



KORFBALL Level 1 COACHES BASIC PRINCIPLES COURSE

Workbook

2016 Edition for Club Conducted Courses

Full Name(s):

This course can be taken alone or in small groups (2 to 4) with members answering together the questions and other tasks. It may also be taken in tutorial form conducted by the Course Director or another Level 1 or above Coach.

There is a requirement that the Workbook activity has taken place appropriately. In particular, if more than one participant, it is essential that there is evidence that all have been involved in reading and answering every question together.

Questions are highlighted in **yellow** and there are blank boxes in which to put answers. **In many cases there is no one correct answer.** The aim should be to read and think about all the aspects of coaching mentioned and respond to issues raised to the best of your individual or group abilities.

On completion the workbook should be assessed by the Club Course Director.

This course is also considered equivalent to the on-line *Australian Sports Commission Coaches General Principles Course* and in line with requirements for the *IKF Level 1 and 2 courses*..

For further information contact

NationalTechnicalCoordinator@korfball.org.au

There are 5 modules.:

1. Role of the Coach,
2. Planning and Reviewing,
3. Risk Management,
4. The Coach in Action,
5. Athlete Development

How this Basic Principles Course fits in to the requirements for Coach Level 1

COMPONENTS AND THEIR ASSESSMENT

Section	Learning	Competencies to be assessed	Assessment Format
A: Coach General Principles Course (Approximately 5 hours through workbook exercises on line)	A1 Role of the Coach	C1.1, C1.2, C1.10, C1.11	Completion of <i>Korfball Coaches Basic Principles Course Workbook</i> individually or in groups under supervision of Course Director.
	A2 Planning and Reviewing		
	A3 Risk management	C1.5, C1.6, C1.7, C1.8, C1.9, C1.19	
	A4 The Coach in Action		
	A5 Player development		
B: Rules and Signals (Lecture/discussion of rules and signals approx.. 2 hours with a referee)	B1 Review the role of the coach with the referee. B2 Rules interpretation B3 Knowledge of the signals	C1.16	Workshop Discussion as a group preferably with the inclusion of a referee and/ or Assessor.
C: Basic Playing Concepts 2hours+dependent on technical needs (e.g. shooting technique)	C1 Teaching techniques of passing, catching shooting C2 Attack and Defence – with and without the ball with basic coaches tips	C1.8, C1.12, C1.13, C1.14, C1.15, C1.17	Workshop Active demonstration with the group conducted by nominated coach Level 1 or 2 from within the club. Duration dependent on experience of participants.
D: Youth Development 1 hour	D1 Basic physical difference in age groups D2 Basic social and psychological difference in age groups with implications for coach	C1.3, C1.4	Workshop Discussion using <i>Korfball Youth Development</i> booklet with focus on implications for coaches with Course Director or club nominee.
E: Practice 2 hours	E1 Planning and demonstrating playing concepts and include, warm up and cool down with a “game sense” approach. E2 Concluding assessment will be using points in the <i>Coach Level 1 Practical Assessment Form Part 1</i>	C1.9, C1.10, C1.12, C1.13, C1.17	E1 Developing an appropriate plan for a session (as per Basic Principles Workbook example) and is assessed in form below . E2 Be assessed for practical coaching task on <i>Form Part 1</i> (see Column 2) Both E1 and E2 may be developed slowly and in small sections over a period of time to gain skills and confidence
F: Observation 1 hour by an established coach/assessor	Coaching a team for a game with points according to <i>COACH LEVEL 1 Practical Assessment Form part 2</i>	C1.5, 1.8 C1.18	At team or club level using Assessor or nominated level1/2 coach using <i>Coach Checklists</i>

Activities in the Workbook lead towards meeting the following Coach Level 1 competencies.

Competencies

- C1.1 Identify the roles and responsibilities of the coach
- C1.2 Understand the coaching implications of the Korfball Australia Codes of Behaviour /Policy statements
- C1.3 Understand the social development considerations for why children and other age groups play sport
- C1.4 Understand the implications for coaches of players at different stages of development.
- C1.5 Identify and implement good coaching practices to reduce risk
- C1.6 Implement minor incident-management procedures
- C1.7 Keep accurate records regarding medical history and injury reporting
- C1.8 Understand the benefits of using a 'game sense' approach to teach game concepts and develop long term learning
- C1.9 Understand the importance of and demonstrate effective group management skills to maximise opportunities for successful participation
- C1.10 Identify and demonstrate the elements of a training session
- C1.11 Understand the planning and review process and demonstrate this.
- C1.12 Utilise effective communication techniques to develop player understanding of the basic skills of korfball
- C1.13 Understand how to safely teach the basic skills of korfball
- C1.14 Identify skill faults and correct technique for the basic skills of korfball and be able to teach these
- C1.15 Understand and be able to teach basic tactics of attack and defence and the roles of players
- C1.16 Have knowledge of the Rules of Korfball and Signals and coaching implications.
- C1.17 Apply the steps of skill progression within a practical environment/activity
- C1.18 Utilise an appropriate self-reflection method to evaluate and improve the quality of coaching management, teaching and communication
- C1.19 Understand coach education pathways and Professional Development requirements and opportunities

