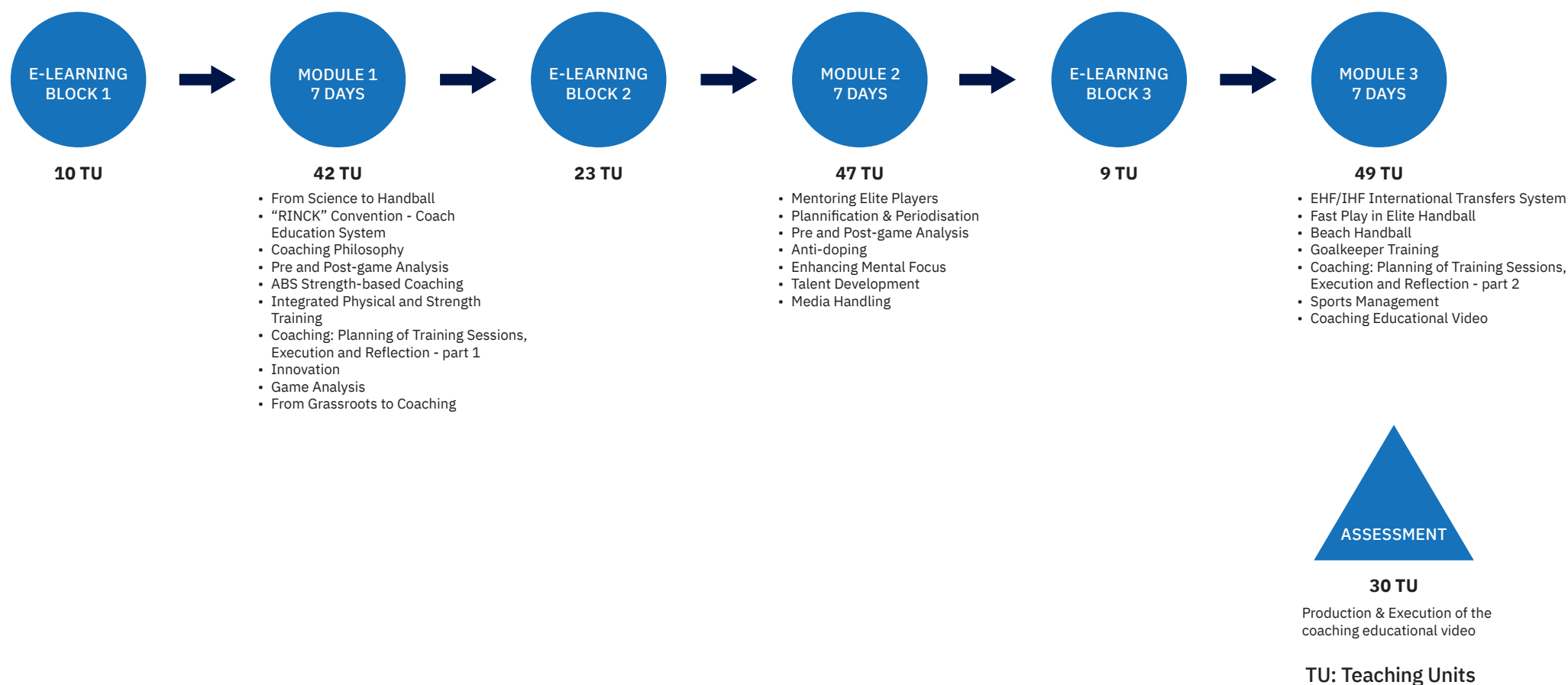


"RINCK" CONVENTION 2026

EHF LEVEL 4 COACH COURSE

EHF LEVEL 4 / MASTER COACH COURSE



Areas of Competence	Knowledge & Understanding	Planning & Organisation	Execution & Practice	Analysis & Evaluation
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From Science to Handball

The line that connects science with handball

4.7

2 TU

EDUCATION FORMAT

In person - classroom

LEARNING GOALS

Understand key academic databases and resources (Google Scholar, publisher platform, etc.) to locate handball- and sport-science-related research.

