



YOUTH KORFBALL ADMINISTRATION COURSE

MANUAL and WORKBOOK

2019 Edition

The course is for youth over the age of 14 interested in organising and administering korfball activities and where they can be directed and/or supervised by a qualified teacher or an adult Korfball administrator.

Participants and Directors of the course must be currently Registered with Korfball Australia through club or other institution or individually.

Participants are encouraged to get experience in both school and korfball communities. They are also encouraged to do the questions in this workbook in small groups and consulting with others where appropriate.

For further information contact
NationalTechnicalCoordinator@korfball.org.au

How this course fits into Korfball Youth Development

It is an opportunity to develop knowledge and skills in the way we run our sport.

Korfball Australia Programs	Age Range	School Programs	Community Programs	Australian Curriculum
Foundation	< 10	Primary K4/8		See Primary Program p 6 +10
Intermediate	10 -13			
Youth	13-18	High School	<i>Korfball Youth Leader Award (KYLA)</i> <i>Youth Korfball Administration Course Level 0</i>	See <i>Youth Korfball Five Week Program</i> p2-3 ACARA H&PE Year 10:- ACPPS093 - interacting ACPPS094 – understanding emotions ACPMP105 – collaboration skills ACPMP107 – ethical behaviour
Top	>17		Korfball Administrator Course Level 1	

MODULES AND THEIR ASSESSMENT

Module	Learning	Assessment	Who
1. Running successful activities	Recognising the roles and responsibilities in running korfball activities.	This <i>Youth Korfball Administration Course Part A The Workbook</i> answering all questions.	Self or group with supervision by a Director (e.g. korfball leader or teacher)
2. People serving	Recognising the needs of different groups relevant to korfball experiences.		
3. People organising	Using a range of communication strategies to ensure everyone enjoys the activities. Recognise what you need to be aware of when you organise others..		
4. Risk managing	To have an understanding of the basic risk management procedures when involved in korfball activities.		
5. Keeping successful	Recognising the keys to maintaining successful activities and organisations.		
6. Practical activities	To develop skills, strategies and knowledge for involvement in korfball organising and experiencing administrative roles.	+ Part B Practical activities	With a range of people reporting to Director/Mentor

Competencies for Youth Korfball Administrator

A competency is a set of actions that someone must be capable of carrying out in order to perform adequately in some part of a job. In our case to do organising or administering to a particular standard.

At the conclusion of this course you should be able to:

Youth Administrator Level 0 Competencies	Modules	Questions in this Workbook
1. Identify the values and their influence on roles and responsibilities of administrative positions in korfball activities	1,6	1,2
2. Understand the administering implications of codes of conduct when engaged in korfball activities.	1,2,5,6	2,3
3. Able to communicate appropriately when engaging in korfball activities	3,5,6	3,4,14,15
4. Can identify and implement good administrative practices to reduce risk	2,3,4,6	5,6,7,8,9,10
5. Able to organise and administer a range of korfball activities	2,3,6	5,6,8,9,
6. Understand the social development considerations for different age groups involved in korfball.	5,6	8,9,10,11,12,13

ASSESSMENT

a. This Workbook

Reading, discussing and answering the question are the main part of the theory in the course -what you need to understand.

The Director may modify this with, for example, class or group discussions. All questions are to be answered and in many cases there are more than one appropriate answer. Answering as a group I recommended.

b. Practical Activities

This is the opportunity to develop your administrating or organising skills under supervision where appropriate. To assist in recording this see page 18 *Practical Activities*.

PART A THE WORKBOOK FOR KNOWLEDGE

For this course we will generally see organising as being the preparation for an activity and administration as directing the activity. More often than not both these go together so sometimes one may be used for both.

Module 1 Running successful activities

To do the right things we need to know what we are supposed to be trying to achieve and how to go about it. Values, expressed in codes of conduct help us understand what is expected or valued when we organise or administer activities.

2.1 Values in korfbal we support

The values relate to behaviour and what we feel are important in korfbal are indicated in the following *International Korfball Federation Code of Conduct*:_

Part of 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.

