



**KORFBALL AUSTRALIA**

**Level 3**

**REFEREES ADVANCED PRINCIPLES COURSE**

**MANUAL**

**Edition May 2016**

This course is a requirement for accreditation as a Korfball Australia Referee Level 3

This equates with the Advanced Principles Course for Officials (referees) requirements of the *National Officiating Accreditation Scheme* (NOAS) of the Australian Sports Commission.

The first part of this manual sets out the requirements for accreditation for the course. The second part outlines the content of the course which can be studied individually or as a group.

Two assignments are required to be completed and these are found at the end of the manual. The preference is that they be completed electronically and then forwarded to the appropriate person.

For additional information please contact [NationalTechnicalCoordinator@korfball.org.au](mailto:NationalTechnicalCoordinator@korfball.org.au)

## Content:

<b>Course in Context</b> .....	2
Referee Professional Development framework.....	4
Overview of Advanced Level Officiating competency statements.....	4
Module 1 – Advanced Self Management.....	5
Module 2 – Advanced Managing the Competition Environment.....	6
Module 3 – Advanced People Management .....	6
Assessment Overview.....	7
Recognition of Prior Learning Guide to applications.....	9
RPL/RCC Application Form.....	10
RPL/RCC Assessor Report.....	11
<b>Content of the course</b>	
Module 1 – Advanced Self management.....	12
Module 2-Advanced managing the Competition Environment.....	15
Module 3 Advanced People Management.....	20..
<b>Assessment</b>	
Checklist for Personal Development Plan Worksheet .....	28
Checklist for Personal Development Plan.....	30
Risk Management Plan Worksheet.....	31
Checklist for Risk management Plan.....	32

Korfball Australia Advanced Level Refereeing principles curriculum has been developed as part of the assessment for the KA Level 3 Referee accreditation.



## KORFBALL REFEREE COURSES IN CONTEXT

Developed to meet the requirements of the Australian Sports Commission

KA Level 0	KA Referee Level 1	KA Referee Level 2	KA Referee Level 3	IKF Referee
Varied according to audience but often part of an introductory Coach/Referee course or Referee Youth Level 0 (in KYLA)	Referee Basic Principles Course <ul style="list-style-type: none"> <li>• M1 Self management</li> <li>• M2 Managing the Competitive Environment</li> <li>• M3 People management</li> </ul>	Referee Basic Principles Course <ul style="list-style-type: none"> <li>• M1 Self management</li> <li>• M2 Managing the Competitive Environment</li> <li>• M3 People management</li> </ul>		
			Referee Advanced Principles Course <ul style="list-style-type: none"> <li>• M1 Self management</li> <li>• M2 Managing the Competitive Environment</li> <li>• M3 People management</li> <li>• Personal Development Plan</li> <li>• Risk management Plan</li> </ul>	IKF International Referee Courses
			M5 Rules Interpretation M6 refereeing Experience (A and national level)	

The column space does not indicate the length of time for the course.

## **Referee Professional Development Framework**

### **Competency Statements**

At the completion of this training program, the referee will be able to:

- 1. Have improved own refereeing skills, including mental skill requirements.*
- 2. Be able to carry out administrative, reporting and tribunal requirements.*
- 3. Plan for the risks of officiating in competition*
- 4. work with a wide range of people to enhance on and off field relationships.*
- 5. Utilise leadership and negotiation skills.*

### **Overview of Advanced Level Referee General Principles Modules**

Approx. Duration

1. Advanced Self Management 1 hour
2. Advanced Managing the Competition Environment 2 hour
3. Advanced People Management 2 hours

The times allocated to each module within this training program are based on having a ratio of one presenter to 10 learners. Larger groups may require additional time to be allocated to each module to allow for effective learning.

Completion of assessment tasks has not been factored into the hours allocated to each module. Additional time may need to be allocated for assessment. .

### **Presenter and Assessor Requirements**

Presenters of the Advanced Level Referee General Principles should possess:

- presentation skills (eg have successfully completed a course presenter, workplace trainer or presentation skills course, or similar); AND
- a current NOAS accreditation, OR
- be a recognised specialist in the module topic in which they are presenting with a minimum of two years practical experience in korfbal refereeing at Level 3.

For professional development purposes, presenters may also wish to undertake a Disability Education Program module with the ASC.

Assessors should have: • generic assessment skills (eg. have completed a workplace assessor or other sport specific assessor training course); AND • hold a current NOAS accreditation, OR • be a recognised specialist in the module topic in which they are assessing with a minimum of two years practical experience in korfbal refereeing at Level 3.

Note: Presenters may also perform the role of assessor where they have appropriate qualifications.

### Pre-requisites to this Training Program

It is recommended that participants undertaking this training program have completed either: • Korfball Referee General Principles Course OR • A similar NOAS sport specific training program.