Module 1 - The Role of the Coach

At the end of this module you should be able to recognise the wide variety of roles and situations in which a coach works.

It is important to be aware of how korfball developed as a sport. It was to be a sport where

- male and female could play together with no advantages to either gender
- all-round ability rather than specialisation to be the norm
- an emphasis on ball handling and body movement skills with very limited contact

A. Conduct

Coaches have an important role to play and your conduct as a trainer or a coach should be guided by the International Korfball Federation's Code of Conduct.

The IKF's Code of Conduct for Korfball

1 Play to Win

It is recognised that winning is the object of playing any game. However, never set out to lose. If you do not play to win, you are cheating your opponents, fooling yourself and deceiving those who are watching. It is an insult to any opponent to play at less than full strength. You should play to win until the final whistle and never give up against stronger opponents nor relent against weaker ones.

2. Play Fair

Winning is without value if victory has been achieved unfairly or dishonestly. Even though it may be easy, never cheat. Playing fair earns you respect, while cheats are detested. Remember: It's only a game and games are pointless unless played fairly.

3 .Accept Defeat with Dignity

Learn to lose graciously. Good losers earn more respect than bad winners. Don't seek excuses for defeat. Nobody wins all the time. You win some, you lose some. Genuine reasons for losing will always be self-apparent. Congratulate the winners with good grace. Don't blame the (assistant) referee, the jury or anyone else.

4. Observe the Rules of the Game

All games need rules to guide them as without rules there would be chaos. Make an effort to learn the rules so that you can understand the game better. Knowing the rules can make you a better player but it is just as important to understand the spirit of the rules.

5. Respect Opponents, Team-mates, Referees, Officials and Spectators

Fair Play means respect for everyone concerned, your opponents, team-mates, referees, jury and spectators. Without opponents there is no game. Remember, they have the same rights as you have, including the right to be respected. You play in a team in which all the members are equal so your team-mates or colleagues must also be respected.

Referees are there to maintain discipline and Fair Play so always accept their decisions without arguing, and help them to help you enjoy the game more. Officials are also part of the game and must be respected accordingly. Spectators and media give the game more atmosphere. They want to see the game played fairly, but must also behave fairly themselves at all times. Media attention is vital to increase the number of spectators significantly.

Media attention contributes to the image of the korfball sport all over the world.

Q 1 Think of something a coach might do or say to a team to promote each of the 5 examples in the IKF Code of Conduct.

1. Play to win.

2 Play fair

3 Accept defeat with dignity

4 Observe the rules

5 Respects opponents, referees etc...

B. The Coach's role in Youth Development

Since it is likely you will be helping youth korfballers it is important to have an idea of what you should be aware of with different ages. Here are the suggestions from the ***Korfball Youth Development*** booklet

Implications for Coaches

Under 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.

12 to 14 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)

14 to 17 year olds

1. Coaches must be aware of the problems confronting adolescents especially variations in levels of physical maturity.
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.

Q 2 Being aware of the implications for coaches for different age groups noted above state something you might call out to a team of Under 12's related to

A new player's individual achievement:

A team's achievement at half time:

A strategy being used (e.g. to defend better):

C. Being inclusive and balanced in your approach

Being inclusive means involving all your players equally in activities, with information and responsibilities. Being balanced means treating everyone in a similar way and acting in a not extreme way yourself (e.g. 'not going overboard').

Q 3 Think of an example where a coach of 14 year olds team would show inclusiveness and balance.

D. Treating players with integrity, respect and empathy

As a coach you need to set a good example and in your dealing with players you need to be respectful and considerate. You also need to try to understand their feelings and points of view (empathy) in any situation you are sharing with them, like in training or coaching during a game.

Q 4 Think of an example where the coach could be seen as treating a player with

- respect (consideration)

- empathy (understanding their point of view/feelings).