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. 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 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. Remember, opponents 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.

The *IKF Code of Conduct* focuses on the values we have in playing but it guides us to make sure the players have the conditions to meet the Code requirements.

This will include making sure;-

- The playing area is safe
- The referees are selected and know what is required of them
- The administrators in the game –e.g. time keeper, recorder etc are ready
- First Aid is available and emergency procedures are known and can be applied.

In higher level competitions the group of administrators (officials) who ensure those activities are carried out are named the **Jury**.

Q1 If you are organising a casual game for friends at school, name 2 things you would be particular about organising and why.

1.
2.

1.2 Values in our club community

Clubs value having an inclusive and safe environment for all their members. In korfball especially we value gender equality and respect. Clubs too value having a good social standing in the community and maintaining and/or increasing their membership. (See Module 5 for strategies).

1.3 Values in our school community

Your school will have values too which may be very similar to those already mentioned. They may be expressed in the school's Vision and Mission Statements and in other ways.

Q2 List 3 values that your school has and expects you to accept

1.
2
3

Module 2 People serving

2.1 Serving your korfball community

Think about why people join, continue, or leave your club because this is important so that your club can make decisions that help it continue to be a happy, well respected club.

Some of the questions that might help in making the best decision include:-

- how are we promoting our club?
- are we talking to the right people? e.g. getting opinions from those involved
- is our club offering the right services?
- what is the competition for the club? e.g. other clubs or sports with similar programs

Q3 For your club, get a brief answer to each of these questions

How do we promote our club to get more members?	
Who do we focus on when trying to get new members?	
What does our club offer that makes it attractive to join?	

2.2 Serving your school community

Your school will offer many sports and other leisure activities besides korfball so you need to be aware of what they are and how korfball can also contribute to these forms of school activities.

When looking at how korfball can fit in to your school consider these points;-

- Don't think or say korfball is better than others but how korfball is different and can therefore add more fun and skills to the these kinds of activities
- Have some knowledge of the resources for korfball (e.g. webpages and video links)
- Have some knowledge of community resources (e.g. korfball club contacts)
- Make sure you consider these points with the appropriate school teacher(s)

Q4 Suggest 3 ways you believe korfball can contribute to your school's activities.

1.
2.
3.

2.3 Databases

It is always handy to collect information related to any korfball activity. This information can then be used in many ways:

2.3.1 In a club

By collecting member information the club can base decisions on knowledge of different types of members, participation rates and many other criteria dependant on what is being collected. Attaching online, automated payments and updating of member details will increase the value and integrity of this information and of your club.

2.3.2 In your school

Schools and teachers require information about everyone and all activities so they can

- Ensure they are meeting health and safety and educational requirements
- Develop more knowledge of activities and of students so they can improve the experiences of every student.

For these reasons schools might require you to collect and give to them information such as names of those involved and perhaps a short report.

2.3.3 For yourself

As you do this course you are collecting information that will be useful to you in completing this course successfully and have a better understanding of korfball and taking part in organising and administrative activities. You will also be collecting information that will be useful to others such as your club, your school and your friends.

Q5 For the situations below, give an example for each of the information it would be useful to collect and a brief reason.

Situation	Information I want	Reason
1. Your PE teacher in your school gives you permission to talk about the skills of korfball during a lesson.		
3. At your club 2 new players turn up for their first training and you will look after them for the session.		
4. You are asked to help with administration at a youth korfball tournament and don't know any of the teams, their coaches or players.		

Module 3 People Organising

Korfball is about organising people to play our sport and other activities in the korfball community such as socials. This organising can be by different groups and you could be involved in any of them.

3.1 By you

When you need to organise an activity e.g. a game; a fund raising activity or administer one (e.g. scoring for a tournament, a website activity) it is important for success that you

- Know the purpose of your activity
- What you are hoping to achieve
- Who is going to be involved
- The best way to go about it

Q6 Choose a simple korfball activity and in a short sentence answer the points in the table. (e.g. organising your team to do some shooting before a game; helping to organise a Fund Raising Event ,creating a Report on an event)

The Activity:-	
What is the purpose of the activity?	
What do you hope to achieve?	
Who is involved with you?	
How will I go about it?	