### Recognition of Prior Learning/Current Competence

Participants undertaking this training program are able to apply to for Recognition of Prior Learning/Current Competence (RPL/RCC). RPL/RCC will be granted when all the stated competencies and related learning outcomes of this training program have been met. The ASC's RPL/RCC Information Kit (see Attachment A) should be used to guide applicants through the various steps involved in the RPL/RCC process.

## Module 1 – Advanced Self Management

**Competencies:** At the completion of this module, the referee will be able to:

- *Continually improve own refereeing skills, including mental skill requirements*

Approximate duration 1 hour

Learning Outcomes	Content
1. Develop own refereeing skills	<ol style="list-style-type: none"> <li>1. The career pathway for referees in Korfball</li> <li>2. Developing a professional development plan in order to further your refereeing knowledge, skills and attitudes</li> <li>3. Where to find assistance to develop your refereeing skills</li> </ol>
2. Critically analyse own performance after a competition to improve	<ol style="list-style-type: none"> <li>1. Establishing on-going liaison with other referees or advisors</li> <li>2. Utilising technology to analyse performance</li> <li>3. Developing, implementing and monitoring a personal self-reflection program</li> </ol>
3. Develop and monitor mental skills	<ol style="list-style-type: none"> <li>1. Assessing mental readiness</li> <li>2. Tools to help control/modify mental readiness</li> <li>3. Developing, implementing and monitoring a personal mental preparation plan</li> </ol>

**Delivery strategies** may include Presentations, Group activities, Discussion, Scenarios and Role Plays

### Resource requirements

This Korfball Advanced Level Referee Manual (aimed at course participants)

Advanced Level Refereeing - Presenters Kit (aimed at course deliverers).

## Module 2 – Advanced Managing the Competition Environment

**Competencies:** At the completion of this module, the referee will be able to:

- *Carry out administrative, reporting and tribunal requirements*
- *Plan for the risks of refereeing in competition.*

Approximate duration 1 hour

Learning Outcomes	Content
1. Work within an administrative environment	1. Providing verbal and written reports to the governing body in an accurate and timely fashion and as per the rules and regulations of Korfball 2. Handling off field objections/protests in accordance with the rules and regulations of the sport 3. Handling tribunal matters in accordance with the rules and regulations of korfball
2. Manage risk while officiating competitions	1. Undertaking a risk assessment of the facilities, playing area, equipment and athletes prior to the competition 2. Developing and implementing a risk management plan in relation to refereeing competition 3. Responding to identified problems and modifying the environment where required to minimise risk during competition

**Delivery strategies** may include Presentations, Group activities, Discussion, Scenarios and Role Plays

### Resource requirements

This Advanced Level Referee manual (aimed at course participants)

Advanced Level Officiating - Presenters Kit (aimed at course deliverers).

## Module 3 – Advanced People Management

**Competencies:**

At the completion of this module, the referee will be able to:

- *Work with a wide range of people to enhance on and off field relationships.*
- *Utilise leadership and negotiation skills.*

Approximate duration 2 hours

Learning Outcomes	Content
Content 1. Communicate effectively with a range of	1.Consolidating the strengths and working on the weaknesses in own Communication

people	<ol style="list-style-type: none"> <li>2. Active listening skills and responding to athletes/coaches/officials in a positive and non- threatening manner communication skills</li> <li>3. Working with team captains to create open communication channels with teams</li> </ol>
2. Lead a team of referees	<ol style="list-style-type: none"> <li>1. Leading and organising a team of referees before, during and after Competition</li> <li>2. Cooperating and interacting with other referees in a positive manner to enhance the outcome of the competition</li> <li>3. Components of the mentoring process</li> <li>4. Mentoring a beginner referee</li> </ol>
3. Demonstrate negotiation skills in order to minimise conflict	<ol style="list-style-type: none"> <li>1. Taking a preventative approach to conflict within a competition game by communicating effectively with athletes/coaches/officials</li> <li>2. Negotiation strategies when dealing with difficult situations</li> <li>3. Using other people's skills effectively to resolve conflict</li> </ol>

## Assessment Overview

Overview of how each competency / module is assessed.

Competency	Module	Assessment Tasks	
		Personal Development Plan	Risk Management Plan
1.Continually improve own referee skills, including mental skill requirements.	1.Advanced Self-Management	✓	
2. Carry out administrative, reporting and tribunal requirements.	2. Advanced Managing the Competition Environment		✓
3. Plan for the risks of refereeing in competition	2. Advanced Managing the Competition Environment		✓
4. Work with a wide range of people to enhance on and off field relationships	3. Advanced People Management	✓	
5. Utilise leadership and negotiation skills.	3. Advanced People Management	✓	

Overview of the assessment tasks, including how and when assessment will occur, conditions of assessment and evidence required.