Distinguish between levels of scientific evidence (e.g. expert opinion, case studies, RCTs, systematic reviews) and evaluate the credibility and relevance of a source for handball coaching practice.

Extract actionable insights from a study and translate them into concrete training decisions, session designs, or player management strategies.

Develop a habit of evidence-informed practice by integrating scientific findings with coaching experience and player feedback.

CONTENT

Participants will learn to navigate the modern research ecosystem, searching for evidence and distinguishing between different levels of scientific quality. They will develop the skills to extract actionable insights from studies and translate them into practical coaching strategies. The module closes with a group activity in which participants select a belief they are all convinced is correct and put it to the test, searching for evidence using all the tools covered throughout the module.

Learning From Other Sports

Insights from other sports

4.9

2 TU

E-Learning synchronous

Apply a demands analysis framework to systematically profile different sports, identifying similarities with handball in key performance determinants.

Extract a coaching intervention or training element that draws on evidence or methods from another sport, with a clear rationale grounded in shared performance demands.

Cultivate cross-sport curiosity as an ongoing coaching habit by regularly exploring other disciplines for transferable insights.

Participants will learn how to identify and define the underlying performance determinants of each sport (e.g. change of direction, spatial awareness), and to evaluate what can be meaningfully transferred to handball, using a clear rationale grounded in shared performance demands.

Areas of Competence

Knowledge & Understanding

Planning & Organisation

Execution & Practice

Analysis & Evaluation

EHF/IHF International Transfers System

International transfers: must know

4.5

2 TU

EDUCATION FORMAT

In person - classroom

LEARNING GOALS

Participants will understand the regulatory framework of the International Handball Federation and European Handball Federation, explain the international transfer process and identify key legal, financial, and ethical aspects, enabling them to analyse and apply transfer rules in practical scenarios.

CONTENT

The lecture outlines the international handball transfer system under the International Handball Federation and European Handball Federation, covering governance structures, types of transfers, and the step-by-step transfer process. It also introduces key legal and financial aspects such as contracts, transfer fees, and education compensation, alongside ethical considerations and practical examples.

"RINCK" Convention— Coach Education System

"RINCK" Convention relaunch

4.5

1 TU

In person - classroom

Participants will understand the structure and purpose of the RINCK Convention, also on how the coach education and licensing system operates within the European Handball Federation framework, and acknowledge their role in ensuring quality and consistency in coach development.

This lecture introduces the RINCK Convention as the main and only coach education system in European handball, developed and implemented by the European Handball Federation. It explores the structure and objectives of the convention, including licensing levels, minimum standards, and mutual recognition of coaching qualifications across countries. The session also examines how national federations implement the framework, highlights best practices in coach development, and discusses current challenges and future trends in international coach education.

Areas of Competence

Knowledge & Understanding

Planning & Organisation

Execution & Practice

Analysis & Evaluation

Mentoring Elite Players

How to manage egos & expectations?

4.3

4.14

4 TU

In person - classroom

Learn how to lead with players in a balanced and constructive way. Coaches learn how to manage strong personalities, guide confident players without letting ego harm the team, and support those who struggle with their role. The goal is to help coaches create clarity, fairness, and a strong team-first mindset.

Learn how to manage players with different egos and expectations in the same team.

Set clear expectations, explain roles, and give feedback in a calm and honest way. Handling difficult situations, such as players unhappy with playing time or overestimating their abilities. Through real examples and discussions, coaches build the skills to keep players motivated, accountable, and focused on both personal growth and team success.

Requirements to be an EHF Master Coach

4.6

4.1

4.3

2 TU

In person - classroom

Understand what it means to become an EHF Master Coach by consistently applying core values and principles to technical-tactical decisions, connecting personal beliefs to a clear game model, supporting long-term player development, and reflecting on behaviour to ensure alignment between intentions and actions.

