)
- Can you contact a player's parents/guardians/partners in a hurry?
- Do you know where emergency exits are located and evacuation procedures?
- Do you have special needs for particular players in an emergency (e.g. mobility, panic)?
- How will you manage attendance of players to know whether they are safe or report them missing?
- Do the players know what to do in an emergency?
- Do you have an effective means to get players attention in an emergency?
- Do you have a process to document injuries?
- Have you included emergency procedures in discussions with parents?

Note the injury report form at Appendix 4 Player Medical History Form

Further information on the website www.smartplay.com.au/vic/doclib/pub/docliball.asp

Travelling with teams

The following table outlines some potential situations you might face as a coach and suggested strategies to manage situations effectively.

Situation	Strategies
Managing challenging behaviour from players when travelling	<ul style="list-style-type: none"> • Develop clear behaviour guidelines before travelling and ensure everyone understands the consequences of breaching the guidelines. • When travelling with junior players, make sure parents are also aware of these guidelines. • Act on any breaches of the guidelines promptly and fairly. • Communicate decisions and actions to the team when a breach has occurred. • Keep a record of incidents and the actions taken. • Acknowledge good behaviour in your team. • Involve the players in the development and application of behaviours
Dealing with disharmony among team members	<ul style="list-style-type: none"> • Establish team goals, individual responsibilities and roles towards achieving goals before travelling • Acknowledge differences within the team and celebrate the contribution everyone makes. • Provide avenues for individuals to “blow off steam” /have “time out” and debrief in a supportive manner. • Keep listening to players and encourage them to listen to each other with respect and support. • Take a problem-solving approach when faced with differing points of view – focus on the solution and not the problem. • Encourage individuals to take responsibility for solving problems – do not leap in and solve it for them. • Provide team-building opportunities away from competition, e.g. restaurant visit.
Managing multiple responsibilities while travelling (e.g. team management, travel arrangements, meals, accommodation)	<ul style="list-style-type: none"> • Have a good plan for managing multiple responsibilities • Before travelling, delegate tasks that need managing and ensure information and support for those doing them. • Communicate regularly with the people to whom you have delegated and check they are on track. • Thanks people for their help.

Keys to safe travelling

- Obtain appropriate consent and medical information and share with appropriate staff
- Select appropriate staff/support and allocate responsibilities and review codes of behaviour and rules with them

- Ensure there is appropriate gender balance of staff/support
- Ensure child protection arrangements are in place (including screening of staff)
- Develop rules for travelling with players for all involved including disciplinary measures.
- Develop a strategy for dealing with any ill or injured players.
- Travel can involve players wanting to make alternative arrangements – discuss the possibility early and decide accordingly

Dealing with ill and injured players

Safety and welfare of players is above all else. Therefore, we must show concern and caution towards ill and injured players.

We should:

- Encourage players to talk to you about their injury and rehabilitation
- Encourage players to seek medical advice when required
- Provide a modified training program where appropriate
- Allow further participation in training and play only when appropriate
- Maintain the same interest and support towards ill and injured players as others

As a coach we have responsibility to ensure first aid is accessible. Diagnosis and prescription of treatment is for appropriate medical professionals

If injury is suspected it is important to;

- **Stop** – the activity and the player
- **Talk** to them to assess their response and get information
- **Observe** – their body for obvious signs of injury
- **Prevent** further injury – by getting help for severe injury

Be aware of the “RICER” response for less severe injury- rest, ice, compression, elevation and referral

After injury has been assessed and treated by a health professional your role is then to aid recovery and rehabilitation and where possible include in your program regular communication with other interests such as parents.

Infectious diseases

Exposure as a player can be through:

- Blood-to-blood contact through broken skin and open wounds (e.g. HIV, hepatitis C)
- Broken skin, mouth, eyes and other mucous membranes with another person's infected body (e.g. hepatitis B, sexually transmitted diseases)
- Skin to skin or other body fluids with infected person (e.g. fungal skin infections)
- Ingesting contaminated food and drink (special care needed in less-developed countries and with different climates with issues such as gastroenteritis, hepatitis A)
- Direct contact such as touching something touched by an infected person or breathing in air born germs.(e.g. colds, flu)

Minimise risk by:

- Getting immunised against influenza and hepatitis A and B
- Put blood rules into action –stop the blood, dress the wound, clean up the blood
- Use gloves when handling blood or anything with blood on it
- Keep clean and use your own stuff (e.g. do not share clothing, drink bottles etc)

Remember state and commonwealth anti-discrimination legislation makes it unlawful to discriminate against a person with a an organism in their bodies that may cause a disease (e.g. HIV or hepatitis).

You may need to know if a player has an infectious disease but you should not divulge the information.

Risk management for coaches

Risk management is not about avoiding risk, but identifying and managing risk appropriately.

