Introduction of the program.       Ton van Linder

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European Handball Federation wishes you a very fruitful weekend.
RINCK Convention
Master Coach Seminar - Programme
Nice, 8 - 10 October 2004

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<td>17h45-19h</td>
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Visit of the old part of Nice town**

* - French Master Coaches:

- **Daniel Costantini**
  - Different ways of attacking
    - spontaneous
    - planned
    - placed

- **Olivier Krumbholz**
  - Different defensive strategies
    - time and place to use them

- **Claude Onesta**
  - The continuity of playing during the positional attack

** - on Friday, October 8

*** - **Max Esposito** - FFHB
The intervention of the French Master Coaches

Daniel COSTANTINI
  • Different way of attacking
    ▪ spontaneous
    ▪ planned
    ▪ placed

Olivier KRUMBHOLZ
  • Different defensive strategies
    ▪ time and place to use them

Patrice CANAYER
  • Playing period of transition
  • Fast playing
# 2004 ‘RINCK’ CONVENTION
## SEMINAR - NICE
### 08 – 10 October

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<th>Name</th>
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<td>VAN LINDE</td>
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Status per 06.10.04 / DoS
NOTES
of the 3rd ‘Rinck’ Convention Seminar
8 – 9.10.2004, Nice – FRA

Venue: Nice / Hotel Campanile
Date: 08 – 10 October 2004
Agenda: see enclosure
Participants: see enclosure

► language: English
► translation has been organized in language-groups.
► hosted in the ‘AUDITORIUM’ – Banque Populaire Côte d’Azur

Organization: excellent in all aspects (transport, accommodation, technical facilities, communication, inter-human relationship) -

October 08th 2004, Friday

14:30 – 15:00
- Opening of seminar
  Honorary EHF member – Claude Rinck
  Member of Executive Committee FFHB – Claude Scarsi
  ‘RC’ Seminar Chairman - Ton van Linder
  Organizer FFHB - Francois Rongeot
  ► welcome the participants and invite them for an open – informal relationship
  ► some little changes in the running programme are announced and practical information is given

15:00 – 16:00
Short summary of the ‘RINCK’ Convention (Claude Rinck)
- see enclosure
  ► history, back ground
  ► trends
  ► characteristics and principles of ‘RINCK’ Convention
  ► implementation
  ► EHF Master Coaches
  ► the announcement of the title and the idea of the weekend (T. v. Linder)
  ► ‘Tradition, conservatism and self-satisfaction are the biggest threats of handball coaches in Europe. Or….after the OG….We are lucky, Australia and China don’t have a real handball culture yet, aren’t we?’

16:00 – 16:30 Coffee break
How do we can organise the further education cooperation?

**Introduction of the program**

**Ton van Linder**

Many of us hold on in world handball already for many years. Players came and went away again, referees and other officials showed up and disappeared. We had congresses about future and many discussions about the game. Professionalism and marketing of the “product handball” entered. E.H.F. started and initiated the Rinck Convention. Day after day we confirmed our education and training methods. We discussed the rules during many meetings, mostly to try to make the work of referees easier. Mostly coaches were against; they didn’t want to change. Europe is self-satisfied, because “Europe is the best” and nobody in the world will dispute it. They are looking at European teams, a lot of federations in other continents want to copy our philosophy, our coaching styles, our education etc.

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Coming back to our daily task, the following questions / ideas / comments raised:

- **how to organise**
- **how to promote**
- **how to develop**

**Main idea**

‘We are a product of our time!’

- the best marketing instrument is a high technical level
  - practically: to be creative and spectacular in offence and strict fair – play in defence
- customers in handball (for top product) are divided in two parts:
  - external customers: spectators, media, sponsors
  - internal customers:
    - players
    - coaches
    - referees
- delegates
  - it seems reasonable to speak about and to respect the principles (i.e. fair-play), instead to place the rules of the game in a central place

**Self assessment instructions**

“Construct your personal leadership profile”
- see enclosure

**Annex 4**

Attention: Take care about the time. We have to finish the game after about 60 minutes.

**Before the game:**
- Be sure, the persons on your table are able to communicate with you and the others in English and/or another language.
- Every table has a pack of 24 playing cards.
- Every player has a score-sheet and a pen.

**The game itself:**
1. The first player takes a card.
2. The player, who took the card, reads the text loud and calls the symbols. All players are allowed to discuss the meaning of the text (and eventually translate it).
3. The player who took the card explains loud his/her score to the others.
4. After the explanation everybody is reflecting, how frequent or how intensive he/she personally practices this action. “almost always” is a score of “7” and “almost never” is a score of “0”.
   At last, everybody has to score between “0” and “7” by drawing a little cross on the considered number line in the segment with the right symbols (letters) of the score-sheet.
5. One by one the players take a card. The procedure repeats.
6. Everybody fills out his paper. At the end you have 24 crosses on your sheet. In every segment 3 crosses.

**After the game:**
- You take the average of the 3 crosses in every segment and raw it as a clear spot on the right line (between lines)
- Fix your profile by connecting the average number of every segment.
- Take care of your profile till explanation of to-morrow.
- After you are ready to prepare the bus trip to “Old Nice”.

**Some considerations to reflect or to discuss after:**
- If “control” scored higher than “flexibility” > Is preparation of player more focussed on - control and less on flexibility?
- Is it true, there is more attention to the internal process and rational goals and less to transparency, development of people and innovation? Is this conform modern education trends?
- Is continuity of the own system more important than taking over novelties from others?
- Was the score in directing and producing high? Are we too insensitive and perhaps focussed too much on statistics and qualitative results?
- Was your score as a motivator or mentor too low? Do we encourage enough interaction and participation during our training process.
- Do we have enough fantasy and creative ideas to innovate or is it important to look to other sports and other continents?
- How was your score as a co-ordinator? Look out for scepticism or even cynicism, because this will suffocate processes to improve.
- If the ideas are there, what are we doing to influence decision-makers in
our federation or in Europe to accept innovation?
- In general…..Do we empower our players?

17:45 – 19:00  
The continuity of playing during the positional attack  
intervention Claude Onesta, National Coach Men
- see enclosure

The following questions / ideas / comments raised:
  ► **AUT** - an equivalence of the players instruction – training has to be
    offered to the referees as well, for 'singing the same melody' – otherwise a
    good tactical concept could be inefficient because of the different
    interpretation
  ► **DEN** - which might be the way to train the players making them to
    respect the tactical concept, and especially for the youngest level ?
  ► **LUX** - the main problem seems to be the continuous choice of the
    players in favour of individual solutions instead to respect and follow the
    collective concept.