3.2 For a club or school

It gets more complex when clubs, schools or other groups want to organise activities. This may be because

- The group to be organised has a variety of people with different interests or skill levels
- People doing the organising may be large and have a range of knowledge and skills
- There may be a need for more supervision than just one person
- The activity may be over a long period of time.

For those, and many other reasons, we have organisations such as schools and clubs to do the organising and administering of certain activities.

Q7 Consider these organisations and name an activity they would administer.

Organisation	Name an activities they would take responsibility for administering
Your parents	
Your School	
Your korfball club	
Korfball South Australia	
Korfball Australia	
International Korfball Federation	

3.3 Resources to assist organising and administering

Individuals – like you, groups like committees, clubs, associations and schools have resources to guide them when doing their jobs.

These might be in the form of

Youth Korfball Administration Course Level 0

Resources to assist organising and administering	An example from Korfball SA website All found at https://sa.korfball.org.au/about/administration/
A list of goals to be achieved and directions to be taken.	<p><u>Codes of Behavior</u></p> <p><u>Korfball SA Competition Rules – March 2018</u></p> <p><u>KSA Referee and Coaches policy</u></p>
An individual or special committee of an organisation to support and monitor the performance of the organisers and administrators to ensure their goals are achieved.	<p><u>KSA Conflict of Interest Policy</u></p> <p>Board of Korfball SA</p> <p>National Technical Coordinator</p>
There may be special guidelines to assist decision making and good governance.	<p><u>Communication Guidelines</u></p> <p><u>Members Protection Policy</u></p> <p><u>Extreme Weather Procedures</u></p> <p><u>Hot Weather Policy</u></p>
There may be legal and regulatory obligations	<p><u>Korfball SA Constitution</u></p> <p><u>Child Related Employment Screening</u></p> <p><u>St John First Aid Certificate</u></p>
There may be professional level expectations for being involved in certain activities (e.g. teaching, coaching, refereeing)	<p><u>SA Registered teachers in schools</u></p> <p><u>KA Coach and Referees Levels 0 to 3 e.g. Referee Level 2 for A Grade refereeing; Coach Level 2 for A grade teams</u></p>

Q8 Select one of the policies noted in the table above and say how it could help you if you were doing some korfball organising or administering activity.

Activity;	Policy

3.1 Communications – basics

When we are organising or administering activities we are interacting with others and therefore we need to be able to communicate well in order to get their support.

You may need to communicate with players, coaches, referees, other officials and spectators.

Below are some tips to help you communicating with others and give a good impression.

Communication and listening tips

Generally you need a

- a strong clear voice
- a confident, decisive manner
- appropriately chosen words.

You also need to listen effectively, so you can respond appropriately. You should ensure that you

- Listen attentively
- Listen reflectively by restating in ordinary speech what the person said
- Do not interrupt
- Avoid emotional responses (listening stops when an exchange becomes heated)
- Keep your head up and smile when appropriate!

Body Language

Body language is an important part of communication.

It can let others know information about us, and can alert us to the intentions of others.

You can create a positive atmosphere with your own body language by:-

- Making eye contact, but don't stare or glare
- Using your hands confidently when talking (but don't point at a person)
- Nodding when someone else is talking to indicate you are listening
- Standing upright and don't slouch.

Q9 Select three point from the above sets of tips that you thing you might need to improve in yourself to make you feel more confident or successful when you are engaged in organising others to do a korfball activity.

No need to explain why but something to keep in mind and improve in the future.

1.
2.
3.

Module 4 Risk Management

We never want accidents so to make sure we avoid them as much as possible we have **risk management**. We all engage in this in everyday life e.g. we look both ways before we cross the road.

We also are aware of helping others by making sure it is safe and risk free for them e.g. not leaving something where others might fall over it.