Explores the role and responsibilities of an EHF Master Coach, focusing on key values and principles in handball and how they shape playing style, training design, and decision-making. It emphasizes player-centered development, continuous reflection, and adaptability across different coaching contexts. Coaches are also seen as multipliers—leaders who influence not only players but also other coaches and the wider handball environment.

Coaching Philosophy

Values & principles sustain the tecnico-tactics

4.6

4.1

4.3

4 TU

In person - classroom

Understand what it means to become an EHF Master Coach by consistently applying core values and principles to technical-tactical decisions, connecting personal beliefs to a clear game model, supporting long-term player development, and reflecting on behaviour to ensure alignment between intentions and actions.

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Areas of Competence

Knowledge & Understanding

Planning & Organisation

Execution & Practice

Analysis & Evaluation

Planification & Periodisation

Periodisation in high-performance environment

4.1, 4.3

4.1, 4.5, 4.6

9 TU

In person - classroom
Group work and collaborative learning

Enable coaches to design, justify, and adapt periodisation strategies within elite handball environments, integrating tactical, physical, and analytical components into a coherent performance model. Coaches should be able to use advanced match analysis and technological insights to inform decision-making, optimise training load across the season, and align microcycle planning with specific game model objectives and opponent demands. They are also expected to critically interpret performance data, collaborate within multidisciplinary teams, and apply evidence-based adjustments to maximise team performance in high-pressure contexts.

High-performance periodisation principles in handball, integrating tactical periodisation with physical load management and match demands. It includes the use of match analysis and performance data to guide training design, microcycle planning, and in-season adjustments based on opponent profiles and game model priorities.

How to control loads over the season?

4.1, 4.3

4.1, 4.5, 4.6

2 TU

In person - classroom

Pre & Post-game Analysis

Structuring effective match analysis

4.1, 4.2, 4.4

4.1, 4.5, 4.6

2 TU

In person - classroom

Develop structured approaches to analyse matches efficiently and communicate key insights.

Frameworks for analysing individual, unit, and team performance, including key performance indicators.

Pre-match analysis and strategic planning

4.1, 4.2, 4.4

4.1, 4.5, 4.6

6 TU

In person - classroom
/ group work

Prepare teams through targeted opponent analysis and strategic planning.

Opponent scouting, identifying strengths/weaknesses, and translating findings into tactical plans.

Post-match evaluation and feedback

4.1, 4.2, 4.4

4.1, 4.5, 4.6

6 TU

In person - classroom
/ group work

Evaluate performance and provide actionable feedback to improve future outcomes.

Debriefing processes, video feedback, and linking match outcomes to training priorities.

Areas of Competence

Knowledge & Understanding

Planning & Organisation

Execution & Practice

Analysis & Evaluation

Fast Play in Elite Handball

	EDUCATION FORMAT	LEARNING GOALS	CONTENT
Offensive transitions 4.1 4.1, 4.3 4.1, 4.4, 4.6, 4.13 2 TU	EHF Webinar	The EHF Webinar on offensive transitions with Staffan Olsson and Carlos Ortega focuses on how teams can turn defensive actions into fast, structured attacking opportunities. The main learning goal is improving speed and decision-making in the first seconds after ball recovery, while maintaining tactical control.	The content likely covers key transition triggers such as saves, steals, and defensive rebounds, and how these should immediately activate coordinated attacking movements. It also explores first-wave fast breaks, second-wave support runs, and how players decide between finishing quickly or organising into a structured attack.
First wave / direct fast break 4.1 4.1, 4.3 4.1, 4.4, 4.6, 4.13 4 TU	In person - classroom / practical sessions	Coaches are able to design and coach effective first-phase fast break principles after ball recovery, optimising decision-making in movement, trajectories and spacing, and speed of execution under pressure.	Focus on transition triggers after defensive stops, first pass quality, lane occupation, and decision-making. Emphasis on reading opponent balance and maximising scoring opportunities in short windown periods of time.
Second wave / supported fast break 4.1 4.1, 4.3 4.1, 4.4, 4.6, 4.13 4 TU	In person - classroom / practical sessions	Coaches can organise and coach second-wave fast play to sustain advantage, create numerical superiority, and maintain offensive rhythm.	Continuity after first wave, and decision-making in not organised defensive setups. Includes timing, rational occupation of the space, game understanding, good technical executions.
Third wave / fast transition 4.1 4.1, 4.3 4.1, 4.4, 4.6, 4.13 4 TU	In person - classroom / practical sessions	Coaches are able to organise immediate defensive reactions to prevent or delay opponent fast breaks and control transition moments.	Focus on counter-pressing, tactical fouls, retreat runs, and defensive balance after attack. Includes reading risk situations and structuring rest defense.
Areas of Competence	Knowledge & Understanding	Planning & Organisation	Execution & Practice
			Analysis & Evaluation