**General accepted answer:**
The initiative has to belong to the players & coaches – the referees should
actually follow the others. Bearing in mind that the variation of the playing
rhythm is one of the new trends, a 'shortcut' to a successful action is to
identify the exact moment where/when the attack is in danger to fail. The
comprehension and the general vision of the game, the perception of the
play = 'the know – how ' shall be considered progress vectors and not only
to train the speed as the main aspect.

20:30 – 22:30  
Dinner

October 09th 2004, Saturday

8:00 – 9:00  
Breakfast

9:00 – 10:30  ‘Intervention Ton van Linder
  ► a short summary on the previous day
  ► progress and success are never ending
  ► about ‘RC’ has to be seen in terms of a journey
  ► special attention to the education procedure and to the contents concerned
  ► discussions upon future development of handball
  ► Introduction of the game.

All world-wide events in sports, like World Championships and Olympic
Games, including the related challenges and threats force European
federations, national teams and the coaches to reflect continuously about the
structures, processes and methods. Eventually people concerned have to
reconsider strategies, education, preparation etc.

Apart from European or world titles, this continuous changing process leads to
an increasing request for real up-to-date leaders on all levels.

So top-coaches have to take responsibility to become a better leader as
before, of course without losing his personal identity.

So…….
- How your personal current leadership profile looks?
- What are your conclusions after reflecting on your profile?
- What does it mean for your personal learning process?
- What does it mean for your work as a coach?
What does it mean for your philosophy as a coach?
What does it mean for your current education and training practice?
First we assess our personal leadership profile by “playing cards”.

“Mastering the Paradoxes and Competing Demands of High Performance” (R. Quinn)

0. Introduction
If you look in a mirror, you will probably see a good coach, perhaps even an E.H.F. Master Coach, highest level in Europe. But the old and wise Chinese man said: “If you are good, don’t forget to continue to learn.” The starting point of learning is your actual level. So observe yourself, assess yourself and maybe your self-assessment can be a sign to restart learning and improving. Many opinions about “Being a good coach” exist.

If we generalise opinions, formal or informal, implicit or explicit, in terms of emotion, empathy or rational, we are constructing a model.

Robert Quinn constructed a model for top-managers, which is very useful for top coaches too.

“Beyond Rational Management: Mastering the Paradoxes and Competing Demands of High Performance”.

His opinion: one single separate scientific model cannot describe the complicated “every-day-practice” of a leader.

In real leadership, many, at first sight competing, values and roles exist and have to exist together. They do not exclude but they complete each other.

1. The model in general.
“Internal” (left) is focused on the “maintenance and confirmation of the own system or existing structures” in your national federation or within Europe and tries to perfect it.

“External” means “try to optimise your system in a wider context”.

It means, you have to orient at demands in other cultures, continents or in other sports.

The vertical axe is formed by “control” (below) and “flexibility”.

“Control” focussed on “central power” and tries to centralise and integrate all activities in a clear system. So it is able to overview and control everything by “the highest in rank” e.g. the first coach (or, even worse by the president)

“Flexibility” is oriented on more freedom, individual anticipating new situations, trends or developments. In this case you promote differentiation, delegation and decentralisation of power and responsibility.

So you see, 4 models exist. Perhaps you suppose “It is either A, B, C or D.”

But in modern leadership, it has to be A and B and C and D. They are competing and completing each other.

So, a master coach has to master the paradoxes and competing demands of high performance.

2. The competing models.
Rational goal model:
Influenced by Darwin’s “Survival of the fittest”

Keywords are:
- Systematic selection of players,
- Education and training mean: preparing the players to apply the lessons of the coach in a very strict way.
- Observation statistics are very important to rank and select players in an objective way – the method to select is not based on the late maturity of the player which means a summary of the social
– relational experience, physical and specific sport skills
  - Planning the future to “have every year new young potentials”.

**Internal process model:**
Influenced by Fayol and Weber’s “Bureaucracy”
Keywords:  
- Central power and clear procedures,
- Discipline and control perfection,
- Loyalty on the system,
- Individuals are subordinate to the system.
- Responsibilities are clearly described.

**Human relations model:**
Influenced by different people. It came up in 1950-1960.
Keywords:  
- Commitment, consensus,
- Personal ambition and effort of players,
- Teambuilding
- Involvement

The complexity of the model makes it difficult to check the clear results. Results have to be observed and recognised by qualitative analyses during matches.

**Open system model.**
Because of experiences in the past (see former models), most conditions, structures, procedures etc. are clear. It is “normal” to apply.
Keywords:  
- Innovation projects, courage to take risks,
- Transparency of decision making,
- Emancipation and participation of players in decisions,
- Self responsibility and self control of players,
- Influence of players with interesting ideas or unique competence etc.

Results only can be observed on the longer term, because it demands a complete other philosophy and culture. In traditional environments coaches have to take big risks. On the other hand, the handball players have a big problem – they will never play on the streets ! In conclusion, what have we do together to learn from the other Sport Team Federations too ?

3. **The different roles of a modern leader and the main skills**
  - see enclosure

**Literature:**
Linder, T. van,:  “Don think we can solve the problems of education and training of tomorrow with the solutions of today.”  


10:30 – 11:00  Coffee break
11:00 – 12:30 **Different ways of attacking** – intervention Daniel Costantini
  - see enclosure

  • spontaneous
*all the basic principles in attack have to be known, well trained and respected
*all the time the wings and the back-court players have to occupy these positions
  - **programmed**
*to use the good points and to avoid the weakest
*the players have to accept a very important number of repetitions during the trainings
*every player has to know by hard his role and place in the ‘engine’
*stability of the group of the players
  - **positional**
*every attacker keeps his place, scoring from the own corner
*the rule of three actions
  - scoring
  - going through
  - passing
*the main principle of the offensive organisation = the attack is surrounding the defence!
  - **transitional**
*very important is how the referees recognise which team tries really to play or not!
*the handball game has the biggest playing field among those team sports on the small terrain, seven players, that means, there are a lot of parameters to be taken into consideration!

**Discussions, comments, reactions**
- does the whistle of the throw-off influence the continuity of the game?
- to change the rules = more attractiveness?
- no any ‘dead’ time might cause problems: e.g. cooperation with TV stations!
- the rhythm cannot be increased continuous
- the players have to adopt to the speed and to renounce at the traditional way to read the game
- of course at the beginning it will be difficult to control or to evaluate which system or concept would be useful, but afterwards creating the product (i.e. a hall with 32,000 spectators / Schalke Arena !), everything will be open!

12:45 – 14:15 **Lunch**
14:30 – 15:45 Training session with players younger as 12 years old – initiation of the education / Max Esposito and Francois Rongeot
- see enclosure

16:00 – 19:00 Visit to 'Fragonard' perfumery / Grasse and 'Florian' confiserie
19:30 – 21:30 **Dinner / Gourdon**

**October 10th 2004, Sunday**

8:00 – 9:00 **Breakfast**
9:00 – 10:00

**Different defensive strategies**
intervention Olivier Krumbholz, National Coach Women
The main idea: to avoid the way of thinking
- attack is a game
- defence is a (dirty) work!