It involves:

1. Establishing the context
2. Identifying the risks
3. Analysing the risks
4. Evaluating the risks
5. Treating the risk

What is required	Particular considerations when coaching.
<p>1. You have legal responsibilities as a coach</p>	<ol style="list-style-type: none"> 1. You have a duty of care to korfballers you are coaching 2. Planning all activities, and ensuring they are suitable for the particular group of korfballers 3. Providing a safe environment, including use of approved safety equipment including safe posts with padding. 4. Evaluating players for injury and incapacity 5. Ensuring young players are not mismatched 6. Keeping accurate records, including emergency contact details, medical conditions and injury/accident reports 7. Supervision of players and guidelines for behaviour 8. Providing players with proper instruction and warning them of the risks of the sport
<p>2. Apply risk management principles (ways of doing things)</p>	<ol style="list-style-type: none"> 1. The risk management planning process (risk identification, strategy development, implementation, and review) 2. Assessing risks related to program, environment and personnel 3. Implementing good coaching practices to reduce risk 4. Minimising the risk of injuries (eg: warm up, protective equipment, hydration) 5. Specific safety needs of individuals (eg: juniors, korfballers with a disability) 6. Awareness of legislation that may impact on the coach (eg: state child protection legislation) 7. Emergency action plans 8. Coach safety and protection (eg: insurance).
<p>3. Implement minor incident management procedures</p>	<ol style="list-style-type: none"> 1. Injury management procedures for a minor injury: • STOP • RICER • No HARM 2. Common health issues that affect athletes eg: asthma 3. Immediate incident management until the arrival of a health care professional 4. Limitations to the role that the coach is able to play in injury management if they are not trained in first aid.

Coaching Insurance

You need to be covered by insurance.

Cover is not an excuse to neglect legal duty or not provide a safe playing environment.

Insurance is there for incidents that might occur when you have acted appropriately.

Insurance is of three main types

Personal accident insurance

If you suffer injury or loss that is not a consequence of negligence or a breach of duty of care. (e.g. you break your arm while coaching)

Public liability insurance

This covers liability from the loss or damage to property, or death or injury due to negligence. It is in the public sphere.

Professional indemnity insurance

This indemnifies (protects) you against claims for compensation for breach of professional duty by reason of any negligence by way of act, advice, error of omission.

Care is needed to ensure you are covered both at the time of the incident and when the claim is made.

By acting appropriately and following good practice guidelines you can avoid being sued and if so covered by your insurance.

References and special notes:

Smartplay website www.smartplay.com.au

Sports Medicine Australia has excellent facts sheets for dealing with specific injuries and their prevention

<http://sma.org.au/resources-advice/injury-fact-sheets/acl-injury/>

Injury Report Forms

Two excellent Australian sports examples are found at the following websites:

sma.org.au/resources-advice/sports-injuries/injury-reporting-form/

www.ausport.gov.au/_data/assets/pdf_file/.../Injury_report_form.pdf

Korfball Level 2 Coaches are expected to undertake an appropriate First Aid course at least once every 3 years.

If you are doing the Korfball Coach Level 2 Course request the

Worksheet 3 2ICG –Module 3 Sports Safety

from your Course Assessor or NationalTechnicalCoordinator@korfball.org.au

Module 5 Coaching processes

Korfball players acquire the ability to play well and compete through their exposure to a variety of learning experiences.

They learn by

- Doing an activity at a more challenging level
- observing more accomplished players
- being guided through a well-structured development program
- acquiring and applying knowledge about how to compete

As a coach you are responsible for delivering a program that best facilitates their player's ability to compete (and enjoy their korfball playing more).

This module provides information about coaching processes that will help you to produce better players.

Direct instruction

Two types of direct instruction can be used, particularly when there are relatively simple routines to be followed. This allows you to focus on other important duties

Written direct instructions (could be personal or group)

- warm-up activities prior to a session
- shooting practice routine in own time
- Instructions for a range of progressive activities
- Recording of personal achievements in activities
- Timetables, travel arrangements etc

These instructions could be on a whiteboard, cards, electronic (e.g. through mobile access)

Oral direct instruction is the most common form of communication and the higher the quality of this the more effective you are likely to be.

Important points are:

- Mentally prepare each instruction
- Limit to two or three key points
- Be succinct
- Use voice and body language for clarity, interest and high impact

The content of written and oral instruction should include a **rationale** or one should be clearly implicit. The rationale is the reason for the instruction.

For example:

“We need to improve our long passing so in your warm up activities please pay special attention to these upper-body activities.”

Checking for understanding

One way is to watch the activity but it can also be useful to ask a player to repeat the instruction or ask them to predict what the benefit will be or is.

Other aspects of direct instruction that will help learning are:-

- Timing – make the activity available as soon as possible
- Opportunity to progress further and enjoy the activity more
- Have opportunity to respond to the activities/instructions
- Have realistic expectations of the instructions
- Have time to adjust especially when a new or more difficult skill
- There is step-by-step progression in the instructions
- There is an opportunity to “thrill of the skill”

Games-based approach

The games based approach focuses on efficiently performing essential components of the performance regime under conditions that are typically experienced in a game. It enables you, as a coach, to create game situations and focus on aspects of physical and mental skills, fitness, strategy development and opponent experience

Some types of games;

- Competing against your self, e.g. seeing how many shots I can put in in 30 seconds
- Competing against a standard e.g. a group see how many moving shots they can get in with more than 70% goals
- Competing against an opponent e.g. trying to get shots in at goal with passing assistance against an opponent in 30 seconds.
- Cross training e.g. playing similar sports like basketball or different sports like athletics
- Simulation e.g. of a game situation such as in attack and working with passive defence then more intensive

Problem solving approach

Requires players participating in solving problems they are having with their performance and/or the performance of the team. It involves entrusting them with ownership of aspects of the program.

Some players appreciate being responsible for their development while others would rather be guided by the coach.

There are simple and complex problems and therefore the plan of attack to solve them will vary.

Some problem situations:

- **Environments** e.g. playing surfaces, travel demands, weather
- **Mental** e.g. poor motivation, concentration, lack of confidence, excessive anxiety
- **Strategic** e.g. lacking strategies to avoid exposing weaknesses, coping with fatigue, lack of variety in attacking or defensive plays
- **Technique** e.g. lack of skills development, vulnerable performance areas caused by poor technique
- **Opposition** e.g. contending with different quality players, coping with aggressive opponents, overcoming physical differences

Problem situations are often managed more effectively if the player/players are involved in the process of developing a solution.