		EDUCATION FORMAT	LEARNING GOALS	CONTENT
Anti-doping	Ethical responsibility and anti-doping awareness	In person - classroom	Understand their ethical and legal responsibility in preventing doping and promoting clean sport culture within elite handball environments.	Overview of anti-doping regulations, prohibited substances, testing procedures, and the coach's role in education, prevention, and athlete guidance.
	4.14 2 TU			
SBC (Strength Based Coaching)	Leadership & high-performance development	E-learning, self-paced & in person - classroom	Identify individual expectations, coaching challenges and leadership context as a starting point for strengths-based development. “Analyse their own coaching identity, natural strengths and leadership style based on scientific strength assessment.” “Understand and apply the principles of strength-based coaching in leadership, communication and coaching practice.” Reflect on personal insights and transfer key learnings from the first classroom module into coaching practice. “Reflect on leadership behaviour and ensure transfer into daily coaching practice.”	Introductory session and getting-to-know conversations with participants to clarify expectations, motivation and coaching context. Introduction to strength-based coaching and the science behind CliftonStrengths. CliftonStrengths assessment including individual preparation and first reflection on results. Deep dive into strengths, leadership impact, science behind high-performing organisations, transfer into team development, strengths-based leadership and communication in high performing organisations. Structured reflection and transfer assignment based on the first classroom module. Coaches analyse their strengths, leadership behaviour and coaching communication in their own team environment and document insights and development areas. “Peer group reflection and coaching to discuss application in practice and deepen leadership development”
	4.3, 4.4, 4.6, 4.7 4.2 22 TU			

Areas of Competence	Knowledge & Understanding	Planning & Organisation	Execution & Practice	Analysis & Evaluation
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Integrated Physical and Strength Training

Developing physical preparation for performance and injury prevention

4.6

4.1

4.2, 4.5

4.3, 4.4

8 TU

EDUCATION FORMAT

EHF Webinar
Classroom, group work
and presential

LEARNING GOALS

Understand the importance of strength and conditioning, and its role in overall physical preparation of elite handball players.

Understand the importance of load management in elite handball.

Be able to identify key domains of physical preparation in handball (e.g., injury prevention, and performance qualities such as repeated sprint ability, power, change of direction, etc.), and understand how to develop and manage each domain.

Be able to design training sessions and plans that integrate physical preparation, while adapting to context (e.g., season phase, injury status, and performance level).

Develop the ability to view physical preparation within a holistic, long-term athlete development and talent identifications frameworks.

CONTENT

Participants will learn the basics of strength & conditioning, including the physical demands of handball, an introduction to foundational locomotions, the youth physical development model, and different types of testing batteries, as well as their relevance for injury prevention. Participants will explore the load control strategies such as external/internal load, tools, individualisation, and players' position adjustments. Participants will develop an understanding of why physical preparation is essential for both performance enhancement and injury prevention. The module will introduce key domains of physical preparation in handball and provide insight into how each of these qualities can be developed. Building on this foundation, participants will learn how to design and structure training sessions and longer-term plans that integrate physical preparation. The module will use both theoretical classes as well as practical sessions to ensure the effective transfer from theory to practice.