The principle:
- to take risks and have fun – is valid for both parts of the game

There are real differences M / W speaking about the playing spaces from the throwing areas point of view. And this reflects obviously on the activity concerning the efforts and the work done by the defender no. 2, both sides. How to built up a defence system?
- to take into account the group of the players the coach has at his disposal
- to have a ‘strong’ solution for the position of the defender no. 2, because he has to face the most dangerous opponent
- to take into consideration the sport, respectively the handball culture and the mentality of every opponent
- the main issue should be to propose, prepare and built up a system which can be detected as late as possible
- the modern way to understand a defence system refers to the exchange of the defensive positions in one phase – we are speaking not anymore about system, but about forms of defence
- to keep all the time a realistic balance between the strong and the weak parts

Discussions, comments, reactions:
• apart from the tactical concept – strategy, the line of refereeing does not always allow the players / teams to ‘respect’ the tactical tasks required – how to have a common ‘language’?
• does the appearance of the (eventual) 3rd referee change anything?
• how to avoid the ‘dead time’ (i.e. taking notes on the refereeing cards !) during the game?
• why all the time the task of changing the playing rules or to propose a new one, belongs to referees and delegates and not to coaches and players, ‘the actors’ who actually are creating the game?
• how to improve the game, to make it more attractive? – just to have ‘more’ players in the opponent field before the throwing off!
• how to decrease the number of injuries which follow the brutal attack of the defender if there is no sanction or no reaction of the referees?
• the notion of intercepting the ball, based on anticipation of the respective phase, is has to be very well understood and individually trained.
• the a.m notion is an integrated part of the defence system and not a singular or an individual action, even when the team benefits on players with special skills.
• the last OG showed a really weakness of the referees concerning the 6m area activity – mostly they have observed the way of the ball and not what was happening in a direct ‘fight’ attacker – defender!
• the future seems to belong to the players having a multifunctional specialisation and not anymore to those being used only for a singular role (see the attack – defence changes) – a continuous increasing of the rhythm of playing and the using of the full playing court!

10:10 – 11:30 The future of the RINCK Convention – Ton van Linder
► Issues to discuss - 4 working groups
  o 1) – Current conditions and demands – questions, remarks, sanctions, etc.
    • It is quite difficult to compare several lines of coaching
    • The main guideline: to look more to define the common objectives of educating the youngster instead to find new tactical or technical solution for the top teams
    • How to equalise the different education system in an enlarged Europe to a common vector – political implication and consequences
    • How to organise a continuous education and activity for those being Master Coaches from a while?
    • How to establish a system for exchanging information at the European level?
    • ‘RC’ Seminar to be organised once in a year
    • to re-view and to define more clear criteria for Master Coaches
    • the ‘RC’ Seminar has to focus at least to one specific item – either the handball game or the regulations
  o 2) – New entries – questions, remarks, cooperation
    *Common wish and proposal: to organise the seminar for three full days for discussing and fixing (due to the new circumstances – see EU) the re-view general line, the projects, etc.
    Concrete proposals:
    **during the U21 WCh – HUN, 2006, to organise such a meeting
    ***by the occasion of the big events (ECh or WCh) to analyse the trends and the activity at the youth level
    ****to exchange the experience of the Master Coaches between different countries, not only among the signatories.
  o 3) – Future – ideas, programme, organisation, candidates
    The group (POR, DEN, NOR, SWE and CYP) made the following questions/suggestions / Pedro Sequeira (POR):
    • What is the meaning of 10 years experience speaking about the Master Coach title? Training 10 years youth teams are the same as training 10 years a National Team? The field of experience it should be better defined.
    • After achieving the master coach title what happens? Being a master coach you need every year to actualise. This means that you don’t lose the title of master coach when you achieve it, but you need to practice to continue to be considered an active master coach – a real distinction between the active and inactive Master Coach.
    • What will be the influence of the Bologna Convention in the formation of the Handball coaches? It is already known that the universities will take an important role in the sports formation. Could the Rink Convention/EHF make a document with our ideas, desires
and demands for handball. The idea is to anticipate a political decision.

- 4) New actual trends to be discussed, evaluated, etc.

1) Analysis of existing trends - Olympic Games & World Championship:

a) Higher degree of effectiveness as far as goal keepers are concerned
   - reason 1: better co-operation between keeper and defence / defence players
   - reason 2: defensives in general are more flexible
   - reason 3: level of experience of the goal keepers is very high because of higher age (e.g. Lavrov)

b) Higher degree of bad injuries due to the fact that most teams play a body orientated defence
   - it is the task of the referees to apply the rules strictly to prevent players from being injured functionally

c) Higher scoring
   - result of increase in offensive speed
   - further development of throwing skills
   - players have gained a high degree of overall technical competence
   - statistics show about 60 attacks throughout a play
   - the question was posed what direction the development of the game would take
   - the group agreed that new approaches will be necessary to control the game in a better way and to increase its attraction

d) Types of players
   - can play more than one position
   - two different types of players used for the very same position
   - higher understanding of the nature of the game and its prerequisites
   - better developed physically and tactically

2) Future trends and ideas
   - Suggestion that the attackers after having received a goal should be permitted to make use of the opponent's space/defence area immediately
   - Ideas of beach handball might be applied on to traditional handball
   - the position of the referees is to be reconsidered, and for that purpose all the groups concerned (players, coaches, referees, and EHF officials) should be invited to a round table to express their opinions freely and find a common solution about the problems concerned.

- 5) Anything else necessary and useful for an efficient activity

► evaluation:
   - obviously it can be observed that the rate of progress has different grades in the concerned nations
   - a part of signatories and also interested federations have many remarks and questions
   - what concerns the criteria (Master Coach) the situation is very clear: the criteria exist, have been accepted and changes or more discussions about are no realistic
   - but it is true, that the differences of several systems of education make the work even difficult
   - generally speaking the scientific and professional level have improved
   - the items of the lecturers were extremely interesting, but not always in the areas of the EHF Master Coach philosophy
for the next seminar little groups should be organised based on similarity of aspirations, strategy, philosophy, possibilities, etc. in order to better facilitate the communication and the exchange of information

main question which were raised: what should be the strategy, contents, items, tasks, way of working for the next four years?

new ideas, visions, projects, proposals are heartily welcomed – to be sent to the EHF Office

Closing of seminar

the informal atmosphere was excellent, but the discussions and exchange of opinions could be done in a better way with more participation from anyone

the organization / hospitality was excellent

the documentation of the ‘RC’ Seminar (Notes and Annex 1 – 9) will follow and all the participants (National Federations as well) will receive it

van Linder thanks to everybody for the active participation and constructive contribution and closes the meeting officially.