In korfball organising and administering activities we need to be concerned about the safety of others and make sure we have risk management procedures in place

4.1 Risk management essentials

Whatever environment we are in and whatever we are doing there are risks. In a korfball game you are in a confined space and there are risks but these can largely be minimised with good risk management. Below are some tips for this:-

Risk management essentials for playing

- **Always inspect and clear the competition area of visible dangers.**
- **Cancel the contest or event if there are environmental safety issues** (e.g. Indoor or outdoor court unfit, extreme heat or thunderstorms where lightning if outdoors).
- **Inspect and control use of player dress** (e.g. jewellery), **posts protection and other possible hazards** (e.g. walls and spectator positioning, young children supervision).
- **Enforce the rules of the sport and control the conduct of participants** (this may mostly be in the hands of the referee but they may need support by administration)
- **Know how to deal appropriately with injury situations.** (e.g. stop the game, check injured person and/or call in first aid officials for that game such as coaches)
- **Keep a note of any incidents that occur during a game.** (e.g. in case required for an accident report)

4.2 Risk management support through compliance

To support us and everyone else involved, especially in club or school organisations, there are certain rules and procedures that are expected for the organisers to be in compliance:-

As part of the organisation's risk management process, it should:

- **Be aware of the environment** it is operating in
This would include the:
 - Rules
 - Regulations
 - Legislation
- **Identify the risks:**
 - Sources of risk;
 - When and where the risk could happen;
 - The effect of the risk on the organisation's objectives;
 - Who might be impacted.
- **Analyse the risks**
 - Consider the likelihood and consequences of the risk happening.
 - Evaluate the risks
 - What is the organisation's risk tolerance, high or low?
 - Can the risk be dealt with?
 - Is it tolerable or intolerable?
- **Deal with the risks**
 - Select how to deal with the risk
 - avoid the risk
 - take the risk
 - minimise the risk
 - Remove the source of the risk
 - Change the consequence of the risk
 - assess the cost and benefits of delaying with the risk

Q10 Using the compliance main dot points above briefly say how the club avoids injury to players at your club training.

4.3 Risk Management –playing specials

It is in playing we have the most risks and knowing what is expected to be done when there is an injury is important for everyone to know.

Blood rules to be acted upon.

The risk of being infected with a blood-borne virus through participation in sport is very low, however infection is possible.

All sports at both professional and amateur levels should implement blood rules:

- A player who is bleeding or has blood on their clothing must immediately leave the playing field or court and seek medical attention.
- The bleeding must be stopped, the wound dressed and blood on the players body cleaned off (if the uniform is bloodied it must be replaced) before they return to the competition.
- Competition must cease until all blood on the ground or equipment is cleaned up.

Injury procedures

If someone is injured in a game, the game must stop and the following procedure followed:-

- **S**top
 - **T**alk
 - **O**bserve
 - **P**revent further injury (via the three options below)
1. Severe injury - Get help
 2. Less severe injury - Rest, Ice, Compression, Elevation, Referral (RICER)
 3. Minor injury - Play on (after appropriate treatment, assessment and rest)

The actions 1,2 and 3 would normally be directed by a team coach but you, as an organiser or administrator, need to be aware of them and know who will take responsibility for these at your game (usually team coaches).

Q11 Does your school, club or league have injury procedures? If so, who is seen to take responsibility to deal with an injury and why? (select one of these)

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Module 5 Keeping successful

We have looked at what we can do to organise and conduct activities successfully. We also need to be aware how we can maintain success and even expand our korfball activities and increase our enjoyment in the sport.

Q12 List, in each case, 2 things that will help keep these people happy in your club.

Parents	
A Grade players	
You !	

Expanding a club or a league is often something desired.