Assessing player needs and capabilities

Formal assessment

This can become very complex and as korfball coaches we will probably be limited in time or the resources.

Some more modest approaches include

- Video analysis – for your own and for the player self-analysis
- Observation – by watching coupled with questioning and assessing
- Testing – standard tests can be useful to let players see their progress

Player self-assessment

It can increase your understanding of each player provided you have access to this

It helps the player understand their level of achievement, or not

Maybe a great motivation tool to get the player to want to improve or go on further.

Team-mate assessment

This needs to be used with care and with a clear assessment process

1. Select the criteria for assessment
2. Collect data specific to the behaviour
3. Analyse the data

Observe, analyse and provide feedback to players

- Use appropriate observation formats
- Observe what is relevant to the task

Communication skills and techniques

Be aware of

- How you **present information** e.g. positive, clear, articulate, precise, relaxed, confident
- **Posture** - alert stance, eye contact
- **Interest** - lively, motivated yourself
- **Listening skills** – listening to players with interest, commitment, feeling
- **Non-verbal skills** – expression, mannerisms, touching/signalling, position, bold movements, hand gestures
- **Players with disabilities** – appropriateness of points above
- **Language and cultural barriers** – be aware of their special needs and what is required to make them feel comfortable and fit in.

Inclusive coaching

Coaches have social, moral and legal responsibilities that relate to being inclusive of players. Throughout this course there has been an expectation that you will be as inclusive as practicable. This can mean anything from remembering at all times that we are a mixed sport and must cater for the needs of male and female together, recognising individual difference in maturity of players through to injured and disabled players and those that may require different special requirements to participate in our mixed sport.

Skills that help meet needs for greater inclusion are:

- Communication – developing rapport, being supportive and empathetic, involving individuals in planning and decision making, questioning, actively listening, acknowledging and responding to differences/concerns, advocating inclusion
- Planning – individualising programs, undertaking research, questioning, engaging individuals in program planning, evaluating
- Flexibility – adapting to meet individual needs without affecting the integrity of the team, the sport and the competition
- Safety – ensuring the physical and psychological wellbeing of players
- Patience – recognising inclusion may take time for both current and new participants.

Why be inclusive?

Coaches have a responsibility to be inclusive on grounds of;

- Morality – everyone has the basic right to be treated fairly regardless of age, race, gender, religious or political beliefs and be treated fairly.
- Socially – everyone should have the opportunity to access resources and have opportunity to participate.
- Legally – the Equal Opportunity Act makes it unlawful to discriminate against people on certain grounds and in areas of public life.

Population groups in sport

Indigenous

Identifying as Aboriginal or Torres Strait Islander people may relate to

- Being of descent from either cultural group
- Self-identifying as one or other of the cultural groups
- Being accepted as an Aboriginal or Torres Strait Islander by the community in which they live.

Other cultural groups who have a different language and customs living in the community

People from overseas may be categorised as

- Migrant
- Refugee
- Asylum seekers
- New arrivals

People with a disability include;-

- Sensory or speech
- Intellectual
- Physical
- Psychological
- Head injury, stroke or other

Working with different population groups may result in challenges and responses such as:

Barriers to inclusion

- Access ,e.g. transport, time, facility, cost
- Attitude e.g. rules such as dress code
- Exclusion e.g. attitude to participation – don't want to change
- Individual exclusion e.g. don't know how to play the sport
- Stereotyping e.g. where people identified with a negative trait

Approaches to encourage inclusion

- A community competition ,e.g. social korfball
- A competition with modified rules for a targeted group
- Include individuals in a group with modified support to start with to help them feel included

Classification

Classification in disability sport so that players compete against similarly impaired people, This gives them the opportunity to evaluate their performances.

Korfball Youth Leader Award

This award scheme for high school age students has components in it which encourage the student to develop some understanding of the coaching purpose and process and opportunity to develop their playing skills. This scheme extends the opportunity for youth to be involved in our sport and for coaches to support them.

For more information see the Korfball Australia website or YouthLeadersAward@korfball.org.au

If you are doing the Korfball Coach Level 2 Course request the

Worksheet 5 2ICG –Module 5 Coaching process

from your Course Assessor or NationalTechnicalCoordinator@korfball.org.au

Module 6 Korfball Coaching theory

As already mentioned under Korfball Philosophy, korfball originates from the idea of developing a game where both male and female could play together with no advantages to either sex. The idea was developed further by having rules which encouraged

- All-round ability rather than specialisation
- The development of maximum co-operation between players
- Ball handling and limited contact skills

Korfball coaching then is about developing the knowledge, skills and behaviour of individual players and teams to have success in playing. Theories of coaching can support the coach and enable greater insight by players of their actions. Two examples are relevant for the korfball coach.

1. Game based theory

This Australian developed theory suggests that players will develop more quickly if there is a game-based approach to learning in which the knowledge and skills required in the game are introduced and practised in game type situations. This is seen by players as being more relevant and therefore more motivating. In addition it puts the player closer to seeing how he/she has progressed and /or what they need to do to improve. The coach can therefore centre his/her coaching around game based situations. It is sometimes referred to as a “game sense” approach.

2. Action Theory

This korfball based theory has strong similarities to the game sense approach but is more attuned to the needs of the korfball coach and has deeper and more explicit features since its design is to meet the needs of top international competition. However, it can be the foundation for coaching at any level provided it is used in the context of the level of maturity and requirements of the players.