E. Drug in sport issues

Parents and others in the community expect the coach to be a role model especially when they are taking responsibility for young people. It is especially so in relation to **drug use**. Some such as alcohol are seen as generally acceptable when used responsibly, for example at korfball parties, provided it is not given to under age players. There may be occasions when it may not be seen as appropriate.

Q 5 Suggest a way a coach should behave in these situations;-.

1. You are at a Korfball party with your U16 team and you want to drink alcohol.

2. Some members of your team of Under16's are wanting to drink alcohol at a korfball party too.

3. You are away on an U16 camp and want to have a drink with another adult in the privacy of your room.

There are ethical and health issues regarding the use of drugs in sport.

Ethics relates to what is seen as appropriate conduct - in our case as a coach of players and with other korfball people and in korfball situations. Included in this is what is appropriate conduct with regard to the use of drugs particularly using them ourselves and especially allowing them to be given to players. It is a very broad issue and we have to consider the rules regarding drugs especially as they relate to performance enhancing drugs. As a coach, if you are not sure whether to give permission to take a drug by one or more of your players it is better to say **no**.

Q 6 What should you do in this situation?

A sports performance coach suggests that you get your team of adults to take a legal performance enhancing drug.

F. The roles of a coach in competitions

Coaches have many things they should do and ways they should act in a competition situation. Basically it revolves around being respectful and understanding in any dealings with others.

Q 7 What are some of the roles (ways you should act) as a coach in a competition? Give an example for each (it may be a similar answer to more than one).

- to opposing teams

- to the administration/officials

G The cooperative roles of the coach in developing players.

A coach relies on others to be able to coach and develop players. For success this relies on working cooperatively with **parents, officials** and **sports administrators**.

Q 8 Think of a way the coach of an Under 12 team could cooperate with each of these groups?

Parents

Officials (especially referees)

H. Range of coaching styles for different situations and individuals.

Coaches have different ways they tend to coach. Sometimes they use certain ways/ styles for particular situations like in training or in a game. Many may use a combination of these since none are perfect alone.

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
Easy going	Players feel relaxed and not afraid of doing anything wrong.	Planned training may not be achieved and group lack discipline
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

Q 9 What style or styles would you prefer your coach to have? Give a reason

What style(s) do you think you would be most comfortable using while coaching?

I.. The coach in particular situations

Q 10 Below are some situations. You (or the group) are asked to briefly say what you should do in each situation. Note there is no one correct answer to each of these situations.

Situation	What should you do or say?
1. You have a rule –don't attend training and don't play in the next game. One of your best players misses training and wants to play in the important next game even though she has a good excuse.	
2. The male players in a training session for new players want to do all the shooting. How could you get them to understand that this is not the best strategy in a game situation?	
3. You take over a group for training and most seem to arrive very late. What could you do or say that is not seen as punishment to change this?	

Qualities of a good coach

- Be enthusiastic and show enjoyment of coaching
- Be self-confident, consistent, friendly and fair
- Have a sense of humour and make things fun!
- Dress appropriately
- Be a good role model for the participants
- Maintain discipline throughout the session
- Be well organised
- Include all participants, regardless of ability, disability, age, gender and ethnic background



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Coaching involves having knowledge you can pass on to others in different situations such as in a discussion that can involve developing a “game sense” (e.g. understanding why we develop certain skills and use certain tactics).

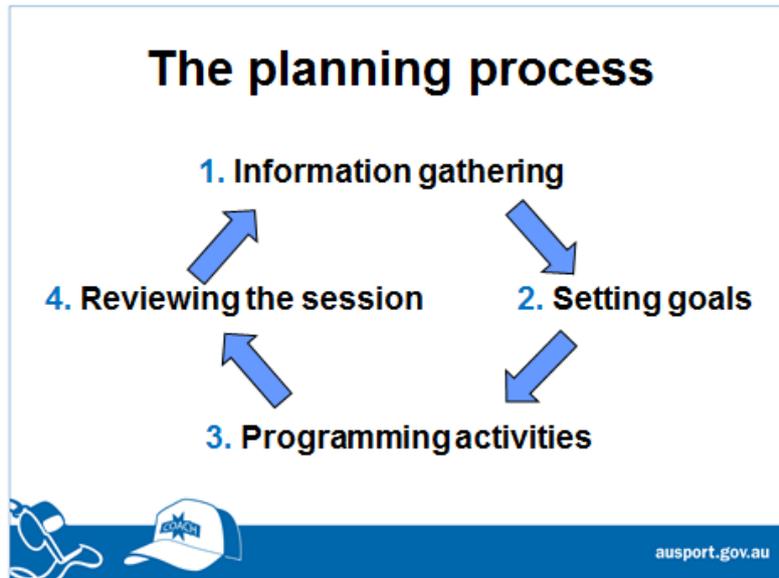


As a trainee coach, coaching a team of younger players can be an excellent way to develop confidence and coaching skills.