Evaluation:

**good points**
- really good organization, good quality and good lecturers; it was a perfect experience.
- the exchange of experiences between federations with a very strong education system and those who are starting to build up an education system.
- the presentations of the three French lecturers were very engaging.
- the interest in referees’ education and looking at handball as a product.
- positive that the convention tries to deal with all levels which shows the connection between children’s education and top level.

**points to be improved**
- the program on Sunday was too short; it should be more days and hours.
- there is still doubt about the validity of the “EHF Master certificates” in EU-countries; what will be the situation with the new member states?
- some federations signed the convention, but they still worked it out (e.g. hours related to the levels) in their own way.
- there are still no clear definitions of “children education”, “low level”, “beginners” etc. (the criteria and the standards have to be better defined).
- The items of the lecturers were extremely interesting but not always in the areas of the EHF Master Coach philosophy.
- the interactive discussions are very valuable to all people concerned; there is an intensive exchange of ideas – it has been too few used!
- next time to ask experienced top players what the trainers need to learn.
- some confusion how to fulfil the convention.
- how do we make the visions come true?
- more time to work in (formal) groups to discuss suggestions about the
future, not just in social activity (see dinners!).
- the convention meetings can improve by less meeting in plenary and
  more smaller working group sessions.
- to spend more time debating how to position the Master Coach program
  and its evolution.
- “where we are going together in the next years? To us this kind of
  meetings are the place to exchange and share our ideas, resources and
  knowledge about handball and its evolution in the future: a collective
  conclusion/advice about the direction of our sport in the future.
"RINCK"

CONVENTION

on the mutual

RECOGNITION of STANDARDS and CERTIFICATES

in the field of

Coaches’ Education in Handball

in Europe

OVERVIEW
The objective of the convention is the coordination and mutual recognition of standard guidelines and certificates in the field of coaches' education in handball in Europe by preserving and safeguarding the regional and national characteristics of coaches' education in order to facilitate the direct admission to work, as a handball coach, in each signatory Member Federation.

Already in 1996 it was emphasized within the EHF Methods Commission that there should be some guidelines for the education of coaches, otherwise the migration of coaches within Europe would be a problem one day.

The initiation of broad discussions in the following led to the establishment of a frame-work for coaches' education in October 1997, which also was supposed to be a further step towards the increase of cultural co-operation in Europe and to facilitate the exchange of experiences within the handball world. With a growing European Union the promotion of mobility of professionals within such an expanding open market was an other aspect in the discussion.

In the following a working group consisting of representatives from various European nations was established to elaborate a proposal for a convention. To underline the strength of this international agreement the contributions of active handball nations were an essential part.

Concerning the criteria according to which the nations requested to act as first signatories had been selected, the EHF’s aim had been to achieve a balance both in terms of geographical distribution and with regard to the different handball philosophies. The EHF wanted to provide only an “umbrella” under which the Member Nations could enter into an agreement guaranteeing mutual recognition of coaches’ certificates whilst maintaining their national independence and allowing for special individual features.

Certificates

The basis of the convention is a coaches’ education programme in European handball which is divided into five categories. Within the framework of the EHF coaches' education program certificates for categories III to V (EHF Master Coach Certificate) can be acquired. The education and the practical experience required for the acquisition of a certificate below category III (category I and II) remain entirely in the responsibility of the EHF Member Federations, those for the acquisition of a certificate for the categories III to V are specified, in detail, in the annexes of the convention, which shall be incorporated into the national coaches’ education programme, respectively existing national guidelines and programmes for coaches' education shall be disclosed. The mutual recognition of national coaches’ certificates exclusively refers to the EHF Master Coach certificate (category V). The signatory issuing the Master Coach Certificate has to secure that an EHF Master Coach has the necessary knowledge and experience and that the Master Coach is capable of demonstrating the required knowledge and experience for lower certificates as well.

Responsibility

The EHF Methods Commission is responsible for questions related to technical details or dealing with administrative and organizational matters, the award of certificates is assigned to the Member Federations signing, respectively accessing the convention. Decisions relating to admission or refusal in general are taken by the EHF Executive Committee. Once a year the signatories report on their activities in connection with the national coaches' education.
**Procedure of accession - application requirements**

- Application by the interested National Federation;
- Submission of national coaches' education programmes and internal regulations to the EHF;
- Initiation of the admission procedure based on the documents presented;
- Decision taken by the EHF Executive Committee based on the fore-mentioned criteria and the details of the report presented by the EHF Methods Commission.

Upon becoming a signatory to the convention all signatories agree to recognize all EHF Master Coach Certificates form other signatory nations. Coaches, in possession of a national top level certificate prior to the respective federation becoming a signatory to the convention, may be awarded an EHF Master Coach certificate, upon satisfying the criteria set down in annex four. The nations' representatives adopted the following amendments to the convention/annex:

- The EHF shall receive each year (at year-end) a report of the signatory states on their activities (Master Coach courses, Master Coach certificates, etc.).
- The EHF shall organize every 2 years (instead of every 3 years) a meeting of representatives of the signatory states (see Convention Chapter VIII, paragraph 4).
- The minimum requirements regarding the scope of education is to be defined by specifying ranges (see Annex 2: Level III - 160/200; Level IV - 180/220; EHF Master Coach -140/180; see Annex 3: Total - 530/570).

The Rinck convention was signed by the National Federations of Czechia, Denmark, France, Hungary, Germany and Russia at the Ordinary EHF Congress in Tel Aviv on 7 April 2000, and by the National federations of Bulgaria, Norway, Poland and Sweden at the EHF’s 10th anniversary on 17 November 2001 in Vienna. The Ordinary EHF Congress in Salzburg, June 14, 2002, brought another two nations, Austria and Portugal. And finally by the last EHF Congress, 08.05.2004, in Cyprus Croatia and Slovenia completed the group of the Rinck convention signatories.