**D. Personal Development Plan:** This assessment task is aimed at assessing the candidate's ability to develop a plan for their development as a referee. This involves an assessment of their current status, as

well as outlining what aspects, and how they can develop themselves in the future. This task is used as both a learning and assessment tool for Modules 1 and 3. The plan must be completed satisfactorily to successfully complete this aspect. An assessment checklist is available to assessors marking the personal development plans. Candidates are permitted to access all course materials, and may consult with others when completing the plan. Candidates may re-submit the plan as many times as necessary to meet the requirements of this assessment task.

**E. Risk Management Plan:** This assessment task is aimed at assessing the candidate's ability to develop a risk management plan for their refereeing situation. This plan will cover aspects such as the environment, people and procedures for dealing with emergencies. This task is used as both a learning and assessment tool for Module 2. The plan must be completed satisfactorily to successfully complete this aspect. An answer guide is available to assessors marking the risk management plans. Candidates are permitted to access all course materials, and may consult with others when completing the plan. Candidates may re-submit the plan as many times as necessary to meet the requirements of this assessment task.

**Details of flexible assessment practices that will be provided for officials with special needs, disabilities or who are from rural/remote areas.**

The ASC and Korfball Australia are committed to provide flexibility in the assessment methods used. This includes:

- using oral instead of written presentation for Assessment task D where appropriate
- using video of the role play scenario for assessment purposes where necessary (eg. for a referee in a remote area)
- considering any request from candidates for flexibility, within the framework of ensuring fairness for others, and integrity of the assessment process overall.

**Copies of assessment tools:**

**D. Personal Development Plan:** A copy of the personal development plan worksheet is at the end of this Manual and on completion should be sent to the Director of the course or [NationalTechnicalCoordinator@korfball.org.au](mailto:NationalTechnicalCoordinator@korfball.org.au)

**E. Risk Management Plan:** A copy of the risk management plan sheet is at the end of this Manual and on completion should be sent to the Director of the course or the [NationalTechnicalCoordinator@korfball.org.au](mailto:NationalTechnicalCoordinator@korfball.org.au)

Assessment checklists are also provided following the worksheets and information for both plans are found in the following Content section of this manual.





## Recognition of Prior Learning / Current Competence (RPL/RCC) Guide for Referee General Principles Course

Participants undertaking general principles courses can apply for Recognition of Prior Learning or Current Competence (RPL/RCC). You can apply for RPL/RCC if you think your prior learning and experience mean you already have the competencies of the particular training course.

How can prior learning be recognised? There are many ways that you can show evidence of the competencies you hold. RPL/RCC can only be granted on current evidence, that is, work that has been completed within the last four years. Some examples of evidence that can be provided to demonstrate your competencies include:

- Copies of certificates, qualifications achieved from other courses, school or tertiary results
- Statements outlining courses and/or study that you have undertaken and the learning outcomes/competencies achieved from these.
- Resume of experience
- Reports from people within your sport
- Relevant work samples eg. video of you officiating.
- Evidence of home/self-directed study which may include a list of recent readings, synopsis of seminars attended, reports of own research/analysis undertaken.

### Who can conduct the RPL/RCC assessment?

Training Program	RPL/RCC Responsibility
Refereeing General Principles	• ASC recognised officiating principles agencies National or State Sporting Organisation's
Sport Specific NOAS courses	National or State sporting organisations

### RPL/RCC procedure

Step 1 – complete application and send to course coordinator 1. Applicants will need to gather all relevant supporting documentation and complete the RPL/RCC application form. Forward this with supporting documentation, and the relevant fee, to the relevant body (as outlined in the table above).

Step 2 – Assessment The application will be reviewed by an RPL/RCC assessment panel. The panel will compare the evidence provided by the applicant with the competencies required for the training program. A judgement will be made about whether the applicant wholly or partially meets the requirements.

In the event of partial completion of the competencies, the panel will outline which ones still need to be achieved, and preferably what evidence is still required.

Step 3 – Notification The applicant will be notified of the decision within two months of receiving the application. In the event of partial completion of the course competencies, the panel will outline which competencies still need to be achieved, and preferably how. Options include : • Complete further training • Work with a senior coach/official • Complete prescribed home study options Successful applicants for RPL/RCC will receive the appropriate certification, and where appropriate, will be placed on an ASC database.

Step 4 – Appeal The applicant has the right to appeal the RPL/RCC assessment panel's decision, if they believe the decision is unfair, unjust or if the panel has misinterpreted the evidence. In the case of an appeal, a new assessment panel will be established. The new assessment panel will review all material available and make a decision. The RPL/RCC review assessment panel will notify the applicant of the decision within two months of receiving the appeal.



## Korfball Australia RPL/RCC Application Form

### SECTION 1 – Personal details

Name:.....  
 Organisation:..... Position:.....  
 Address:.....  
 Postcode.....  
 Phone:..... Fax:.....  
 Mobile:.....  
 Email:.....