Module 2 - Planning and Reviewing

At the completion of this module, you will know how to plan and review coaching sessions for beginner level players.

Competency in planning is not expected as part of this course. It is only to be aware of what is required. The checklists will be useful when you have to plan and conduct real sessions.



A.. Plan coaching sessions for beginners

Q11 Why do we think it necessary to have a plan?

Q12 Here are some considerations when you **plan**. Suggest a reason why you should consider these in the table below.

Consideration	Why you should consider this ?
Number of participants	
What they know about korfball already.	
Resources required/available	
Playing events/games program	

Setting goals

- Season goals
- Session goals
- Goals should be **SMART**
 - Specific
 - Measurable
 - Achievable
 - Realistic
 - Time bound
- Goals should focus on process rather than outcome
- Review and adjust goals regularly



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Q13 Select a goal for yourself, not korfball related, that is a “SMART” goal.

Q14 Select a goal for club, or a team you might coach that is a “SMART” goal

B. Parts of a training session

The Session Planner below shows you what is required to be considered. In bold letters are the activity parts of a session.

Korfball Session Planner		
Date	Attendance <i>e.g. name of training group</i>	Equipment needed <i>e.g. posts, balls, bibs</i>
Venue		
Duration		
Introduction <i>reminders of what we did before, what we want to do today- challenges and why</i>		
Warm Up Activities <i>To get the body and mind ready for the drills and games</i>	Drills and Games <i>Build up to new skills and games based on previous experiences</i>	Warm Down Activities <i>To bring body especially back down to normal activity</i>
Tips/questions/challenges <i>e.g. a skill or social / mental focus</i>		Management etc <i>e.g. safety aspects, first aid box, timing</i>
Review/evaluation <i>(e.g. what worked. What didn't work)</i>		

See examples of planned korfball activities at <http://au.korfball.org.au/wp-content/uploads/2012/09/KorfballGamesSkills1Youth.pdf>

C. Checking the plan

Below is a checklist that can be used when marking session plans. It shows what you need to consider when planning;- you do **not** have to fill in the Comment sections on this table.

Session Plan Checklist	name of coach
Checks	Comment
Identify suitable goal for the training session (SMART goals)	
Safety considerations identified	
Use appropriate warm up and warm down activities	
Use appropriate activities for skills development	
Use appropriate activities to develop fitness requirements	
Use appropriate activities to develop the game/ tactical requirements	
Sequence of activities appropriate including timing	
Ensure that the session plan is inclusive (e.g. of both sexes, new players/ injured players requirements)	
Seek feedback from players and others and have self-reflection to evaluate the session	

D. Review your coaching activity

Developing korfball skills, knowledge and **game sense** (understanding skills/tactics and why we should use certain ones) is a continuous progression. So it is important to recognise that the activities just performed have played an appropriate part in this progress. That is why planning was important and then the activity was well conducted. You need to be able to reflect on your activities and there are some suggestions for this in Module 4.

Q15 Here are some case studies. Consider how you would deal with these as a coach.

Case study	How you would deal with this
Your senior coach has asked you to take a first training session with a group of four new players to your squad/club. What type of information would you want to know about the players before you plan the session?	
With the same group you plan to teach them a basic technique for passing the ball. What 'game sense' information (e.g. why we use the technique in play) would you give them, or, what questions would you ask them?	
The same group, with other similar experienced players, are to play in their first game after a couple of training sessions. What advice would you give to them just before they go on the court for the game.	
The same group as a team lost their game by a narrow score. What might you say to them or ask them at the end of the game relevant to the passing the ball technique? (Assume there were a lot of interceptions your team's passes)	

Q16 In the next training session with the full group (from Q15 case study above) outline what you might include using the **Korfball Session Planner** below. Have a focus on 1 skills activity to improve their ability to get more shots in during a game.

(You could use examples from the *Korfball Games Skills* activities if you wish at <http://au.korfball.org.au/wp-content/uploads/2012/09/KorfballGamesSkills1Youth.pdf> or others also on the website.