Areas of Competence

Knowledge & Understanding

Planning & Organisation

Execution & Practice

Analysis & Evaluation

Coaching

Coaching: Planning of Training Sessions, Execution and Reflection – part 1

Coaching

	EDUCATION FORMAT	LEARNING GOALS	CONTENT	
Tactics for numerical inferiority and superiority 4.1, 4.6 4.1 4.1, 4.8 1 TU	Classroom, group work and presential	Improve tactical decision-making in superiority and inferiority game situations, helping coaches and players understand how to maintain structure when in numerical inferiority and how to maximise efficiency when in superiority.	Explores defensive compactness, communication, and time management when a team is short-handed, as well as attacking principles such as spacing, patience, and high-percentage shot selection when having an extra player. It also covers transition moments into and out of these situations, emphasising how elite teams control tempo, reduce risk, and consistently turn numerical advantages into scoring opportunities.	
From individual actions to group tactics 4.1, 4.6 4.1 4.1, 4.8 4 TU	Classroom, group work and presential	Enable coaches to connect individual skills with collective tactical performance.	Training that progresses from individual actions to small group and full team tactics, ensuring coherence with the game model.	
Technique-focused training sessions	Classroom, group work and presential	Design and deliver high-level technical training aligned with performance demands.	Individual technical refinement under pressure, variability, and individualisation.	
Group tactics (2-3 players cooperation: offence & defence) 4.1, 4.2, 4.4, 4.6 10 TU	Classroom, group work and presential	Develop and coach fundamental tactical cooperations in both attack and defence, ensuring players understand timing, spacing, communication, and decision-making under game pressure.	Key offensive cooperations (pass–move, cross movements, screens, and continuity actions) and defensive cooperations (help–recover, exchange, block–cover, and sliding). The focus is on reading cues, synchronisation, and adapting actions to dynamic game situations. Training design emphasises small-sided, representative game formats that connect individual interactions to collective tactical behaviour.	
Areas of Competence	Knowledge & Understanding	Planning & Organisation	Execution & Practice	Analysis & Evaluation

Coaching: Planning of Training Sessions, Execution and Reflection – part 1

Enhancing Mental Focus

Managing mental health in handball

4.6

4.14, 4.2

1 TU

EHF Webinar

Help coaches recognise early signs of mental strain and understand how daily training environments can positively or negatively affect player wellbeing. It also aims to improve communication strategies between coaches and players, especially in high-pressure or performance-critical moments.

The content likely covers practical ways to create a supportive team culture, manage stress and expectations in elite sport, and balance performance goals with recovery — both physical and mental. It also explores how to integrate mental health awareness into everyday coaching practice, ensuring players can perform consistently while maintaining long-term wellbeing.

Psychological performance in elite handball

4.6

4.14, 4.2

6 TU

Classroom, group work and presental

Develop strategies to enhance concentration, resilience, and decision-making under pressure.

Mental routines, coping strategies, focus training, and integration into daily practice.

Beach Handball

Principles and transfer to indoor performance

4.1, 4.5

2 TU

In person - classroom

Understand the fundamental principles of beach handball and be able to identify transferable skills and decision-making behaviour applicable to indoor handball.

Basic rules, game structure, and tactical principles of beach handball, with focus on creativity, one-on-one situations, and decision-making under unstable conditions. Discussion on how beach handball enhances creativity, perception, and technical adaptability in indoor players.

Innovation

How to manage egos & expectations?

4.4

4.3

2 TU

In person

Develop the ability to think creatively and apply innovative practices, methods, and technologies to gain a competitive edge in the day-to-day problem-solving and decision-making processes as an elite coach.

This module introduces participants to advanced practices, methods, and technologies that lie beyond the scope of traditional elite handball environments. Drawing from a wide range of disciplines, from data analytics and performance technology to evidence-based coaching methodologies, participants will explore how modern innovations can be meaningfully integrated into high-performance handball.

Goalkeeping insights – Inspiring future generations

4.1, 4.2, 4.4,
4.12, 4.13

1 TU

EHF Webinar

Understanding of elite goalkeeping demands, including decision-making, positioning, and consistency under high-pressure situations. It also aims to show how goalkeepers can influence the game beyond shot-stopping, particularly through leadership, communication, and initiating fast transitions.