Action theory	Examples in practise for the coach (and players)
Korfball movements should be understood as the sum of technique, physical condition and mental aspects	What is influencing the passing and catching in attack that is leading to many interceptions? (check technique, physical condition of group and individuals, frame of mind, understanding of what was happening)
The intention of the movement is required to be understood	Were the players aware of what was causing the interceptions of the ball in attack? (check as above but also what they as players felt were influencing factors)
A coach's job is to train players' bodies and minds to perform and to improve his/her players' korfball abilities by increasing their performance within a given environment.	<p>Let's look at the attack interception issue at our next training. What are the possible problems causing it? What is it we need to consider?</p> <p>What can we do? – e.g. in a training situation, to prepare ourselves better for the task (e.g. conditioning, mental state,)</p> <ul style="list-style-type: none"> - possible changes in the training activity (e.g. quicker movements to receive the pass, slower build up to taking a shot) - in preparation for the next game (e.g. pre-game talk and mental conditioning element for players)?
Action theory is supported by neuropsychological findings	<p>Internal perceptions, such as thoughts and feelings can have a positive or negative effect on playing so need to be considered in relation to performance.</p> <p>External sensory perceptions (through sight, touch, hearing, sound) can influence our reactions so we need to keep these positive (e.g. recognising in each other in the division of our contribution by sight and/or touch)</p> <p>Acting intentionally is based on information available (e.g. where to move when building up an attack)</p>

Some **insights** for teaching and learning coming from Action Theory

and Game Based Theory are

- Korfball training can only be effective when the coach organises korfball game-like situations.
- Playing matches is probably the best situation for learning; a hard match is the most effective training method.
- Players can improve their skills only by stiff competition – for individual players and team
- Variability in learning is a must because this teaches the player flexibility in the ways to reach his/her goals.

But keep in mind the comments above relate to those wanting to be top performers but can be used with any group if modified according to the maturity and aims of players.

If you are doing Korfball Coach Level 2 Course request the

Worksheet 6 2ICG –Module 6 Korfball Coaching Theory

from your Course Assessor or NationalTechnicalCoordinator@korfball.org.au

Module 7 Coaching Korfball

Some important general points about **skill acquisition**

In a skilled movement there is the process of **perception** in which the player determines what is occurring with regard to team mates and opponents and what is happening in their own body. From this information gathered a **decision is made** of what response is required.

In korfball, perceptual skill is the player's ability to "read the play" (that is, be aware of the current positioning and movement on the court and be able to project forward) and in skill acquisition terminology this is "pattern recognition". A korfball player needs to not only read the patterns of their own team in attack or defence but also of their opponents.

It is the role of the coach to train perception and decision making skills and the best way to do this is to focus on developing these in game like situations. This too relates to the skill acquisitions of passing, catching and shooting.

To do all this well requires the coach to have an understanding of the stages of player development and an analysis of the major skills and tactics required in korfball.

This module follows the approach covered by **Ben Crum** in the ***IKF Guide to Korfball Coaching*** so it focuses more on development towards higher level playing and coaching current in the most advanced korfball playing countries. But it is also relevant to any level of coaching in Australia with the provision that first and foremost the maturity, needs and aspirations of the players involved are being met.

Exercises that relate to the approach can be found in

1001 Korfball Exercises by Harke van der Wal and published by IKF and available on the IKF website.

Stages of player development

An understanding of these is necessary to recognise what can be achieved at particular stages (e.g. age related maturity, other goals/needs).

Australian Sports Commission	Korfball stages (according to IKF)
<p>Early childhood (6 to 12 years) primary school in all states Pre adolescence</p> <ul style="list-style-type: none"> • Children able to develop fundamental movement skills. • Social skills developing well and more prepared to share • Increased awareness of rules and fair play 	<p>Fundamental stage (under 9) – fundamental movements in a range of always fun situations</p> <p>Learn to train stage (9 to 12 years) with a focus on developing skills but in game environments.</p>
<p>Adolescence (9 to 13 years girls and 11-15 for boys) primary/secondary school transition</p> <ul style="list-style-type: none"> • Differences in size, strength and maturity • Competition may not be as strong as being in a group and having fun • Learning and mastering skills can be good motivator • Social opportunities very important • Consider long-term growth over early specialisation • Being aware of puberty issues of both boys and girls • Special attention to overuse injuries in young players 	<p>Train to Train stage (11 to 16 years) Introduce technical and tactical elements. Can deliver training in a more structured and strategic fashion with some focus on competition.</p>
<p>Youth (13-18 years) secondary school</p> <ul style="list-style-type: none"> • Focus on physical and social skills but now more on game sense and action theory development with fuller understanding of the breadth of factors • Greater focus on agility, balance, recovery, strength and power • Consider issues such as female menstrual cycle on player activity 	<p>Train to Compete stage (15-18 years) All aspects of game introduced. Begin to refine technical and tactical components. High performance training can be introduced and all elements of required development in focus at an individual player focus –technical, tactical, physical and mental skills.</p> <p>Korfball Youth Leader Award especially relevant to this age group to complement Train to Compete activities</p>
<p>Adult recognises many reasons why adults may wish to play and the need for sports to have a range of opportunities from social to elite levels.</p>	<p>Over 18 Learning to Win and Training to Win (Elite levels) With Over 18 international competitions recognised.</p>

Some implications for coaches with players at different stages

Early Childhood 6 – 12 year olds

1. Be aware of the limitations due to maturity of the children being coached and of the rationale, physical and social skills noted above.