Here are some strategies;

- a) develop specific programs which encourage participation (e.g. KYLA; youth and parent teams)
- b) have means and places to meet socially after games or at other times
- c) schedule games/events so the whole family can attend on the same day and then enjoy refreshments together at the end;
- d) welcome new parents back to the sport by providing informal child care, and scheduling events at family-friendly times e.g. on Sundays.
- e) participate in multi sport activities where korfball can be involved.
- f) get involved with local schools to recruit new junior members;

Your club can help make the strategies successful by

- having training to improve knowledge and skills of korfball
- competitions available for different levels of play
- establish and promoting codes of conduct and conflict resolution policies
- communicate the clubs values to its members and community
- ensuring transparency and fairness when dealing with conflict resolution

Q13 List a strategy your club uses that you feel is successful and one you feel you could help them become better at.

Strategy good at	
Strategy I could help them become better at	

Another means of maintaining good organisation and administration is having a good range of communication strategies;

Some ideas for sources of communicating:

- **E-Newsletters:** a weekly or monthly email update is great if you have a database of email address to communicate with.
- **Flyers:** particularly useful if your target audience is in a particular area or neighbourhood. Also useful for schools, local councils, placing on community noticeboards or directly into letterboxes.
- **Website:** an essential communication tool for most audiences. This is generally the most used resources for communicating to your current and future audiences. It is essential you keep it up to date.
- **Social media:** establishing a *Twitter* feed or *Facebook* page for your club can be a good way of getting your message across to a large online audience. Ensure your messages are up to date and to the point.
- **Local media:** using local papers are an excellent way of getting your message out to the wider community.

Q14 List a communication strategy you feel your club or league or school is successful with and why.

Communications though do need to have some guidelines to make communicating relevant to those being communicated with and then to make sure it is efficiently concluded.

Korfball SA has Communication Guidelines at the following;-

<https://sa.korfball.org.au/wp-content/uploads/sites/7/KSA-Communication-Guideline.pdf>

Q15 Look at the KSA Communication guidelines and briefly answer these questions

1. Why do you think we need to follow these guidelines?	
2. How might these guidelines be useful to you if you wanted to get help in setting up a youth korfball tournament?	

That is as far as we need to do in this part of the course. When the questions are answered arrange to have them checked and your result recorded by your course director, teacher or mentor on the following form and sent to the National Technical Coordinator.



Youth Korfball Administrator Level 0 Course

Part A The Workbook Modules

This is to record that the following participants have completed successfully the study in this Workbook and answered all the questions

Name of participant	Their club/school	Director/Mentor	Date completed

Add others if required

Please forward this record to the NationalTechnicalCoordinator@korfball.org.au

Part B Practical activities

Over a period of about 3 months or more you need to have practical experience in the following range of activities:-

- At least 2 activities from each of the areas A and B need to be covered
- For each activity a short report covering the points noted is required attached to the Practical activities form below and with confirming signatures and sent to the NTC.

RPL (Recognition of Prior Learning) may be considered for youth who have completed activities in the Administration area of the KYLA.

 Youth Korfball Administrator Level 0 Course Part B Practical Activities					
Dates of activity	Activity	Minimum time etc	Points to consider in report (reports can be in dot points minimum 100 maximum 300 words) video format acceptable	Confirming person (name and position)	
	A1 Assisting setup and set-down of training and/or league equipment etc	At least 3 sessions	What was done /how it assisted/ good points/how could be improved		
	A2 organising a korfball games competition	A day activity	Your role in this/ your activities/responsibilities/ critique of involvement		
	A3 organising a support/fundraising activity	Over period of activity	Your part in this/ activities and time spent (include practical and other e.g. media)/ critique – how could have been improved		
	A4 organising introductory activity for new players	Over at least 3 sessions	Including training, playing and social activities		
	A5 Other sport organising activity	At least one day	What sport and your role organising/ what could korfball learn from its organisation		
	B1 Regular competition administration roles (e.g. timekeeping, information collection)	At least 5 weeks	Outline roles/what you learnt/ how it could be improved		
	B2 korfball committee membership	3 months	What responsibilities/how successful/ how committee running - positives and improvement suggestions		
	B3 Attend a senior committee	Minimum one	What does it do/ activities responsible for/ positives		
	B4 Other sport committee membership	At least month	What does it do/ positives korfball could adapt from it		