Insights into preparation routines, reading shooters, and adapting to different attacking styles, as well as how both goalkeepers built their careers at the top level. It also emphasises mentorship, motivation, and the mindset required to perform consistently in elite handball environments while supporting long-term development of young goalkeepers.

Individual technical and perceptual skills

Classroom, group work and presental

Develop goalkeepers' technical execution and perceptual-cognitive abilities under high-pressure conditions.

Positioning, reaction training, anticipation, and decision-making linked to shooter behaviour and defensive systems.

Tactical integration in team defence

In person - classroom +
EHF Webinar Handball Defence
Systems Philosophy

Integrate goalkeepers into the collective defensive system and improve cooperation with defenders.

Communication, coordination in defensive formations, and reading offensive patterns.

Goalkeeper performance optimisation

4.1, 4.2, 4.4, 4.12, 4.13

7 TU

Classroom, group work and presental

Goalkeepers' physical essential skills, anticipation, video analysis and communication.

Key factors for improving goalkeeper efficiency and adaptation to competition demands.

Goalkeeper Training

EDUCATION FORMAT

LEARNING GOALS

CONTENT

Areas of Competence

Knowledge & Understanding

Planning & Organisation

Execution & Practice

Analysis & Evaluation

Coaching: Planning of Training Sessions, Execution and Reflection – part 2

Collective tactical training (offence & defence)

4.1, 4.2, 4.4, 4.6

6 TU

Classroom, group work and presental

Learn, plan and execute collective tactical sessions aligned with specific collective tactical actions defined.

Offensive and defensive systems, decision-making, and adaptability in game situations, using scenario-based training and decision-making under constraints to improve tactical flexibility. The aim is to help coaches apply their ideas in realistic and changing match environments rather than in fixed situations.

Preparation of special situations

4.1, 4.2, 4.4, 4.6

6 TU

Classroom, group work and presental

Prepare teams to perform effectively in high-pressure and special game situations using the team time out simulation.

Coaches should work more with opponent-based tasks (e.g. analysing the next opponent and adjusting the game model specifically for that match) and constraint-led situations (e.g. dealing with player injuries or positional limitations such as the absence of a left-handed back court player). This approach encourages coaches to evolve respond to real competitive challenges, and develop more flexible, practical, and game-ready solutions.

Game Analysis

Performance analysis for tactical optimisation

4.2, 4.4

4.1, 4.2, 4.3

4.7

9 TU

E-learning
In person - classroom & group work

Coaches are able to systematically analyse match data to inform tactical decisions, identify performance trends, adapt and recognise the need of tactical changes in elite environments.

Focus on advanced match analysis frameworks, integrating video, statistical data, and contextual interpretation. Emphasis is placed on linking analysis to tactical adjustments, opponent exploitation, and training design.

From Grassroots to Coaching

EHF grassroots pathways and coach awareness

4.8

2 TU

EHF Webinar
In person - classroom

Consolidate the understanding of grassroots that can be used for improving long-term player involvement.

Overview of the EHF grassroots initiative; how and why coaches can be involved in/support grassroots development.