Competencies	Evidence Summary of evidence provided Please attach copies of supporting documentation
<b>Advanced Level Refereeing</b>	
1. Continually improve own officiating skills	
2. Carry out administrative, reporting and tribunal requirements	
3. Plan for the risks of refereeing in competition	
4. Work with a wide range of people to enhance on and off field relationships.	
5. Utilise leadership and negotiation skills.	

I declare that the evidence I have provided is a true and accurate record of my work and life experiences:

Signature of applicant \_\_\_\_\_ Date \_\_\_\_\_



## RPL/RCC Assessor Report

Applicant's name:.....

Competencies	Evidence Supplied	Validity	Sufficiency	Authenticity	Current	Comments
1. Continually improve own refereeing skills, including mental skill requirements						
2. Carry out administrative, reporting and tribunal requirements.						
3. Plan for the risks of refereeing in competition						
4. Work with a wide range of people to enhance on and off field relationships						
5. Utilise leadership and negotiation skills.						

All performance criteria met: (please tick) % YES % NO (please advise the applicant additional evidence they are still required to supply)

Date of Assessment:.....

Name of Assessor:.....

Position:.....

Contact Number:.....

# KORFBALL REFEREE ADVANCED PRINCIPLES COURSE

## CONTENT

Here is the content of the three modules of the Level 3 course that may be covered as a group with an appropriate presenter or individually by candidates with appropriate support (e.g. with a mentor) available. The two assignments for the course will need to be sent to the Course Assessor/Presenter or [NationalTechnicalCoordinator@korfball.org.au](mailto:NationalTechnicalCoordinator@korfball.org.au)

### Module 1 – Advanced Self Management

#### 1.1 Career path

Self management relates to controlling your own development and organisation as a referee.

You have already done this to a large extent as you progressed through Level 1 and Level 2 and now you arrive at the senior levels of the referee profession where more is expected that you can manage your own advancement.(See Courses in Context below)

#### 1.2 Professional development plans

The major focus in this course will be to develop your own Professional Development and Risk Management plans.

#### 1.3 Seeking assistance with personal development

Being more “on your own” it is helpful to know what support there is for you. This may be;

- Having a personal **mentor** – an even more senior referee –that you can get feedback on your performances, assistance/direction/point of view for dealing with situations etc.
- Being part of a **referees group** that can support in similar ways to a mentor
- Liaising with **international referee groups** especially for interpretation of rules
- Liaising with **local korfball groups** such as coaches and administrators so you are aware of their issues as they relate in any way to games and the performance of referees.

#### 1.3 Performance analysis

This will most likely come from ongoing liaison as noted in 1.3.above.

It can also come from

- Utilising technology such as video analysis of your games

- People involved in games such as in game reports from administrators, coaches and players
- Personal reflection through game reports or your referee log book/diary



## KORFBALL REFEREE COURSES IN CONTEXT

KA Level 0	KA Referee Level 1	KA Referee Level 2	KA Referee Level 3	IKF Referee
Varied according to audience but often part of an introductory Coach/Referee course or Referee Youth Level 0 (in KYLA)	Referee Basic Principles Course <ul style="list-style-type: none"> <li>• M1 Self management</li> <li>• M2 Managing the Competitive Environment</li> <li>• M3 People management</li> </ul>			
	M4 Korfball Specific features	Referee Basic Principles Course <ul style="list-style-type: none"> <li>• M1 Self management</li> <li>• M2 Managing the Competitive Environment</li> <li>• M3 People management</li> </ul>		
	M5 Rules Interpretation	M4 Korfball Specific features	Referee Advanced Principles Course <ul style="list-style-type: none"> <li>• M1 Self management</li> <li>• M2 Managing the Competitive Environment</li> <li>• M3 People management</li> <li>• Personal Development Plan</li> <li>• Risk management Plan</li> </ul>	IKF International Referee Courses
	M6 refereeing Experience (B level)	M5 Rules Interpretation	M5 Rules Interpretation	
		M6 refereeing Experience (A level)	M6 refereeing Experience (A and national level)	
		Focus on A Grade level refereeing competency		

## 1.4 Mental skills

This relates particularly to how you prepare yourself mentally for a game. It will be similar to how players prepare for a game particularly as high levels. It is about being ready to perform.

- Assessing mental readiness

How ready do you feel when you start a game?

Do you feel on top of the game immediately or does it take you some time to get in the groove for the game?

Are you anxious or are you relaxed?

Are you too much of one and not enough of the other?

Do you feel it is something you need to look at further to improve your game performance?

- Controlling/modifying mental readiness

The Australian Institute of Sport has some excellent tips for improving mental readiness that relate to self-confidence, motivation, mental routines, imagery and concentration.

[http://www.ausport.gov.au/participating/officials/tools/high\\_performance\\_officiating/managing\\_activation\\_levels](http://www.ausport.gov.au/participating/officials/tools/high_performance_officiating/managing_activation_levels)

- Personal mental preparation plan

If you wish to optimise your performance then it will be useful to develop a mental preparation plan. This will likely include actions thought about while looking at some of those mental readiness points above.