Just fill in the highlighted sections of the Planner.

Korfball Session Planner		
Date	Attendance	Equipment needed
Venue		
Duration		
Introduction (e.g. a SMARTgoal of session plus any reminders)		
Warm Up Activities	Drills and Games	Warm Down Activities
Tips/questions/challenges		Management etc
Review/evaluation (e.g. what worked. What didn't work)		

Module 3 - Risk Management

This module will help you recognise what you should be aware of while coaching and how to minimise any risks.

There are a lot of rules and government legislation with regard to working with others. It is **not** necessary at this level to know these intimately. It is a matter of having good **risk management** so you are protected as a coach and the players you are supervising.

Do not be put off when reading this table below for much of this you will find you do naturally and there will be support for you through your club/school etc.

What is required	Particular considerations when coaching.
1. You have legal responsibilities as a coach	<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>Q17 Give the number only to answer these questions about legal responsibility next to the question</p> <p>a. Which of the above do you think are more the responsibility of your club officials?</p> <p>b. Which two of the above do you think are the most important responsibilities of you as a coach?</p>	
2. Apply risk management principles (ways of doing things)	<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).

3. Implement minor incident management procedures	<ol style="list-style-type: none">1. Injury management procedures for a minor injury: • STOP • RICER • No HARM2. Common health issues that affect athletes eg: asthma3. Immediate incident management until the arrival of a health care professional4. Limitations to the role that the coach is able to play in injury management if they are not trained in first aid.
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Q19 Give the number only to answer the questions about **incident management**:-

a. Which one of the above do you think is most important for you as a coach to deal with?

b. Which one of the above do you think you would need to check out with your club or league management?

You can find out more about legislation and risk management at the Australian Sports Commission website <http://www.playbytherules.net.au>

Legal responsibilities

- 1 Provide a safe environment
- 2 Plan all activities adequately
- 3 Evaluate participants for injury
- 4 Do not mismatch participants
- 5 Warn participants of the risks of the activity
- 6 Supervise activities closely
- 7 Develop clear rules for activities and general conduct
- 8 Keep accurate records



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Legal responsibilities

- Coaches owe a **duty of care** to participants
- Breach of this duty is called **negligence**
- Coaches of children must provide a higher level of care



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Q20 Keeping in mind legal responsibilities and risk management, suggest one point (reminder) you need to make to yourself whenever you go to coach a group of players.

Incident management

- Have access to a telephone to contact an ambulance
- Have information about the participant's medical history (especially for ongoing health issues such as asthma, epilepsy or diabetes)
- Know how to access first aid equipment (first aid kit, ice, blankets, etc.)
- Ideally, be able to administer basic first aid
- Ensure an injury report form is completed



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Some important injury procedures you should know

STOP procedure

The STOP procedure allows the coach to assess whether the injury seems severe and to determine whether the participant should continue with the activity

- **S**top
- **T**alk
- **O**bserve
- **P**revent further injury (via the three options below)

Severe injury - Get help

Less severe injury - Rest, Ice, Compression, Elevation, Referral (RICER)

Minor injury - Play on (after appropriate treatment, assessment and rest and warning of responsibility in case of adults)



RICER regime

Management of sprains, strains, corks, bumps and bruises should follow this procedure:

	How	Why
R est the participant	<ul style="list-style-type: none"> Remove the participant from the competition area using an appropriate method of transport to prevent further damage Place the participant in a comfortable position, preferably lying down The injured part should be immobilised and supported 	Further activity will increase bleeding and damage
I ce applied to the injury	<p>The conventional methods are:</p> <ul style="list-style-type: none"> crushed ice in a wet towel/plastic bag immersion in icy water commercial cold pack wrapped in a wet towel cold water from a tap is better than nothing. <p>Apply for 20 minutes every two hours for the first 48 hours</p> <p><i>Caution:</i></p> <ul style="list-style-type: none"> Do not apply ice directly to skin as ice burns can occur Do not apply ice to people who are sensitive to cold or have circulatory problems 	Ice decreases: <ul style="list-style-type: none"> swelling muscle spasm secondary damage to the injured area
C ompression applied to the injured area	Apply a firm, elastic, compression bandage over a large area covering the injured part, as well as above and below the injury	Compression reduces: <ul style="list-style-type: none"> swelling and bleeding provides support for the injured part
E levate the injured area	Raise the injured area above the level of the heart whenever possible	Elevation decreases: <ul style="list-style-type: none"> bleeding swelling pain.
R efer and record	<ul style="list-style-type: none"> Refer to an appropriate health care professional for definitive diagnosis and continuing management Record your observations, assessment and initial management before referral — send a copy of your records, with the participant, to the health care professional 	To obtain an accurate, definitive diagnosis and for continuing management (including anti-inflammatory medication) and prescription of a rehabilitation program

The **No Harm** principle complements the R.I.C.E.R. (Rest, ice, compress, elevate, referral) principle and is extremely important in the initial 48 hours following a soft tissue injury.