**RINCK Master Coaches 2004** (Status per 16 June 04)

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<td>Daniel Costantini</td>
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Phillipe Gardent  
Christophe Marechal  
Patrice Canayer  
Thierry Anti

**GER**

**Renate Schubert**
- 28.09.1942
- Am Winkel 10, D-33824 Werther
- tel.: +49 52 035702/fax: +49 52 035702 / ReSchub@compuserve.de
  - EHF lecturer – mini handball
  - responsible of the German Handball Federation for Kids and School Handball Development
  - high qualified sport professor – University Bielefeld
  - member of the German Methods Board for teaching and educating trainers
  - well-known and successful presence in national and international handball activity

**Dr. Rolf Brack**
- 06.12.1953
- Krähenbachstrasse 6, D-73760 Ostfildern
- tel.: +49 71 587505/fay: +49 71 58948168 / BRACK.jr@gmx.de
  - well-known and successful presence in national and international handball activity

**Heiner Brand**
- 26.07.1952
- Lebrechtstrasse 3a, D-51643 Gummersbach
- tel.: +49 22 6125202 / fax: +49 22 6167385
  - one of the most successful German player and trainer
    - player
      - World Champion 1978
      - Winner of Cup Winners Cup
      - Winner of IHF Cup
      - National Champion
    - trainer
      - National Champion
      - 3rd place ECh 1998
      - 5th place WCh 1999
      - 5th place OG 2000
      - 2nd place ECh 2002
      - 2nd place WCh 2003
      - 1st place ECh 2004

**Ekke Hoffmann**
- 24.12.1943
- Weidenstrasse 14, D-72574 Bad Urach
- tel.: +49 71 2593230/fax: +49 71 2593231 / eh.bad-urach@t-online.de
  - EHF lecturer
  - former member of the EHF Education Group – working group
  - trainer
    - National Trainer
- coach of the World Selection
- national and international activity (GER and SUI)

Günter D. Klein
- 16.08.1949
- Höhenstrasse 45, D – 51515 Kürten
- tel.: +49 22 687008/fax: + 49 22 68907895 / GuenterD.Klein@t-online.de
  - successful activity as high qualified professor (Köln Sporthochschule) as well as trainer (Bundesliga) in handball field

Klaus Langhoff
- 05.12.1939
- Fischländer Weg 11, D-18347, Ostseebad Wustrow
- tel.: +49 38 22080028 / fax: +49 38 22080929
  - member of the German Methods Board for teaching and educating trainers
  - a real legend of the German handball
    - player
      - 1st place WCh 1963
      - 2nd place WCh 1966, 1970
      - 4th place OG 1972
    - trainer
      - gold medal OG 1980 - Moscow

Dago Leukefeld
- 30.04.1963
- Tegeler Strasse 18, D – 32825 Blomberg
- tel.: +49 523597235/fax:+49 523597235 / dago-oliver.leukefeld@arcormail.de
  - since 1978 deeply involved in daily handball activity at the national and international level

Kurt Reusch
- 17.12.1943
- Bergstrasse 22, D-72555 Metzingen
- tel.: +49 71 2321130 / fax: +49 71 2321176
  - since 1975 member of the German Methods Board for teaching and educating trainers
  - very active and successful presence at different levels - national and international - with club or national teams

Peter Sichelschmidt
- 22.09.1954
- Deutscher Handball-Bund, Strobelallee 56, D – 44139 Dortmund
- tel.: + +49 231 911 910/fax: + 49 231 911 9122 / sportdirektor@dhb.de
  - EHF lecturer
  - former member of the EHF Structure of coaches education – working group
  - Sport Director of the German Handball Federation
  - member of the IHF CC
  - former National Trainer of the Youth and Junior National Teams
  - EHF delegate
  - successful activity as high qualified professor (Köln Sporthochschule) as well as trainer (Bundesliga) in handball field
HUN

Janos Haidu
- 21.11.1953
- Of. – 1146 Budapest, Chazar Andras U. 5
  - Technical Director of the Hungarian Handball Federation
  - Director of the International Coach Training Centre
  - Hungarian handball personality with a long experience and a lot of success as a teacher, trainer, coach in Hungary and abroad (i.e. Kuwait)

Laszlo Kovacs
- 24.09.1939
- 1114 Budapest, Padrusz U. 6
  - tel.: +36 1 3650 – 746
  - EHF lecturer
  - long and very successfully activity in national and international field of coaching (i.e. Germany, Kuwait, Austria)

Peter Kovacs
- 08.04.1955
- 1121 Budapest, Janos Zsigmond U. 158,
  - tel + 36 1 249-2866
  - EHF lecturer
  - former Technical Director of the Hungarian Handball Federation
  - member of IHF – CCM
  - player: 1st division, national player (silver medal WCh – 1986)
  - trainer:
    - Women’s Junior National Team
      - 4th place WCh – 1999
      - 2nd place WCh - 2000
  - Germany
    - TBV Lemgo – Winner Cup Winners Cup-1996
    - TuS Nettelstedt - Winner City Cup-1997
  - Women’s National Team
    - 3rd place ECh – 1998
    - 5th place WCh – 1999
    - 2nd place OG – 2000
    - 1st place ECh – 2000
    - 5th place ECh – 2002
    - 2nd place WCh - 2003

Lajos Mocsai
- 10.03.1954
- 1028 Budapest, Mariaremete U. 149
  - tel. +36 6 302 376-363
  - EHF lecturer
  - coordinator of the trainer education activity – University of sport and physical education, Budapest
  - player: 1st division – Szeged / Vasas, Spartacus, national player
  - trainer:
    - Germany
      - TBV Lemgo – Winner Cup Winners Cup-1996
      - TuS Nettelstedt - Winner City Cup-1997
    - Women’s National Team
      - 3rd place ECh – 1998
      - 5th place WCh – 1999
      - 2nd place OG – 2000
      - 1st place ECh – 2000
      - 5th place ECh – 2002
      - 2nd place WCh - 2003

Andras Nemeth
- 12.08.1953
Laszlo Skaliczki
- 07.04.1955
- 5661 Ujkigyos, Radnoti U. 44
- tel.: 36 630 237-3185
- coach of the Men’s National Team
- highlights as club trainer:
  - semi-final City Cup
  - 2nd place Cup Winners Cup – twice

Gyula Zsiga
- 21.12.1959
- 1133 Budapest, Drava U. 5/A
- tel.: + 36 1 340-8365
- trainer with very successful activity - national and international - , reaching the finals of European Cups (City Cup, EHF Cup, ChL)
- author of a handball book, treating the technical aspects of teaching handball

POL
Janusz Czerwinski
- 24.10.1936
- 81-456 Gdynia, ul Szczeblewskiego 21
- recognized authority of science in handball and in fields of sport as well
- honorary member of EHF
- member of the EHF Methods Commission 1992 – 2004
- EHF delegate
- former Rector of the Academy of Physical Education Gdansk
- author and co-author of nearly 200 scientific publications
- a huge experience achieved around Europe and the world as national player, national trainer and high qualified professor
  - 4th place WCh 1974
  - 3rd place OG 1976