Mental readiness too will be influenced by your activities long term and prior to a game, like diet, fitness and pre-game activities so these should be considered too.

The mental routines that you aspire to prior to a game may not always be possible, e.g. you have just played a game as a player and now have to referee a game almost immediately! This might require a much shorter plan but there should always be some time to prepare.

## **Module 2 – Advanced Managing the Competition Environment**

As you progress up the professional refereeing scale you are likely to be called upon to share your expertise in refereeing but also in other ways that relate to refereeing such as organising referees for competitions and the managing of risks for referees while officiating.

### **2.1 Working in an administrative environment**

The most important point to remember is that everyone needs to cooperate if we are to maintain harmony in our sport's environment. We are lucky in korfball that it is generally a very harmonious environment. As referees we need to cooperate with the administration and try to maintain a good relationship with coaches and players. This will be so in cases such as these;

#### **2.1.1 Providing verbal or written reports.**

For both it requires your reports to be

- unbiased
- clearly communicated
- and based on facts not opinions
- In the case of verbal reports, in addition, you need to be calm in the way you deliver the report.

#### **2.1.2 Handling off-court objections/protests**

These may be related to things that have happened during a game. You should ensure that in dealing with these matters that they

- Are in a suitable place to be resolved (e.g. not in public)
- You have all the information required
- You are in a position to resolve this (e.g. do you need support if so make sure it is available)
- Make sure you are in a frame of mind to deal with the situation (see below)

### In resolving conflict

- **Demonstrates confidence** in managing the situation. Avoid argument or debate, and don't try to bluff through with unjustified rulings.
- **Remain calm** - don't over-react. Stay relaxed and adopt a low-key posture/body language. Use objective, neutral language.
- **Address the problem**, not the emotions - try to put aside the emotions of all parties. Emotions inevitably inflame the situation. By dealing with the facts and the available evidence, the official is more likely to be seen as making a fair and appropriate decision.
- **Focus on the person**: people are not objects, and they don't like being treated as such. Acknowledge a participant with eye contact and use their name if possible. Recognise that they have something to say, and don't just dismiss them.
- **Be fair** - avoid team or individual bias at all costs. Demonstrating integrity is one of the greatest assets of an official.
- **Be confident** and open - don't be defensive or try to justify actions. Clarify decisions when appropriate, based on the facts and the evidence presented.
- **Be firm** - deal with unacceptable behaviour firmly and quickly. Set boundaries in a polite, professional and assertive manner.
- 

**Remember that 90% of conflict occurs not because of what was said, but the tone in which it was said!**

This was taken from

[http://www.ausport.gov.au/sportsofficialmag/people\\_management/managing\\_conflict](http://www.ausport.gov.au/sportsofficialmag/people_management/managing_conflict)

### 2.1.3 Handling tribunal matters

These need to be handled in accordance with the rules and regulations of korfbal. For example there are regulations to do with the Rules of the Game, state leagues, RPL, Professional Development, course requirements.

Tribunals will have guidelines for coming to decisions and if you are on such a group ensure you work within the guidelines and within your role regarding referee matters.



## 2.2 Managing risk while officiating in competitions

### 2.2.1 Undertaking a risk assessment of the competition environment

In this you will be relating it to players, officials and spectators. It requires considering:

- Playing area and immediate surrounds e.g. if outdoors weather, playing surface etc
- Equipment e.g. safety of posts, padding etc
- Players e.g. what they are wearing and should not be wearing
- Spectators e.g. their relationship to playing area – safety of players and spectators

### 2.2.2 Developing and implementing a risk management plan

The risk management process involves:

The risk management process	Strategies to minimise risk	Who might be involved (in this example)	A korfbal example
<b>1. Establish the context</b>	Where risks could be found/ sourced.	The referee and/or administrators	Spectators with children too close to the playing area
<b>2. Identify the risk</b>	The risk source and what could happen	The referee and/or administrators	Young children close to court
<b>3. Analyse the risk</b>	What could be consequences?	The referee and/or administrators	Players may collide with young children if the wander too close to play
<b>4. Evaluate the risk</b>	How likely is it to be a risk? How dangerous could it be?	The referee and/or administrators plus spectators	Collisions could result in serious injury so a major risk for this game which must be dealt with.
<b>5. Treat the risk</b>	Reduce the risk with decisions/actions taken	The administrators and parents	Talk to parents and other officials to ensure children kept back from the playing area before and during the game

## Risk management planning then involves

Possible sources of risk	What is at risk	Effects/consequences
<b>Relationships</b> Commercial Legal Financial Political <b>Human factors</b> Health Human error Negligence Anti-social behaviour <b>Natural events</b> Fire Weather Equipment	<b>People</b> Players Officials Referees Spectators Sponsors Public <b>Assets</b> Structures Grounds Equipment <b>Intangibles</b> Good-will reputation	Injury Death Damage Loss Legal proceedings