2. Make game modifications to meet the needs, capabilities and interests of the children particularly at younger age levels.
3. Sideline coaching should be limited and then only with positive, supportive comments.
4. Do not expect commitment to korfball at this level.

Adolescence 11- 15 year olds

1. Be aware of the limitations due to maturity of the children being coached and of the Rationale, physical and social skills noted above.
2. Sideline coaching should be limited and then only with positive, supportive comments.
3. Do not expect commitment to korfball at this level.
4. Players should have received basic knowledge of dealing with alcohol and drugs.
5. Coaches should set an example (e.g. do not be involved in drinking alcohol, smoking etc. when training, playing)

Youth 13-18 year old

1. Coaches must be aware of the problems confronting adolescents especially variations in levels of physical maturity and changes in social interaction..
2. Take an interest in the other activities of players to help them maintain balance in their commitments, e.g. between school studies and korfball.
3. A focus needs to be made on effort and achieving to the individual's potential.
4. Encourage greater understanding and responsibility for own personal fitness and preparation for training and games.
5. Give more opportunity for decision making, problem solving and dealing with responsibility
6. Use other sports and modified games to maintain interest and encourage involvement in these (e.g. in school) to help in the overall physical development of players.
7. Sideline coaching during games should be at a minimum and then in a positive encouraging way.

For more information, including rationale and broader implications see ***Korfball Youth Development*** published by Korfball Australia and available on the website at au.korfball.org.au

For information on the ***Korfball Youth Leadership Award*** contact YouthLeadersAward@korfball.org.au

The IKF Guide to Korfball Coaching by Ben Crum and published by the International Korfball Federation, Zeist, The Netherlands 2012

The basics of coaching korfball

(from *Korfball Made Simple* by Ben Crum, KNKV, Zeist)

1. Relate to korfball objectives

- Scoring
- Building up to scoring through collective play
- Preventing scoring
- Play first, then practice elements

2. Extensive repetition

- Many opportunities
- No long waits
- Easy organisation
- Sufficient resources – balls, korfs, markers

3. Consideration for the group

- Age appropriate
- Pitched to the players' ability level
- Motivation (recreational or top sport)

4. Proper coaching/influencing

- Understanding the objectives of the game
- Be able to demonstrate, join in, explain
- Be able to adapt the rules
- Pose questions to players and get answers. Come up with solutions.

While the above is especially relevant to coaching young players it is relevant to any group, especially new players of whatever age but also the foundation for korfball coaching for any level.

Analysing korfball

Korfball, like all sports, is about winning so this analysis assumes coaching and playing is about trying to win. The activities in a korfball game can be seen to be this;

Team A	Team B
Attack: scoring goals	Defence; preventing scoring
Attack: building-up to score	Defence: disrupting the build-up
Attack: preventing interception	Defence: winning the ball
Defence; preventing scoring	Attack: scoring goals
Defence: disrupting the build-up	Attack: building –up to score
Defence: winning the ball	Attack: preventing interception

The 5 C's

Korfball is a mixed sport and the rules are such that to be successful players need to have

1. **Coordination** – a level of technical coordination such as techniques for shooting goals of different types.
2. **Co-operation** – needed to create scoring chances through such things as passing, catching positioning, getting away from opponents.
3. **Communication** – involves verbal and non-verbal and relates to space and time such where to position, when to pass, run etc.
4. **Competing** – players have to train to compete and this will be a development of learning a technique or specific skill
5. **Control** – insight into the game is necessary to know what actions to take in particular situations

The 5 C's can become the basis for tracking the progress of individuals and groups.

The following outlines some of the skills and strategies and uses of the 5C's in game situations. A more detailed account can be found in Section 2 of *The IKF Guide to Korfball Coaching*.

Using the 5 C's in attacking play

The 5 basic shot techniques all players should have are;-

Long shot	50%
Running in shot	10%
V shot (or veering off shot)	15%
Penalty shot	20%
Free pass	5%

The approximate proportion of these types of shots in top korfball league games are shown above. They suggest the relative importance of improving different types of shots.

For the

long shot:

- **Coordination** - positioning the ball, the body, the movement during the shot, concentration.
- **Control** - the coordination aspects and psychological conditioning for improved accuracy

Running-in shot:

- **Coordination** - collecting the ball, taking the steps and releasing the ball
- **Cooperation** - the timing of the pass from the feeder,
- **Competing** - outwitting the defender and/or showing superior movements to get into a position to take a shot

V-shot:

- **Coordination** – with a quick power step to pull away from opponent and collect the ball and make an instant shot
- **Cooperation** – critical that the assist passes at the correct time

Penalty shot:

- **Coordination** – of the take-off and movement up towards the basket
- **Control** – because it appears easy because there is no physical pressure psychological pressure can be crucial so taking time to prepare for the shot most important.

Free-pass:

- All **5C's** relevant to setting up and execution of the free-pass
- **Rules** must be understood by all players and the coach to maximise chances of scoring or preventing scoring.

Movement and creating space:

- **Coordination and Competing** - This involves having variety in direction of movement and variations in speed since it is a one-on-one duel with an opponent
- **Cooperation and Communication** – for keeping in mind the position of the ball, korf and team-mates and what action to take.

Passing:

For all types of passing **coordination** to ensure the pass is accurate and **cooperation** with team-mates is essential if the pass, or a series of passes, is to result in a goal attempt.