Areas of Competence

Knowledge & Understanding

Planning & Organisation

Execution & Practice

Analysis & Evaluation

Talent Development

	EDUCATION FORMAT	LEARNING GOALS	CONTENT
Integration & affirmation of young players into elite teams & talent identification & development trends 4.3, 4.6, 4.7 4.1 4.1, 4.2 4.1, 4.2 2 TU	2x EHF Webinar	Help coaches successfully integrate young players into elite teams by building confidence, ensuring psychological safety, and aligning individual development with team performance demands. Coaches should be able to support young players in adapting to high-performance environments.	Transition from youth to elite level, including tactical, physical, and psychological adaptation. It covers strategies for affirming players through communication and feedback, integrating them into the game model, managing loads, and balancing long-term development with immediate performance needs.
Talent identification 4.3, 4.6, 4.7 4.1 4.1, 4.2 4.1, 4.2 4 TU	In person - classroom	Identify long-term potential beyond immediate performance and to use multidimensional criteria such as decision-making, adaptability, and learning capacity. Coaches should be able to critically evaluate selection processes and reduce bias in talent identification.	Key indicators of talent in handball, the limitations of early selection, and methods for observing and assessing players over time. It also includes the use of performance data, contextual evaluation, and the importance of understanding individual development trajectories.
Designing development pathways 4.3, 4.6, 4.7 4.1 4.1, 4.2 4.1, 4.2 4 TU	In person - classroom + group work + presentations	Coaches learn how to structure clear and effective pathways that guide players from youth to elite level while aligning individual development with performance demands. Coaches should be able to plan progression, manage transitions, and coordinate with different stakeholders.	Long-term athlete development models, timing of specialisation, and the integration of training and competition. It also addresses collaboration between clubs, federations, and support teams, as well as strategies to balance immediate performance with long-term player growth.

Areas of Competence	Knowledge & Understanding	Planning & Organisation	Execution & Practice	Analysis & Evaluation
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Media Handling

How to deal with media?

4.10, 4.11

4.5

11 TU

EHF Webinar
Self-paced collaborative learning
In person - classroom

Participants will develop advanced skills in managing media interactions by planning and executing realistic press conference scenarios, adapting communication strategies to different match outcomes (after win or after lost), and maintaining professionalism under pressure. They will enhance their ability to deliver clear, consistent, and valuable messages.

This lecture focuses on media management in professional handball, emphasising the strategic role of media in shaping team image, stakeholder communication, and public perception. Participants will engage in pre-prepared groups simulations of pre-match and post-match press conferences under varying scenarios (win, loss, and neutral/second-hand game situations). The session integrates practical performance with expert input, as a communication specialist observes, analyses, and provides feedback on messaging, behaviour, and crisis handling, followed by a targeted lecture to consolidate best practices.

Cross-collaboration of Technical Staff

The role of the Master Coach in the technical staff

4.6

4.2

4 TU

E-learning

Define, implement, and maintain consistency in tactical principles, training methodology, and communication among the club youth teams, adapting it to the club's identity and resources. Coordinate and supervise collaboration between coaches, technical staff, performance analysts, medical and fitness staff, and club management by establishing clear roles, responsibilities, and accountability structures.

The module focuses on the role of a high-performance head coach in a handball club, emphasising the organisation as an integrated system rather than separate departments. It centres on the alignment between vision, methodology, and daily operations.

Sports Management

How to manage a professional club?

4.5, 4.7

4.12

4 TU

EDUCATION FORMAT

In person - classroom

LEARNING GOALS

Strategic and operational role of a sports director in a professional handball club. They are able to recognise how club vision, performance objectives, and resource management are aligned, and how decisions at executive level influence coaching processes, player development, and team performance.

CONTENT

Structure and functioning of a professional handball club from a sports director's perspective, including strategic planning, squad building, recruitment, budgeting, and staff coordination. It covers decision-making processes between management and coaching staff, management of performance expectations, and long-term club development.

Coaching Educational Video

Production & execution of the coaching educational video

4.1, 4.2,
4.4, 4.6

4.3

4.1, 4.2, 4.3,
4.4, 4.5,
4.6, 4.8

4.1, 4.2, 4.6

30 TU

Self-paced

The goal of the video is for coaches to understand and effectively apply a specific tactical concept (group or collective tactic) in both training and match situations. Coaches shall contextualise, demonstrate, originate solutions and progressively build a training session how to tackle the problem. Feedbacks, key behaviours, essential corrections, potential variations and adaptations.

The video presents a specific tactical concept starting with a short theoretical explanation and its relevance in modern handball. It then defines a clear training objective and shows a structured progression from simple drills to game-like situations. A tactical board is used to visualise positioning and movement, followed by practical exercises from training record on the participant team. The video includes coaching points, observation and correction, and finishes with application in realistic game scenarios, highlighting mistakes and solutions.