NO

- H - Heat**
- A - Alcohol**
- R - Running/Exercising the injured area**
- M - Massage**

As a coach your korfball club or school should provide an inclusive, safe and fair environment for participation.

To assist you meet your responsibilities your club or school should:

1. **request** that you undergo a [Working With Children or other police checks](#) if required by your state's legislation
2. **explain** your duties and responsibilities as a coach (e.g., some clubs provide a written job description)
3. **provide** you with information about expected codes of behaviour
4. **support** you to complete [training](#) to improve your skills and knowledge
5. **provide** you with [guidelines](#) to support you in your role (e.g., heat guidelines, photographing children)

To create an inclusive environment for participation and manage your risks as a coach you should:

- **maintain control** (e.g., don't lose your temper, harass or bully others)
- **balance** competition with participation, particularly in junior sport
- **follow** fair and consistent [team selection processes](#)
- **consider** flexible coaching practices (e.g., to include people with a disability)
- **make sure** you use appropriate coaching techniques (e.g., do not use punishment or over training to improve performance)
- **maintain** [appropriate boundaries](#) (e.g., avoiding intimate relationships with athletes and never with children)
- **avoid** being alone with a child or young person (e.g., in the changes rooms)
- **maintain** [appropriate physical contact](#) (e.g., when demonstrating a skill)
- **avoid** transporting players, particularly children and not without parental consent
- **make** sure any electronic communication with players is about team matters
- **do not** provide players with alcohol or drugs
- **seek** permission when taking [images of players, particularly children](#)
- **take action** over any inappropriate behaviours (e.g., harassment or suspicions of harm against a child)

It is impossible to remember all the above points all the time, especially when you are starting out coaching. It is therefore a good idea to check these lists from time to time and if you are not sure always ask your senior coaches or others in your club or organisation.

Child protection

Coaches need to:

- Understand what is acceptable and appropriate behaviour
- Be aware of the signs of abuse or neglect
- Know who to report to if they suspect abuse or neglect
- Understand and comply with the child protection legislation in their state/territory
- Understand and comply with relevant codes of conduct



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Q21 Below are some questions and issues to consider to complete this module.

Question/ Issue	Your response
<p>1. In your training session a 11 year old player falls over and injures her ankle and you are not sure how bad the injury is. Explain briefly what you would do utilising the RICER regime and afterwards who you would contact.</p>	
<p>2 Make a list of potential physical risks to players in the environment of your club or other training venue. (up to 3)</p>	
<p>3 A member of the opposite sex aged 15 in the team that you coach tries to be too physically close to you and too friendly. What could you do about this?</p>	
<p>4 You arrive at training and there is no covering for one of the 2 korfball posts you were going to use. What changes to your training session might you have to make to avoid any risks of injury?</p>	

Module 4 - The Coach in Action

This module helps you to understand the scope of what is required to run a training session safely, with maximum participation and to be fun. It lets you see the range of strategies you need to consider to maximise communication and teaching and manage behaviour.

The table below illustrates the scope of what needs to be considered. Success using all the strategies is something you develop over a long time.

Q22 For each aspect, say which number in that group you think is most important for you to consider in the near future (in the column on the right).