Different types of passes are required for different situations including

- **Two-handed overhead pass** e.g. assist over a defender to player
- **One-handed overhead pass** e.g. for side passing
- **Chest pass** – for quick passes where there is no defender

Catching the ball:

There needs to be good passing and good catching for success. It includes **coordination** to receive the ball, *cooperation* and **communication** with the passer of the ball.

The Rebound

This is a special way of catching the ball after a shot.

To catch the ball the rebounder needs to

- Read the shot
- Take a position to get the shot
- Time the movement to collect the rebound
- Learn about the likely movement of the ball off the basket

The defender/opponent is in a contending role.

Rebounds are

- attacking rebounds - when attacker blocks out defender by positioning between the defender and the post
- defensive rebounds – when the defender will try to get a better position

Defence

This is as important as attack since poor defending can lead to more goals being scored against a team than for it and hence a loss of the game.

Contending is a priority and coordination is important to be in a contending position.

Defence priorities are:

- Prevent shooting attempts by close marking
- Block attempts to score
- Hinder attempts by putting pressure on the shooter thereby influencing accuracy
- Ensure that no running-in shots are possible

- Provide assistance to fellow defenders, e.g. with front defence.
- Intercept the ball

The one-on-one defence

Has the defender in a

- defending position
- keeping a low centre of gravity – so can move easily
- increasing distance further away from the post
- if tall and confident can position to jump and block a long shot
- triangle defending (so can see assist and attacker) when close to korf.

In Ben Crum's Guide he takes a view of developing distinctive profiles and roles for individuals in a team and applies these to the high level (top/elite korfball) play situation. At this time we do not contemplate taking on those profiles. However, there are some very good ideas in this section of his book that could be adapted without the use of Ben's terminology and level of classification of players.

The IKF Guide to Korfball Coaching by Ben Crum and published by the International Korfball Federation, Zeist, The Netherlands 2012, pages 59-66

In 2015 there will be further developments at the international level with programs for teaching the skills and tactics of korfball using the Action Theory approach.

In Australia, older lesson programs are available on the Korfball Australia website. New ones using the latest Game based and Action Theory approaches will be available in 2015.

For further information contact

NationalTechnicalCoordinator@korfball.org.au

If you are doing the Korfball Coach Level 2 Course request the

Worksheet 7 2ICG –Module 7 Coaching Korfball

from your Course Assessor or NationalTechnicalCoordinator@korfball.org.au

The following modules are set up as a separate booklet for use with Level 3 as the **Advanced General Principles Manual**

- Module 8 Introduction to Physiology
- Module 9 Basic anatomy and biomechanics
- Module 10 Development and maturation
- Module 11 Nutrition and sport
- Module 12 Psychology in Korfball
- Module 13 Anti-doping in sport

It is recognised that coaches doing Level 2 may wish to also study some of these modules. This can be done and credit given for these when the Level 3 course is done.

APPENDIX 1

Australian Sports Commission Code of behaviour

This code of behaviour is intended to be the minimum standard for anyone involved in sport.

- operate within the rules and spirit of your sport, promoting fair play over winning at any cost
- encourage and support opportunities for people to learn appropriate behaviours and skills
- support opportunities for participation in all aspects of the sport
- treat each person as an individual
- display control and courtesy to all involved with the sport
- respect the rights and worth of every person regardless of their gender, ability, cultural background or religion
- respect the decisions of officials, coaches and administrators in the conduct of the sport
- wherever practical, avoid unaccompanied and unobserved one-on-one activity (when in a supervisory capacity or where a power imbalance will exist) with people under the age of 18 years
- adopt appropriate and responsible behaviour in all interactions
- adopt responsible behaviour in relation to alcohol and other drugs
- act with integrity and objectivity, and accept responsibility for your decisions and actions
- ensure your decisions and actions contribute to a safe environment
- ensure your decisions and actions contribute to a harassment free environment
- do not tolerate harmful or abusive behaviours Athletes

Players

- give your best at all times
- participate for your own enjoyment and benefit

Coaches

- place the safety and welfare of the athletes above all else
- help each person (athlete, official etc) reach their potential - respect the talent, developmental stage and goals of each person and compliment and encourage with positive and supportive feedback
- any physical contact with a person should be appropriate to the situation and necessary for the person's skill development
- be honest and do not allow your qualifications to be misrepresented

Officials

- place the safety and welfare of the athletes above all else•
- be consistent and impartial when making decisions
- address unsporting behaviour and promote respect for all people

Administrators

- act honestly, in good faith and in the best interests of the sport as a whole
- ensure that any information acquired or advantage gained from the position is not used improperly
- conduct your responsibilities with due care, competence and diligence
- do not allow prejudice, conflict of interest or bias to affect your objectivity

Parents

- encourage children to participate and have fun •
- focus on the child's effort and performance rather than winning or losing •
- never ridicule or yell at a child for making a mistake or losing a competition

Spectators

- respect the performances and efforts of all people •
- reject the use of violence in any form, whether it is by spectators, coaches, officials or athletes

APPENDIX 2



KORFBALL AUSTRALIA

GENERAL POLICY FOR EVERYONE INVOLVED

Korfball Australia (KA) recognises the importance of everyone involved in korfball activities, including players, parents, coaches, referees and administrators.

KA will support the development of officials through setting standards, supporting the preparation to meet these and maintaining them when they are met nationally or through regional associations where appropriate.

As a player, an official or support staff member appointed by Korfball Australia (KA) or a member organisation you are expected to meet the following requirements in regard to your conduct at all times.