Henryk Norkowski
Michal Kaniowski
Stefan Wrzesniewski
Jerzy Noszczak
Jacek Zglinicki
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<tr>
<td>a Director</td>
<td>Takes initiatives</td>
<td>Sets objectives</td>
<td>Delegates effective</td>
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<tr>
<td>a Producer</td>
<td>Has a high personal production and motivation.</td>
<td>Is able to motivate others.</td>
<td>Manages time and stress very well.</td>
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<tr>
<td>a Co-ordinator</td>
<td>Plans very well.</td>
<td>Organises and designs.</td>
<td>Overviews the activities.</td>
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<tr>
<td>a Controller</td>
<td>Reduces streams of information.</td>
<td>Analyses the information by critical reflecting</td>
<td>Presents information briefly and clear. Composes good evaluations and reports.</td>
</tr>
<tr>
<td>a Mentor</td>
<td>Has a good insight in him self and others.</td>
<td>Interpersonal communications of high level.</td>
<td>Creates room for self-education and development of his players.</td>
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<td>a Motivator</td>
<td>Builds a good team.</td>
<td>Encourages participation in decion making.</td>
<td>Is able to manage conflicts.</td>
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<tr>
<td>an Innovator</td>
<td>Is able to live with changes and risks.</td>
<td>Thinks in a creative way.</td>
<td>Manages the changes and improvements.</td>
</tr>
<tr>
<td>a Mediator</td>
<td>Is able to build up influence and authority and to maintain it.</td>
<td>Deals abouts efforts and commitment.</td>
<td>Is able to present new ideas in an efficient way.</td>
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3. The 8 different roles of a modern leader and the main skills.  

Free after Quinn 1996

Rinck Convention 2004  
Ton van Linder
La continuité du jeu en attaque placée

« Ne pas confondre vitesse et précipitation »

Mes entraîneurs me l'ont dit, vos entraîneurs vous l'ont dit et depuis que nous entraînons nous le répétions sans cesse. Mais plutôt que le dire ou le faire, notre rôle est de le faire faire.

LE CONSTAT :

L'analyse de la pratique des jeunes ou des adultes de niveau faible nous montre un paradoxe : la volonté de compenser le manque de maîtrise technique par l'augmentation de la vitesse d'exécution. En effet nous assistons à ces niveaux de pratique à des oppositions collectives où l'on ne vise que la prise de vitesse de l'adversaire. Ce qui occasionne de nombreuses fautes techniques, des pertes de balle et une absence totale de fluidité du jeu. Plus la vitesse augmente et plus le rapport « espace-temps » du porteur de balle diminue. Le joueur est obligé de percevoir, analyser et agir très vite avec un bagage technique très pauvre.

Nous choisissons ici d'analyser ce phénomène au plus haut niveau international.

On considère donc que les joueurs ont de fortes capacités techniques et une riche culture tactique. Ce qui est vrai sur le plan offensif le demeure sur le plan défensif et conserve donc un rapport de force complexe.
ORGANISATION D'UNE SEQUENCE OFFENSIVE

A) **LES PHASES TACTIQUES**

- **Phase 1 - « Un tour pour rien »**

Elle débute l'action offensive et permet à chaque joueur de prendre position à son poste et d'évaluer les bases du rapport de force. C'est aussi durant cette phase que s'opèrent les changements de joueurs. La circulation de balle ne vise pas véritablement à battre l'adversaire.

- **Phase 2 - « L'enclenchement »**

C'est la mise en œuvre d'actions programmées de porteurs et de non porteurs de balle. En fonction du dispositif adverse on prévoit les premières courses et la circulation du ballon. On crée un point de fixation de la défense adverse afin de la densifier dans un secteur et de rompre son équilibre.

*Si la phase 2 est efficace*, on passe à la:

- **Phase 3 - « La finition »**

La désorganisation défensive permet d'obtenir une situation de shoot optimale. Cette situation peut se réaliser dans la zone du point de fixation (ex : relation arrière/pivot…) ou dans une zone éloignée où la faible densité de défenseurs a augmenté les espaces libres.

*Si la phase 2 n'a pas été efficace*, on passe à la :

- **Phase 4 - « Neutre bis »**

Sans qu'il n'y ait de rupture d'activité (éviter la sanction pour jeu passif) mais en permettant un moment propice au replacement et à la réorganisation. Cette phase est souvent matérialisée par l'entrée (ou la sortie) d'un joueur dans (ou du) le dispositif défensif.

- **Phase 5 - « Enclenchement bis »**

Nouvelles actions programmées visant à une nouvelle perturbation de l'organisation défensive

- **Phase 6 - « Finition bis »**

Phase terminale qui met à profit le travail de déstabilisation progressive.
B) LES RYTHMES

Toutes ces phases se différencient par leur définition tactique mais aussi par les rythmes de réalisation qu’elles induisent. La capacité à assurer l’alternance entre les temps faibles et les temps forts conditionne la réussite de l’ensemble.

Un temps faible correspond à moment de recherche « on étudie, donc on prend son temps ». Il vise aussi à « endormir » l’agressivité et le dynamisme défensif. Par opposition un temps fort est un moment où l’on veut « capturer » son adversaire. Il est incisif et soudain. Il ne doit pas laisser le temps à l’adversaire de récupérer la situation.

Après la traque et les pièges posés avec précision et délicatesse, la capture doit être infaillible. Le changement de rythme est la base de tous les sports d’opposition qu’ils soient collectifs ou individuels (escrime, boxe, judo...)

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<td>Temps faible puis fort</td>
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Si l’on ne valide pas ces variations de rythmes nous revenons dans le niveau des débutants avec les mêmes conséquences :

- Trop de déchets techniques
- Manque de profondeur par manque de temps de replacement
- Peu de relation base arrière / base avant par manque de temps pour percevoir
- etc…

A VENIR

Lors des l’exposé nous aborderons le thème en le soumettant à l’analyse statistique et vidéo des meilleures équipes lors de la dernière compétition olympique. Nous évaluerons l’efficacité dans le premier et deuxième temps de jeu et nous tenterons de visualiser les alternances de rythme.

Claude ONESTA
Working group IV - new trends

1) Analysis of existing trends - Olympic Games & World Championship:

   a) Higher degree of effectiveness as far as goal keepers are concerned
      - reason 1: better co-operation between keeper and defence / defence players
      - reason 2: defensives in general are more flexible
      - reason 3: level of experience of the goal keepers is very high because of higher age (e.g. Lavrov)

   b) Higher degree of bad injuries due to the fact that most teams play a body orientated defence
      - it is the task of the referees to apply the rules strictly to prevent players from being injured functionally

   c) Higher scoring
      - result of increase in offensive speed
      - further development of throwing skills
      - players have gained a high degree of overall technical competence
      - statistics show about 60 attacks throughout a play
      - the question was posed what direction the development of the game would take
      - the group agreed that new approaches will be necessary to control the game in a better way and to increase its attraction

   d) Types of players
      - can play more than one position
      - two different types of players used for the very same position
      - higher understanding of the nature of the game and its prerequisites
      - better developed physically and tactically

2) Future trends and ideas

   - Suggestion that the attackers after having received a goal should be permitted to make use of the opponent's space/defence area immediately
   - Ideas of beach handball might be applied on to traditional handball
   - the position of the referees is to be reconsidered, and for that purpose all the groups concerned (players, coaches, referees, and EHF officials) should be invited to a round table to express their opinions freely and find a common solution about the problems concerned.
Le jeu en Attaque : Placé, programmé, spontané, de transition... Définitions et éclaircissements.