Learning Aspect	What is required for success in coaching	Most important
1 Demonstrate effective group organisation	1 Allocating sufficient space and resources for the activity for all players 2 Demonstrate effective group organisation 3 Training formations and group organisation strategies including: <ul style="list-style-type: none"> • Structuring activities to maximise participation, and provide players with equal opportunities • Strategies to include a range of ability levels (eg: grouping by ability or mixing ability levels). 	
2 Manage group behaviour	1 Teaching appropriate behaviour for individuals and groups 2 Developing a discipline policy that includes athlete input (where appropriate) 3 Promoting cooperation and good relationships 4 Recognising common causes of misbehaviour 5 Having strategies for dealing with extreme behaviour	
3 Conduct a coaching session to teach basic skills and tactics	1 Styles of learning (visual, auditory, kinaesthetic/tactile) 2 Selecting basic techniques, skills and tactics for beginner athletes to learn 3 Breaking down techniques and skills into parts, and providing key coaching/safety points 4 Allowing adequate time for practice, and observing player's performance 5 Progressing the activity in a sequential manner 6 Ensuring that the session is fun and provides variety	
4 Demonstrate Effective Communication strategies	1 Conveying instructions clearly to athletes, and providing a demonstration 2 Checking the players' understanding of the instructions and giving them the opportunity to ask questions 3 Providing encouragement and feedback to each player 4 Non-verbal communication techniques (eg: eye contact, non-verbal cues) 5 Active listening techniques 6 Communication techniques for a range of groups (eg: parents, disability and ethnic groups)	
5 Use a game sense approach to develop skills and tactics	1 Benefits of using games to assist players to understand game concepts and develop long term learning 2 Structuring a game sense session 3 Using a game sense approach to teach skills 4 Creating games to teach specific tactics and strategies 5 Modifying games for a particular athlete or group	

Here are some important tips for you when coaching.

Giving feedback

- Feedback should be:
 - positive, constructive and corrective
 - clear and concise
 - delivered as soon as possible after the action for which it is being provided
- Use the 'sandwich' approach:





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Feedback with a “game sense” approach

You – the coach’s viewpoint at start of training after losing a game	Questions to get the players viewpoint	Responses
Recognise the positives from the game	What were the good things about the way we played in the game?	Coach “Yes, there was some excellent passing of the ball with players moving into collecting positions very well so that interceptions were minimal.”
insufficient shooting opportunities	Why didn’t we get more goals than the other team?	assume they come up with too many defended shots and recognise, after more questions, too much concentrating on just 2 shooters)
Need more role changes with others also shooting	What do we need to do to get more shots at goal?	Assume they come up with the need to change roles in attack more
Have planned training for the likely outcome of the questions being role changes and shooting.	What do we need to do in this training?	Assume they recognise they need to practise role changes and everyone shooting.
Change emphasis in planned training if players come up with a better idea	I have planned this...which takes in your suggestions and we will incorporate your suggestion of	Note particularly the improvements as you train by individuals and the group

Some other tips when working with players.

Active listening

- **Stop** — Pay attention and do not interrupt
- **Look** — Make eye contact and get onto the same level as the person
- **Listen** — Focus on what the person is saying
- **Respond** — Restate what has been said and use open questions to prompt for further information



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And tips for dealing with others.

Working with parents

- Explain your coaching philosophy
- Provide information and communicate regularly throughout the season/program
- Encourage their help and participation — give them a role, for example, linesperson, scorer
- Encourage parents to give positive feedback, rather than destructive criticism
- Be prepared to listen when parents have concerns or issues to raise.



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Difficult people

- Try to stay calm and distance yourself personally from the issue
- Keep your voice quiet and calm, this may encourage the other person to do the same
- Do not argue back or trade insults (no matter how unreasonable they seem)
- Try to see past the emotions to define the actual problem and work at addressing this
- Use active listening skills to address the problem.



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Self-management

- Discuss the effects of poor individual behaviour
- Show the connection between behaviour and consequences
- Acknowledge players who go out of their way to assist others
- Rotate or share responsibility for captaining
- Encourage participants to contribute to organisation and planning



Q23 Below are some situations to consider and briefly say what you might do in the column on the right.

Situation	Action I would take as a coach
You want the attention of everyone to start a training session.	
A couple of players are teasing each other and not paying attention while you are trying to explain things to the group.	
A player arrives late and wants to join straight in to an intense exercise you are conducting.	(but not seen as a punishment)
You have just finished a very intensive training game and some players want to go immediately off the court and home. What would you ask them to do first?	