1. Comply and encourage compliance with KA standards, Constitution, By-Laws (including but not limited to the Anti-Doping and Member Protection By Laws) and policies.
2. Encourage and adhere to the rule and spirit of the sport of korfball including national and international guidelines, regulations and rules that govern KA and the game of korfball and the particular competition in which you are participating.
3. Make a commitment to providing a high quality service to players and the game of korfball , where appropriate to your service, by
 - a) Maintaining or improving your current level of accreditation
 - b) Seeking continual improvement through performance appraisal and education
 - c) Providing appropriate programs relevant to your duties
 - d) Maintaining **necessary** records.
4. Be fair, considerate and honest with everyone including players, officials and team/group members. Ensure you contribute to a positive experience for all involved in korfball with you by being courteous, respectful and having proper regard for their rights and obligations. This also implies not denigrating and/or intimidating players, officials, spectators or event organisers.
5. Refrain from any form of abuse, harassment or discrimination, or any conduct that might be reasonably regarded as any of these. Be alert to any conduct which may be reasonably regarded as any of the above especially if you are in a duty of care situation.

6. Ensure that any physical contact is appropriate for the korfball situation.
7. Take special care with persons under the age of 18 avoiding unaccompanied and unobserved activities and ensure no relationships can be allowed to develop that could be construed as sexual.
8. Refrain from any conduct which is or might be reasonably regarded as or being investigated for potentially being a breach of criminal law applicable to the jurisdiction in which you are located at the time.
9. **Be responsible in the consumption of alcohol products at korfball activities.** In a 'duty of care' situation you are responsible to ensure those under the legal age do not consume those products.
10. Be aware of the ethical and health issues regarding the use of drugs in sport and do not condone the use of illegal drugs or performance enhancing drugs.
11. Respect the customs of other cultural groups especially in relation to playing korfball and respect the law and customs when visiting foreign countries.
12. Do not make statements or take part or otherwise participate in demonstrations (whether verbally, in writing or by an act of omission) regarding political, religious or racial matters or any such matters which are prejudicial to or contrary to the objects, purposes or interests of KA or which bring KA or a korfball association, squad or team into disrepute.
13. Show concern and caution towards sick, injured or disabled players or others in korfball situations.
14. Be aware of the provisions for safe korfball environments through knowledge of risk management related to health and safety and support the processes related to these.
15. Be a positive role model for korfball and encourage others to demonstrate the qualities outlined in this Code.

APPENDIX 3



KORFBALL AUSTRALIA

POLICY FOR COACHES

Korfball Australia (KA) recognises the valuable contribution of coaches in the development of players and in maintaining and improving the level of korfball activities.

KA will support the development of coaches through setting standards, supporting the preparation to meet these and maintaining them when they are met nationally or through regional associations where appropriate.

As a coach appointed by Korfball Australia (KA) or a member organisation you are expected to meet the following requirements in regard to your conduct at all times. (*italic number at the end of each point lets you know which item in the KA General Policy it relates to*)

16. Comply and encourage compliance with KA standards, Constitution, By-Laws (including but not limited to the Anti-Doping and Member Protection By Laws) and policies. (1)
17. Encourage in your players and adhere to the rule and spirit of the sport of korfball as described in
 - the *IKF Code of Conduct*
 - national and international guidelines, regulations and rules that govern KA and the game of korfball and the particular competition in which you are participating. (2)
18. Make a commitment to providing high quality coaching to players and the game of korfball, where appropriate to your service, by
 - Maintaining and/or improving your current level of coach accreditation
 - Seeking continual improvement in your coaching through performance appraisal and education
 - Providing appropriate programs relevant to your coaching duties
 - Maintaining relevant records **for your activities and for your 3 year cycle of renewal.** (3)
19. Be fair, considerate and honest
 - with everyone including players, officials and team/group members
 - Ensure you contribute to a positive experience for all involved in korfball with you by being courteous, respectful and having proper regard for their rights and obligations
 - do not denigrating and/or intimidating players, officials, spectators or event organisers. (4)
20. Refrain from any form of abuse, harassment or discrimination, or any conduct that might be reasonably regarded as any of these. Be alert to any conduct which may be reasonably regarded as any of the above especially if you are in a duty of care situation. (5)
The following points are specific to your coaching duties with players
21. Treat all players with respect at all times.
 - Be honest and consistent with them
 - Honour all promises and commitments, both verbal and written. (4)

22. Promote a climate of mutual support among your players
 - Encourage players to respect one another and to expect respect for their worth as individuals regardless of their level of play or gender.(4)
23. **Encourage and facilitate players' independence and responsibility for their own**
 - Behaviour
 - Performance
 - Decisions
 - Actions. (4)
24. Involve the players in decisions that affect them relevant to
 - their own development as players
 - team/group decisions (4)
25. Determine, in consultation with players, what information is confidential and respect that confidentiality.(4)
26. Provide feedback to players in a caring sensitive manner to their needs. Avoid overly negative feedback.