For more information on risk management planning see the following;-

[http://www.ausport.gov.au/supporting/clubs/resource\\_library/managing\\_risks/risk\\_management](http://www.ausport.gov.au/supporting/clubs/resource_library/managing_risks/risk_management)

**Risk Management Plan:** This assessment task is aimed at assessing the candidate's ability to develop a risk management plan for their refereeing situation. This plan will cover aspects such as the environment, people and procedures for dealing with emergencies. The competency is to be able to plan for possible risks in a refereeing situation. This task is used as both a learning and assessment tool for Module 2. The plan must be completed satisfactorily to successfully complete this aspect. Candidates are permitted to access all course materials, and may consult with others when completing the plan. Candidates may re-submit the plan as many times as necessary to meet the requirements of this assessment task.

See the template for presentation of your Risk Management Plan

The plan needs then to be submitted to your course assessor or [NationalTechnicalCoordinator@korfball.org.au](mailto:NationalTechnicalCoordinator@korfball.org.au).

### 2.2.3 Responding to identified problems and making changes to minimise risk during competition.

This involves you checking for possible risks and making them known to appropriate people.

While some of the possible risks will be for you to check and limit (e.g. no players wearing obtrusive jewellery) others may be for other people such as the administrators of the competition to deal with (e.g. posts are safe and poles are covered).

As a professional referee you need to be aware of all potential risks during your responsibility – the game and relate those for other people's responsibility to them.

### **2.2.4 Insurance for officials**

It is important that you are insured while refereeing and this will usually be covered by Korfball Australia or your local korfball organisation. However, you should check on this.

#### Types of insurance

- Personal accident; covers injury or loss to the official
- Public liability: covers loss or damage to property, or injury due to negligence, to members of the public.
- Professional indemnity: covers the official if they have given an instruction that a participant acts on and is injured or if the official failed to give instruction and a participant is injured.

Some policies require the official to be insured at the time of a claim which could occur years after the actual incident occurred.

## Module 3 Advanced people management

As you attain the skills and status of a higher level referee you are more likely to be asked to be involved in higher level decision making that may involve communicating with a wider range of people, being involved in strategies to limit conflict situations as well as being expected to take on leadership duties and mentoring of referees. So there will be an expectation that you can

- Work with a wide range of people to enhance on and off field relationships.
- Utilise leadership and negotiation skills.

### 3.1 Communicate effectively with a range of people

#### 3.1.1 Consolidating the strengths and working on the weaknesses in own communication

Here are some situations for communication in which senior referees will have to communicate effectively. Consider which of these you might need to work more on as a senior referee:-

Means of communication during a game, e.g. voice, whistle, signals, bearing	
Introductions you have to make to groups regarding your role, the role of others such as referees in competitions/meetings	
Explaining rules to participants during a competition and to other groups such as coaches, referees, officials, general public	
Relating an account of an incident to a judiciary/tribunal after a competition	
Putting in writing accounts of incidents.	
Making assessments and conveying these to referees in training	
Selecting words and conveying positively in mentoring situations	
The general use of any of these factors in communication;- Voice, manner, eyes, body, listening, articulating, writing	
Others?	

The Korfball Referees Basic Principles Course and the Australian Institute of Sport at the following site have ideas for improving communication skills.

<http://www.ausport.gov.au/participating/officials/tools>

### **3.1.2 Active listening skills and responding to athletes/coaches/officials in a positive and non-threatening manner communication skills**

Listening is an essential part of the communication process especially when it requires responding as in

- checking for understanding,
- questioning of decisions,
- resolving conflict

Effective listening involves:

- Listening attentively
- Listening reflectively by restating in ordinary language what the person said
- Not interrupting (unless really necessary to clarify point)
- Avoiding emotional responses
- Keep your head up, eye contact and smile or nod when appropriate

Responding generally should;

- Relate to what was said and to facts not emotions
- In a non-threatening manner
- Leading to as positive an outcome as possible

See 2.1.2 above for responding communication ideas in conflict situations.

### **3.1.3 Working with team captains to create open communication channels with teams**

Open communication with team captains requires the referee to

- Have contact with the captain prior to the game
- exchange names
- check if the captain has any issues prior to starting the game and responding to these
- let the captain know any points you want to make to ensure it is a good game for everyone

Have contact with the captain during the game to

- Make known any issues you may have with regards to play in general or of individuals
- Be available to have contact during the game over issues

Have contact with the captain and team at the end of the game by

- Remaining on the court so you can respond to any positive responses from team members and from the captain should there be any issues.
- You can respond to the captain and team members of positive outcomes from the game

It should be understood that these are limited and not an excuse for open criticism.