1) **À propos de terminologie**
Nous avons souvenir d’une étude ancienne sur le Basket américain faisant référence à des notions telles que : Jeu classique et jeu en lecture. Pour le premier il était question du basket pratiqué en Université et basé sur le renforcement des fondamentaux techniques acquis au Collège mais aussi et surtout l’apprentissage des différents systèmes d’attaque adaptés aux différents systèmes de défense et réciproquement. Pour le second il s’agissait du jeu pratiqué en NBA, exclusivement basé, à l’époque, sur un jeu libre de recherche systématique de 1 contre 1, facilité par le fait que toutes les défenses de zone étaient interdites car peu propices au « spectacle ».
Aujourd’hui, au moment d’entreprendre cette tentative de classification des intentions tactiques en attaque, il nous paraît important de nous servir de ces définitions pour y voir clair.
Nous pourrions, par exemple, admettre que notre jeu « classique » serait celui qui nous amène à attaquer grâce à des systèmes collectifs appris prédisposant les joueurs sur le terrain en fonction de l’organisation supposée de la défense (attaque d’un dispositif 1/5 par un placement en 2/4) et respectant, en outre, des principes intangibles (attaquer en mouvement une défense homme à homme, privilégier le placement et la circulation de balle face à une défense de zone).
Nous admettrions donc par opposition que notre jeu « en lecture » serait la capacité à entreprendre de chaque joueur, à partir du moment où il respecte à priori les principes généraux tels que : Espace de jeu maximum, prises d’information vers la cible, réception de balle en courant vers le but, réoccupation des postes-clé libérés, prise en compte du jeu du porteur…
Notre analyse, bénéficiant de ces éclaircissements, se propose de clarifier les conceptions actuelles par rapport à des concepts de jeu utilisés, quelquefois, à tort et à travers.

2) **Le jeu « placé »**
Auparavant, il était de coutume de « séquencer » le jeu en distinguant la phase de défense puis celle de contre-attaque puis l’attaque placée pour finir le cycle par le repli défensif après la perte de balle.
Nous voudrions, ici, essayer d’être plus précis quant à l’utilisation des termes : jeu placé.
Nous souhaiterions sous-entendre : Attaque organisée, avec un « placement des joueurs » repérable (5 autour, 1 dedans ou 4 autour, 2 dedans) opérant sans changement de secteur. Les attaquants restent à leur place et tentent d’exploiter les solutions offertes par le respect des principes fondamentaux du jeu et les capacités techniques des joueurs.
Le jeu placé nécessite, en règle générale, un « espace de jeu » maximum : Ailiers très écartés, placement des arrières en profondeur et en largeur.
Cet espace de jeu maximum doit être exploité grâce à une circulation de balle ample (certes) mais aussi rapide.
Cette circulation de balle rapide doit pouvoir surprendre par l’utilisation de :
- Passes sautées (1/2 centre/Ailier ou Arrière/Ailier opposé)
- Passes de renversement pour prendre la défense à contre-pied par rapport à son sens de flottement.
La phase de « jeu placé » doit également bénéficier du travail du ou des joueurs « dedans » qui doit couper la cohésion du bloc défensif et permettre la création d’intervalles.
Il est évident que cette option d’attaquer, chacun à sa place, en privilégiant la circulation du ballon et le jeu direct vers le but sera plus envisageable contre certaines défenses que d’autres. Nous confirmons aussi qu’il n’est pas question d’utiliser cette option d’une manière exclusive et continue. Nous envisageons très bien, par exemple, de commencer une attaque en appliquant de tels principes puis d’enchaîner par des mouvements de joueurs ou la mise en place d’un schéma tactique dans un 2e temps.

La Croatie, championne du monde en 2003 et championne olympique en 2004 a, parfaitement, illustré ce jeu « placé ».

5 joueurs situés autour en encerclement de la défense, un pivot (Vori) à l’intérieur, un demi centre exceptionnel (Balic) par sa capacité à jouer dans son secteur en « triple menace » : tir à travers, débordement dans peu d’espace, ou passes décisives soit en décalage simple soit en renversement soit en utilisant des passes « sautées » directes vers les ailiers.

Les caractéristiques du pivot Vori, grand, solide, adroit et en totale adéquation avec son partenaire permettent une relation très efficace. Le jeu du joueur dedans consistant à gêner la défense dans son flottement, à libérer des espaces lui permettant d’y recevoir le ballon, à effectuer des blocs sur le défenseur agressif sur le demi centre ou de glisser, en appelant le ballon dans les espaces libérés par les défenseurs n°2 quand ils montent, en tiroir, sur les arrières d’attaque.

Les 4 autres joueurs, au cours de cette phase, doivent prendre des informations sur le but et être capables de recevoir le ballon en courant vers l’avant et de décider, dans le moins de temps possible de : tirer, prendre l’intervalle ou passer vers le partenaire libre. La règle d’or étant qu’il est interdit de se faire « prendre » balle en main. Les ailiers, en particulier, devront choisir, sur chaque réception, entre courir pour impulser vers la cible ou attaquer dans le 1er intervalle pour créer le surnombre.

L’équipe russe procède, également, de la sorte mais avec un espace de jeu plus restreint du fait de la position des ailiers beaucoup plus à l’intérieur.

Ce jeu placé, assimilable à une recherche d’une position préférentielle par rapport à la défense demande une grande vitesse d’action et une parfaite orientation des appuis pour jouer, en permanence vers l’avant.

3) **Le jeu « programmé »**.

Nous conviendrons qu’il s’agit d’un projet mettant en œuvre un certain nombre de joueurs, basé sur les caractéristiques connues de la défense et, supposé exploiter ses points faibles ! Cette intention tactique collective demande donc un certains nombre de précautions :

- Les enchaînements d’action doivent être « appris » et donc répétés jusqu’à devenir des « automatismes ».
- Les rôles et les tâches de chaque joueur concerné assimilés ainsi que ceux des partenaires concernés.
- Toutes les variables par rapport aux réactions possibles de la défense auront du être prévues.
- Le programme envisagé peut n’être qu’un « enclenchement » ou une mise en action initiale favorable à l’issue de laquelle le joueur doit effectuer des choix ou avoir des initiatives…
- Celui-ci peut être aussi un projet abouti et définitif devant être mené jusqu’au bout de sa logique.

