



Handball Australia

Performance Pathway Plan

Development – Coaching – Athletes

2020-2023

Guideline & Advisory Document
V1.2. November 2020

For Club, State and National Teams

 Handball Australia

Sports House, Sydney Olympic Park

www.handballaustralia.org.au

PO Box 6471 Silverwater, NSW 2128

Australia

www.handballaustralia.org.au

Handball Australia – Player Pathways

**For alignment with Player Pathways refer to the Stages of Progression the he HQ Framework. Colours matching the stages of the AIS Sporting Framework.*

FUNdamentals	Learn to Train	Train to Train	Train to Compete	Train to Win	Active for Life
<p>Technical Taught basic skills:</p> <ul style="list-style-type: none"> • Jumping and catching • Pass (hand & fist) • Kick • Pick up • Solo • Dispossession <p>Tactical</p> <ul style="list-style-type: none"> • Concepts of fair play and friendly competition • Spatial awareness • Defense – regaining possession • FUN games • Modified games • Introduction to team games • Awareness of basic positional roles. <p>Mental</p> <ul style="list-style-type: none"> • Self-confidence • Positive attitude to sport • Self esteem • Enthusiasm and commitment <p>Physical</p> <ul style="list-style-type: none"> • Agility, Balance (static & dynamic), Co-ordination 	<p>Technical</p> <ul style="list-style-type: none"> • Major skill learning phase of all basic skills • Evasion 1v1, 4v4 etc. • Handling skills (dribbling, passing & catching) • Decision making – creating space • Delivery and use of the ball with shot and teammate <p>Tactical</p> <ul style="list-style-type: none"> • Basic rules of 7 a-side game • Awareness of opposition • Identify & address strengths & weaknesses • Team play – basic attack & defense • Support play • Spatial awareness under pressure <p>Mental</p> <ul style="list-style-type: none"> • Build confidence/motivation • Build concentration • Achieve success and be praised for it – set short term goals/targets 	<p>Technical</p> <ul style="list-style-type: none"> • Introduce additional skills i.e. breaking through defense, counterattack, shooting around the block, men up / down situations, etc. • Develop confidence and ability to perform skills using both hands • Angles of run, screens or picks • Timing of pass • Penalties (and for GK penalty stops) <p>Tactical</p> <ul style="list-style-type: none"> • Appreciation of consequences of actions • Understand game plans • Implement patterns of play • Develop positional requirements <p>Mental</p> <ul style="list-style-type: none"> • Goal setting (long and short term) • Motivation • Sportsmanship encouraged and fostered 	<p>Technical</p> <ul style="list-style-type: none"> • Perform multi-functional roles – play maker, point / tip, wings, GK • Close correction of mistakes; technical and rule based with constructive criticism • Competition – stimulating training <p>Tactical</p> <ul style="list-style-type: none"> • Awareness of oppositions tactical strengths and weaknesses • Use of conditioned games to assist in teaching of tactical moves • Adaptation of different situations i.e. environment, opponents etc. <p>Mental</p> <ul style="list-style-type: none"> • Taught how to prepare for matches; pre match, quarter / half time & post match • Use if imagery & relaxation in match preparation • Individualised warm 	<p>Technical</p> <ul style="list-style-type: none"> • Reinforcement of skills • Minimise weaknesses in individual game by correction of error using feedback & self-analysis • Consolidate & enhance strengths • Competition specific training • Skill development within small sided games <p>Tactical</p> <ul style="list-style-type: none"> • Implement performance analysis • Ability to adapt tactical strategies during a game • Consideration of tactical developments within the game • Identify opponents game plan and develop counter tactics which are practiced <p>Mental</p> <ul style="list-style-type: none"> • Concentration/Focus • Capable of teamwork and taking advice 	<p>Technical</p> <ul style="list-style-type: none"> • Retain skills <p>Tactical</p> <ul style="list-style-type: none"> • Retain recreational involvement <p>Mental</p> <ul style="list-style-type: none"> • Re-adjustment to noncompetitive environment • Relaxation <p>Physical</p> <ul style="list-style-type: none"> • Keep active through sport participation <p>Lifestyle/Personal</p> <ul style="list-style-type: none"> • Re-set goals • Sport taking less of a focus on life

<ul style="list-style-type: none"> • Importance of warm up and cool down • Running, jumping, speed <p>Lifestyle/Personal</p> <ul style="list-style-type: none"> • Taught value of playing in a team • Taught value of being on time • Co-operation – positive response to discipline structure • Identification with positive role models • Awareness of Health & Safety issues 	<p>Physical</p> <ul style="list-style-type: none"> • Advanced Agility, Balance & Coordination • Flexibility and mobility <p>Lifestyle/Personal</p> <ul style="list-style-type: none"> • Ambition – commitment to develop • Good health and hygiene • Inclusion of sport in lifestyle • Accepts discipline structure • Teamwork 	<p>Physical</p> <ul style="list-style-type: none"> • Develop fitness (aerobic and anaerobic) • Importance of proper hydration at training emphasised • Speed and acceleration <p>Lifestyle/Personal</p> <ul style="list-style-type: none"> • Role model for younger children • Established self-identity • Life balance • Importance of rest and recovery • Nutrition and hydration 	<p>up routines</p> <p>Physical</p> <ul style="list-style-type: none"> • Explanation of training system: how to train for speed, strength, endurance etc. • Periodisation training program • Establish recovery routines <p>Lifestyle/Personal</p> <ul style="list-style-type: none"> • Increased knowledge of nutrition and hydration issues • Integration of sport, career and life goals • Coping with setbacks / failures 	<ul style="list-style-type: none"> • Coping strategies – regaining focus during a match <p>Physical</p> <ul style="list-style-type: none"> • Maintenance and improvement of fitness to optimise performance • Careful planning and phasing of training • Well establish recovery routines <p>Lifestyle/Personal</p> <ul style="list-style-type: none"> • Openness to further development opportunities • Positive use of influence/power • The pursuit of excellence • Full integration of sport, career and life goals (AMS if possible) 	
<p>FUNDamentals, introduction, new to sport (either in school, club or association programs), mostly one-offs</p>	<p>Club or school level involvement, sign up to club or program more permanently</p>	<p>Represent Sport in club or school and pathways for high ambitions, more less on a short time frame based</p>	<p>Represent State, region or districts or higher levels of involvement consistently</p>	<p>Identified for national teams and represent country at highest levels possible in sport</p>	<p>Continue to progress or give back as a role model, sponsor, stakeholder, parent or caretaker and/or in an administrator role. Could be voluntary or paid in coaching, refereeing role (officiating).</p>