27. Refrain from any form of personal abuse towards your players.
 - Including verbal, physical and emotional abuse
 - Be alert to any forms of abuse directed towards your players from other sources while they are in your care. (5)
28. Refrain from any form of harassment towards your players and be alert to any conduct which might be reasonably regarded as such especially if in a duty of care situation. (5)
29. Be acutely aware of the power that you as a coach develop with your players in the coaching relationship especially with under age players and note particularly to
 - Ensure that any physical contact is appropriate for the korfball situation
 - Refrain from any conduct that could be considered a breach of criminal law (8)
30. Avoid situations with your players that could be construed as compromising.(7)
31. At all times use appropriate training methods which will benefit the players and avoid those which could be harmful
 - Be especially aware of the physical and social development of different age groups and the implications for coaching specific age groups
 - Be aware of the different learning styles and their pros and cons relevant to the needs of your players
 - In preparation for coaching consider
 - Most effective group organisation
 - Management of group behaviour
 - Requirement for teaching skills and tactics
 - Your communication strategies
 - **The 'game sense' approach**
 - Ensure that the task, training, equipment and facilities are safe and suitable for the age, experience, ability and physical and psychological conditions of the players.(10)
 - Be aware of risk management procedures related to safety and health
 - Be aware of and prepared to manage injuries (14)

- Show concern and caution towards sick, injured or disabled players. (13)
- 32. Be responsible in your consumption of alcoholic products at korfbal activities
 - Be aware that in a duty of care situation you are responsible to ensure under the legal age do not consume alcoholic products.(9)
- 33. Be aware of the ethical and health issues regarding the use of drugs in sport
 - Do not condone the use of non-prescriptive drugs
 - Do not condone the use of performance enhancing drugs (10)
- 34. Respect the customs of other cultural groups
 - Especially where issues that may arise when coaching or playing
 - When visiting foreign countries or playing against teams from other cultures (11)
- 35. Be aware of your important position in the korfbal community and do not engage in any activity that could bring you, your squad, or any korfbal organisation into disrepute. (12)

APPENDIX 4

Player medical history form

PERSONAL DETAILS

Given name.....Family name.....

Address

Mobile..... Other.....

Sex M F Yes or No (please circle)..... Date of birth.....

EMERGENCY CONTACT

Given name.....Family name.....

Address

Mobile..... Other.....

Relationship.....

HEALTH CARE DETAILS

Doctor name.....Phone.....

Dentist name.....Phone.....

Medicare number.....

MEDICAL DETAILS

Blood group.....Do you object to transfusions? Yes or No (please circle)

Have you received a medical clearance from your doctor? Yes or No (please circle)

Do you have any allergies? Yes or No (please circle)

If yes please list.....

.....

Please list any medical conditions that you have (e.g. asthma, diabetes, epilepsy)

.....

.....

SPORTS INJURY DETAILS

Please list any current or recurring injuries:

.....
.....

Do you suffer from recurring pain in any joint when playing sport? Yes or No (please circle)

If yes please provide details

.....
.....
.....

Do you wear protective equipment (e.g. mouth guard, knee/ankle brace)? Yes or No (please circle)

If yes please provide details;

.....
.....

Do you require specific taping/padding for a previous injury? Yes or No (please circle)

.....
.....

Have you ever had a a head, neck, or spinal injury? Yes or No (please circle)

If yes please provide details

.....
.....

To the best of my knowledge, all information contained on this form is correct (if under 18 please have a parent or guardian sign)

Signature.....Date.....

Note: Users of this form are advised that medical information should be treated confidentially. Check in your state if there are any additional legislation that affects the management of health records.

APPENDIX 5

KORFBALL COACH COURSES IN CONTEXT

Korfball Coach Level 2 Intermediate General Principles

Developed to meet the requirements of IKF and the Australian Sports Commission

IKF	KA Level 0	KA Coach Level 1	KA Coach Level 2	KA Coach Level 3	Principles Manuals (Content)
IKF Level 1 Rules and Signals Basic Playing concepts	Varied according to audience but similar to IKF Level 1 e.g. Teacher Intro course Youth /Trainer Level 0 (in KYLA)	B Rules and Signals C Basic Playing concepts D Youth Development A5. Player Development D Youth Development A2 Planning and Reviewing A4Coach in action E Practice Skills & tactics F Observation A1 Role of coach A4 Coach in action A3. Risk management	M1 Essence of Coaching M2 Program Management M3 Planning M4 Sports Safety M5 Coaching Process M6 Inclusive Coaching M7 Coaching Korfball Skills & tactics Session Plans Practical Coaching Task		Basic Principles Manual/Workbook
IKF Level 2 Health and Physical Activity +Human Body Evolution & Development of Young athlete Methodology and resources for sports practices Education and Sport: trainers, parents and athletes Theory of the proper/improper sport practice Injuries and behaviour First Aid Hygienic conditions: Illness and transmission of infections					
IKF Level 3 Similar to IKF Level 2 but more detail and similar to KA Level 3					Intermediate General Principles Manual
IKF Level 4 Top Korfball coach (international course)				M8 Introduction to physiology M9 Basic Anatomy & biomechanics M10 Development & Maturation M11Nutrition & Sport M12 Sport Psychology M13 Anti-doping Game analysis Coaching Coaching Session Videos Periodisation Plan Recovery Workbook	

Appendix 6 GENDER RELATIONS

As a coach you need to ensure

- Both genders **rights** are met particularly the rights to safety in training and play and preventing abuse and bullying.
- **You value** the application of both genders to developing skills and play to the best of their ability.
- Both genders have **equal opportunities** to develop personal and group skills and take on all roles in play such as feeding, shooting, retrieving, free-pass and penalty.
- Both genders are entitled to be involved in **decision making** on and off court
- **Impartiality and fairness** in decision making and coaching activities towards both genders.
- **equal valuing** of both genders playing and coaching is supported in the wider community.
- Both genders have the skills and **opportunities** to take on supervisory roles such training sub groups and being mentored in such activities
- Both genders have **equal opportunity** to further their playing and coaching knowledge through special programs, workshops and courses.
- That playing and leading **roles** are open to both genders and if at times required to be specialised they are valued the same as other roles.