Presentation & evaluation

4.1, 4.2,
4.4, 4.6

4.3

4.1, 4.2, 4.3,
4.4, 4.5,
4.6, 4.8

4.1, 4.2, 4.6

10 TU

In person - classroom

The goal is to deliver a clear, structured, and understandable coaching educational video that effectively communicates tactical knowledge and supports learning through visual and practical examples. Participants shall be able to defend it answering questions from a selected jury.

The video follows a logical structure from introduction to conclusion within 15–25 minutes. It includes clear explanations, visual support, and well-organised segments covering theory, demonstration, drills, coaching points, and game application. Evaluation is based on clarity, structure, methodological progression, tactical accuracy, practical relevance and how participant presents and orally defends and explains the essence of the video.

Areas of Competence

Knowledge & Understanding

Planning & Organisation

Execution & Practice

Analysis & Evaluation

LEVEL 4/ MASTER COACH



AREA OF COMPETENCE

KU KNOWLEDGE & UNDERSTANDING

PO PLANNING & ORGANISATION

EP EXECUTION & PRACTICE

AE ANALYSIS & EVALUATION

COMPETENCIES

KU.4.1	has a comprehensive understanding of the complexity of the game and the implications and interrelationships of technique, tactics, and methodology in a high-performance environment
KU.4.2	has a comprehensive understanding of match and training analyses in a high-performance environment
KU.4.3	has an understanding of how to integrate younger players into a professional team
KU.4.4	has a state-of-the-art knowledge on available technology and scientific findings that can assist training and coaching in a high-performance environment
KU.4.5	has a comprehensive understanding of the structures and organisations in national and international handball especially in the field of competition and education
KU.4.6	has a comprehensive understanding of the complexity and key factors of high performance and the importance of mindful leadership in this context
KU.4.7	has a comprehensive understanding of scouting and squad composition, team building and team development for the efficient development of high performance
PO.4.1	is able to develop long-term strategic plans for training, competition, and athlete development in a high-performance environment
PO.4.2	is able to establish, organise, manage, and lead an interdisciplinary team of experts in a high-performance environment
PO.4.3	is able to develop an efficient and innovative game and training model in a high-performance environment
EP.4.1	is able to apply technique, tactics, and methodology at the highest level of performance and to teach these to players and fellow coaches
EP.4.2	is able to individualise coaching and training processes to optimise athlete and team performance and health status
EP.4.3	is able to discuss, share, and defend own philosophy as well as training and game model with other coaches
EP.4.4	is able to adapt own training and game model quickly and efficiently as needed
EP.4.5	is able to manage training and competition processes including load and recovery in a high-performance environment
EP.4.6	is able to adapt planning quickly, dynamically, and appropriately based on changing conditions
EP.4.7	is able to transfer scientific findings and new knowledge in order to optimise training and competition processes
EP.4.8	is able to apply and adapt knowledge to different levels of handball
EP.4.9	is able to transfer and translate knowledge from other sports to handball
EP.4.10	is able to communicate effectively with media partners and present him/herself appropriately to the public
EP.4.11	is able to communicate effectively with all handball stakeholders on national and international level
EP.4.12	is able to share knowledge, advise and mentor coaches at lower levels of training to improve their coaching skills and understanding of handball
EP.4.13	is able to recognise critical situations quickly and make targeted adjustments in a high-performance environment
EP.4.14	is able to mentor top players of different ages, difficult personalities and star players with egos and bring them together to form a team
AE.4.1	is able to analyse game and training procedures at the highest level of performance to optimise athlete and team performance
AE.4.2	is able to analyse own interventions and their implementation process to improve coaching effectiveness
AE.4.3	is able to analyse complex training and game data and their interrelations to optimise training and game processes
AE.4.4	is able to utilise available technology and testing to monitor, evaluate and analyse athlete and team performance and health status in a high performance environment
AE.4.5	is able to analyse international top handball events and draw conclusions for own actions and environment.
AE.4.6	is able to quickly analyse game situations and game data and make situationally appropriate decisions