E. Review your coaching activity

Developing korfball skills, knowledge and **game sense** (understanding skills/strategies/tactics and why we should use certain ones) is a continuous progression. So it is important to recognise that the activities just performed have played an appropriate part in this progress. You need to be able to **reflect** on your activities and a self (or other observer) rating can help such as this one below. (You do not have to fill in this table below but you might use it when you start coaching)

How do I rate as a coach?	Mostly	Sometimes	Never
Communication			
1 Did I reinforce the actions of the participants in a positive manner when they performed correctly?			
2 Did I reward effort in addition to outcome?			
3 Did I give compliments sincerely and honestly?			
4 Did I use sarcasm to get my message across?			
5 Did I give constructive and specific feedback?			
6 Did what I said to the participants match my non-verbal actions towards them?			
7 Was I consistent and fair in my treatment of all participants?			
8 Did I over-coach during training/game by giving too many instructions?			
9 Did I encourage the participants to have an input into team decisions and did I listen to them when they had something to say?			
10 Did I reinforce team rules fairly and consistently?			
Motivation			
11 Did I show the enthusiasm while coaching that I expect from the participants?			
12 Did the participants have fun during the training/game?			
13 Was I aware of any anxiety or nervousness experienced by the participants and did I help to reduce this?			
14 Did I emphasise winning too much?			
Leadership			
15 Was I prompt in arriving at training/game?			
16 Was I well prepared and organised for training sessions?			
17 Was my training session varied and interesting so that it challenged all participants and developed self-esteem and confidence?			
18 Did every participant have equal game time or did I over-play the more skilled participants?			
19 Was I able to analyse skills and correct errors when they occurred?			
20 Did I exercise self-control in situations which made me angry?			
21 Was I sensitive to the individual needs of all the participants?			
22 Did I personally demonstrate good sporting behaviour?			
23 Did I argue with, or complain about officials?			
24 Did I encourage parents to attend games?			
25 Was I patient and tolerant with all participants, regardless of individual skill levels?			

Module 5 – Korfball Player Development

This aspect is covered in more detail in higher level courses (e.g. KA Coach Level 2) Aspects such as physical, psychological and social development is also covered briefly in the *Korfball Youth Development* booklet where the implications for coaches training youth at different ages are outlined. The *Korfball Youth Leader Award - Coaching Assignment* also covers some of these development issues. The important point is that we are all developing physically, mentally and socially throughout our lives. As coaches we need to be aware that

- the younger players are the more rapidly they are developing and the more likely there might be gaps in their development that prevent them achieving certain levels of skills and understanding in korfball
- at all levels there will be some developing more quickly than others.

Q24 Here are some issues to consider and respond to in the column on the right.

Issue	Your response as a coach
You are coaching a physically more mature 13 year old, who finds it hard not to avoid contact and thus risk injury to other players. How can you cater for this child?	
If you were having problems with a parent who was over-emphasising winning and putting a lot of pressure on their 12 year old child to perform, what strategies would you use to deal with them?	
How would you deal with a situation where one of the players you were coaching was verbally abusing opposition players?	
You are coaching and you find males want to do all the shooting and expect the females to do the feeding of the ball to them.	

Below is the KA Policy for Coaches which outlines what your role is and how you should conduct yourself. This has been covered to some extent in the above modules of the course.



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*)

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. (1)

2. 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)

3. 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)

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
 - do not denigrating and/or intimidating players, officials, spectators or event organisers. (4)

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.(5)

The following points are specific to your coaching duties with players

6. Treat all players with respect at all times.
 - Be honest and consistent with them
 - Honour all promises and commitments, both verbal and written. (4)
7. 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)
8. **Encourage and facilitate players' independence and responsibility for their own**
 - Behaviour
 - Performance
 - Decisions
 - Actions. (4)
9. Involve the players in decisions that affect them relevant to
 - their own development as players
 - team/group decisions (4)
10. Determine, in consultation with players, what information is confidential and respect that confidentiality.(4)
11. Provide feedback to players in a caring sensitive manner to their needs. Avoid overly negative feedback.

12. 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)

13. 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)

14. 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)

15. Avoid situations with your players that could be construed as compromising.(7)

16. 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)

17. 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)

18. 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)

19. 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)

20. 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)

21. Support the activities that lead towards gender equality and equity in coaching (16)

Q25 Suggest why there are policy statements related to the following activities.

Coaching activity	How or why relevant
Being aware of a need for gender equality and equity (fairness) in coaching.	
Being aware of situations where I have a "Duty of Care"	
Being aware of drug related issues.	

Q26 Reflection is important for the coach and the writers of this course. Please answer the following final questions.

<p>You have now completed this course to make you more aware of what it requires to be a good coach. What aspects of the information provided did you find most helpful/rewarding?</p>	
<p>What aspects of this theory part of the Level 1 course do you think could be improved? If you can give a reason and make any suggestions we would really appreciate them so we can make the course better for future korfball takers.</p>	

WELL DONE! You have completed this introduction to korfball coaching. Many of the check lists and other examples may be useful to you in the future and these will be found in the Workshop Notes when doing the coaching activities..