## 3.2 Lead a team of referees

### 3.2.1 Leading and organising a team of referees before, during and after Competition

**Before** the competition make sure you

- know the requirements for referees over the whole competition (e.g. games schedules, attending meetings, other requirements)
- are aware of the administration arrangements and who should be contacted during the competition. (e.g. for risk management, forms to fill out, assistants such as scorers, disputes resolution)
- know your team of referees and their abilities to referee at different levels or in particular games.
- Know when you can have meetings and can offer support during the competition

**During** the competition make sure you

- Are prepared for meetings with your team before, during and after the competition
- Have time to offer support such as observing their games, meeting with individuals, being available to support your referees in the case of any disputes or other problems
- Meet with officials to check any general or specific issues with referees

**After** the competition make sure

- Your team has been recognised in concluding speeches etc
- You have some time to debrief with the team and offer future support
- You provide any referee documentation required about the competition

### 3.2.2 Cooperating and interacting with other referees in a positive manner to enhance the outcome of the competition

Before, during and after the competition it helps if you show enthusiasm for the competition and the part the referees will play so:

- communicate with a positive approach
- When providing constructive feedback, think good, better, how.

Good — start with something they did or are doing correctly.

Better — give instructional feedback on how to get better

How — finish with a compliment so they want to get better.

### 3.2.3 Components of the mentoring process

Whatever the purpose of your mentoring relationship, you will find that effective relationships involve the following processes:

#### Mentoring process

**1 Identifying needs** — by identifying the needs of the referee and the mentor at the beginning of the relationship, you will be clear on what you both hope to get from it and can better tailor the experience to meet both your needs.

**2 Goal setting** — after you have identified your needs you should be able to set some specific goals for the relationship, for both the referee and the mentor.

**3 Establishing an agreement** — the agreement does not need to be a formal written one (although this might be appropriate), but you should at least discuss and agree on some ground rules for your relationship.

**4 Observation** — observation of the referee in action should focus on the needs and goals that they have already identified ( e.g. you might decide to use a particular check list for observing performance during a game)

**5 Analysis and feedback** — this should be a shared process, with the referee being given the opportunity to analyse their own performance, as well as the mentor providing their analysis. This will encourage the development of reflective coaches or officials, who have the ability to analyse their own performance and improvements. Questioning can be an extremely valuable tool for mentors at this stage. By asking supportive, but challenging, questions of the referee official, you will empower them to make their own analyses and improvements to their performance.

**6 Action planning** — once you have observed and analysed the performance of the referee, together you can explore ways of improving their performance

**7 Review** — the mentoring relationship is likely to change and grow as you progress. Many relationships are not always smooth sailing, however, and you should plan to review the effectiveness of the relationship at regular intervals.

If the relationship is no longer meeting the needs of the coach or official or the mentor, then it may be time to end the relationship or find a new mentor.

### 3.2.4 Mentoring a beginning referee

#### **If you are a mentor**

- Allow the referee to take responsibility for 'driving' the relationship
- Have reasonable expectations of the person you are mentoring — remember they are still learning!
- Confidentiality is essential — respect the privacy of your discussions
- Respect other people's views of the world and work with them
- Look for the best in others and offer encouragement
- Do not be afraid to take risks and do things differently
- Do not expect to be able to solve all the problems of the referee you are mentoring — be prepared to refer them to someone else with appropriate expertise
- Acknowledge the achievements of the referee your are mentoring
- Avoid the referee becoming dependent on you — do not 'mother' them!
- Have lots of enthusiasm

#### **If you are being mentored**

- Be clear about your goals and desires, and be able to express your needs and accept responsibility for your decisions and choices.
- Take responsibility for 'driving' the relationship — do not wait for your mentor to initiate action.
- Have reasonable expectations of your mentor — respect your mentor's time and needs.
- Look for a mentor with similar values and the skills that you wish to gain.
- Acknowledge your mentor's role in your achievements.



Further information on mentoring can be found in the ASC publication Making Mentors at

[www.ausport.gov.au/\\_data/assets/pdf\\_file/.../Making\\_Mentors.PDF](http://www.ausport.gov.au/_data/assets/pdf_file/.../Making_Mentors.PDF)

### **3.3. Demonstrate negotiation skills in order to minimise conflict**

#### **3.3.1 Taking a preventative approach to conflict within a competition game by communicating effectively with athletes/coaches/officials**

##### **Dealing with the conflict during a game**

- Prevention is always better than cure! If action is taken early in the game, conflict is less likely to occur.
- Make players aware of your presence by reacting immediately to rule/law infringements (when appropriate).
- Be approachable to players and coaches and officials.
- Be prepared to listen to what a player or others have to say.
- Remain objective, no matter what prior knowledge of players/teams you have.
- Be definite and firm with decisions and communication.
- Look sharp and act sharp - this will gain respect for you as an official.
- At the beginning of the competition, provide structure and guidance, but also start a dialogue with the players. Acknowledge the players abilities and experience and invite constructive viewpoints from players.
- Speak clearly and firmly in heated situations. This will indicate confidence in managing the situation.
- Stay cool and calm if things starts to get heated.

### 3.3.2 Negotiation strategies when dealing with difficult situations

#### When negotiating difficult situations

**Be professional:** Speak clearly and stay composed in heated situations. This demonstrates confidence in managing the situation. Avoid argument or debate, and don't try to bluff through with unjustified rulings.

**Remain calm:** Don't over-react. Stay relaxed and adopt a low-key posture/body language. Use objective, neutral language.

**Address the problem - not the emotions:** Try to put aside the emotions of all parties. Emotions inevitably inflame the situation. By dealing with the facts and the available evidence, the official is more likely to be seen as making a fair and appropriate decision.

**Focus on the person:** People are not objects, and they don't like being treated as such. Acknowledge a participant with eye contact and use their name if possible. Recognise that they have something to say, and don't just dismiss them.

**Be fair:** Avoid team or individual bias at all costs. Demonstrating integrity is one of the greatest assets of an official.

**Be confident and open:** Don't be defensive or try to justify actions. Clarify decisions when appropriate, based on the facts and the evidence presented.

**Be firm:** Deal with unacceptable behaviour firmly and quickly. Set boundaries in a polite, professional and assertive manner.

### 3.3.3 Using other people's skills effectively to resolve conflict

Conflict cannot always be resolved by you, especially if you are part of the conflict issue. This is the time to be aware of others who can be involved.

It might be these kinds of people

- A more senior referee or director
- An official such as a competition director
- One or more coaches or captains

Questions to ask when involving others to assist in resolving conflict would be

- Are they able to be impartial?
- Have they information that may be useful?
- Have they particular skills in negotiation?
- Are they in a senior position or more experienced to assist?

### **A final point**

**In korfball we have a tradition of respect for the referee and other players. The referee's role is to help everyone play better and enjoy their game. But as referees we still have to earn the respect of players by doing the best job we can. If we do this we will also have the players' and others trust which will extend beyond the game to other situations.**



## Personal Development Plan Worksheet

**Name:**

**Date**

**Contact: email**

**ph**

**Club/association**

**Level of competition officiating**

On completion of the Worksheet please forward to your course Presenter/Assessor or the [NationalTechnicalCoordinator@korfball.org.au](mailto:NationalTechnicalCoordinator@korfball.org.au)

1. Current season goals for your officiating
  
2. What strategies do you need to put in place to achieve your season goals?
  
3. Overall career goals for your officiating
  
4. What strategies do you need to put in place to achieve your career goals?

5. What activities will you undertake over the next 12 months to develop yourself as a korfball referee?

(Note; Not all spaces are expected to be filled in.)

	Competitions	Fitness/Mental skills training	Rules knowledge	Accreditation activities	Mentor meetings	Workshops etc	other
January							
February							
March							
April							
May							
June							
July							
August							
September							
October							
November							
December							

6. Outline how you will monitor and evaluate your yearly plan in the space below.



## Korfball Referee Level 3

### Assessment Checklist for Personal Development Plan

This checklist is to be used when marking Personal Development plans

Performance Criteria	Comments	Competent	Not yet Competent
Realistic season goals, and strategies to achieve these goals are identified			
Realistic career goals, and strategies to achieve these goals are identified			
Annual plan contains a range of activities appropriate to overall development of the referee			
Appropriate strategies identified to monitor and review the yearly plan			

**Assessment Decision**

Competent

Not Yet Competent

General Comments

Assessors Signature

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## Risk Management Plan Worksheet

**Name:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Contact: email** \_\_\_\_\_ **ph** \_\_\_\_\_

**club/association** \_\_\_\_\_

**Level of competition officiating** \_\_\_\_\_

On completion of the Worksheet please forward to your course Presenter/Assessor or the [NationalTechnicalCoordinator@korfball.org.au](mailto:NationalTechnicalCoordinator@korfball.org.au)

The Plan is for a general game situation so one that you might use as a check sheet at any game you referee. Expand the rows if you need to.

Risk Identification	Strategies to minimise risk	timeline	responsibility
<b>Environment</b>			
1.			
2.			
3.			
<b>Equipment</b>			
1.			
2.			
3.			
<b>People</b>			
1.			
2			
3			
<b>Other</b>			
1			
2			
3			



## Korfball Referee Level 3

### Assessment Checklist for Risk Management Plan

This checklist is to be used when marking Risk Management plans.

Performance Criteria	Comments	Competent	Not yet Competent
Identifies an appropriate range of risks relevant to a game situation			
Recognises appropriate strategies to limit risks			
Appropriate strategies identified to monitor risks			

#### Assessment Decision

Competent

Not Yet Competent

General Comments

Assessors Signature

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