Quoiqu’il en soit ce type de schéma ou circulation tactique demande de longs investissements et sont, la plupart du temps, conservés longtemps dans le patrimoine d’une équipe. L’équipe de France de handball, par exemple, a mis au point au début des années 90 un schéma tactique pour attaquer en situation d’infériorité numérique à 1 joueur de moins qu’elle utilisa, systématiquement, jusqu’aux JO de Sydney.
Autres exemples : L’équipe d’Allemagne utilisait, ces dernières saisons, un enclenchement à partir de la sortie du pivot C.Schwartzer en poste et l’entrée du demi centre M.Baur en pivot, l’équipe France, en ¼ de finale contre la Russie avait, apparemment, préparé son affaire en associant une sortie du pivot et une rentrée du demi centre à l’intérieur. Ces deux exemples d’intentions collectives (assez proches l’un de l’autre !) nous apparaissent comme des « enclenchements » c’est-à-dire des enchaînements d’action préparés et connus de l’ensemble des joueurs et dont l’objectif est de poser un problème à la défense en exploitant, comme nous le disions plus avant, un point faible ! En l’occurrence les projets allemand et français étaient basés sur l’exploitation de mouvements de joueurs mêlant « base avant et base arrière » sachant que la défense « homme à homme, 1/5 » des russes n’aime pas trop ce type de déplacement car le défenseur avancé (Kockcharov) doit s’aligner, pour faire face, avec le « libero » (Gorpichine), et cette phase constitue un moment de faiblesses pour la défense chère à V.Maksimov.

Cette recherche offensive n’est pas figée ou fermée car après le déclenchement initial « programmé » les joueurs et le porteur de balle en particulier sont « libres » de leurs choix qui doivent être tirés de « l’observation » de la situation telle qu’elle se présente. Le projet peut être plus rigide ou systématique. Il s’agit alors d’une solution « unique » recherchée, basée sur des déplacements de joueurs pré-établis et une circulation de balle obligatoire pour aboutir à une situation de tir préférentielle. Ce type de « schéma » s’appuie sur la vitesse d’exécution puisque chacun des participants connaît son rôle par cœur !

4) **Le jeu « spontané »**.

Revenant sur notre introduction nous pourrions, à l’instar des spécialistes de Basket parler de « jeu en lecture ». Le joueur en attaque, s’il est placé correctement, s’il a reçu le ballon dans de bonnes conditions, s’il est capable d’avoir pris les bonnes informations juste avant de devenir « porteur », doit agir afin de :
- Exploiter la situation si, grâce à l’action préalable du partenaire elle permet le tir ou l’accès au but ou la passe décisive.
- Changer, à son avantage, la situation de jeu si au moment de la réception le constat est fait qu’aucune solution n’est, pour l’instant, en vue. Dans ce cas le porteur de balle doit sentir la nécessité de « créer » par des initiatives qui devront être compréhensibles pour ses partenaires et surprenantes pour les défenseurs.

Cette façon d’attaquer, basée sur le principe de « l’initiative individuelle », exprimant une forme de « liberté » s’appuie sur le respect strict des grands principes du jeu offensif :
- Espace de jeu collectif maximum (écartement).
- Réception de balle vers l’avant.
- Ne jamais se laisser «prendre» balle en main.
- Réoccuper les postes clé (aile, arrière) quand ils sont libérés.
- S’engager vers le but quand la balle est sur un partenaire «appui».
- Soutenir quand la balle est sur un partenaire «soutien».

Chaque attaquant est donc « investi » en fonction de la situation de jeu. Chaque partenaire doit analyser le jeu du porteur pour se mettre dans les meilleures conditions :
- Repérer son intervalle d’attaque si son partenaire contribue à le créer.
- Venir en aide en cas de blocage par la défense.
- S’engager dans la défense si les conditions sont requises.
- Occuper les postes libres avant de recevoir la balle.

Jouer en lecture peut apparaître complexe et, quelque part peu « rassurant » pour l’attaquant. Certes beaucoup préfèrent bénéficier d’un leader de jeu (Balic) ou de systèmes...
plus ou moins stéréotypés. N’oublions pas, cependant, que tout ce qui va rassurer, exagérément l’attaque n’est pas forcément ce qui va poser le plus de problème à la défense. A contrario est-ce que l’objectif de toute attaque n’est-il pas de faire peser le plus « d’incertitude » possible sur la défense ? Le jeu ne vaudrait-il pas la chandelle de risquer un peu moins de confort pour ses attaquants au prix de priver la défense de ses facultés d’anticipation ?

5) **Le jeu de transition.**

Depuis quelques temps déjà, certains entraîneurs proposent de procéder, après la récupération du ballon, à une mise en action la plus rapide possible vers le but à attaquer de la part de l’ensemble des joueurs qui constituaient l’organisation défensive. Selon les circonstances on assiste soit à une « contre-attaque directe » par exploitation de la prise de vitesse par certains attaquants du « repli défensif » soit à une recherche d’installation du plus grand nombre d’attaquants, le plus rapidement possible, même si le repli défensif semble avoir paré au plus pressé en contrôlant les premiers contre-attaquants. Cette tentative se veut donc « transitoire » entre la contre-attaque classique et le début de l’attaque organisée.

L’utilisation du « jeu de transition » permet la continuité du jeu privant la défense de la phase de replacement mise à profit (souvent) pour effectuer les changements de joueurs entre ceux qui attaquent mais ne défendent pas et leurs remplaçants. Cela sous-entend, bien sûr, que la phase de transition se joue avec l’essentiel des joueurs ayant participés à la phase de défense.

Historiquement, l’une des premières applications de ce type fut l’œuvre de l’équipe d’URSS, dans la période 1987- 1992 où, sous l’impulsion de l’entraîneur Mironowitch (Minsk) on voyait que la phase de contre-attaque directe était, systématiquement prolongée par une phase de transition qui s’illustrait par le placement de deux pivots (Chepkin et Nesterov), avec 2 joueurs écartés sur les ailes (Atavin à gauche et Schewtsov à droite) pendant que Karkaciewitch et Tsumentsev assuraient la conservation du ballon tout en recherchant la passe décisive sur l’un des deux pivots ou une pénétration ou un appui central pour Atavin venu appeler le ballon vers l’intérieur. La simple description de ces opportunités montre qu’il y avait « utilisation de temps ». Si aucune solution n’était trouvée, l’équipe russe procédait alors à son changement de joueur permettant la rentrée de Touthkine. Il est vrai qu’à cette époque là on ne sanctionnait comme aujourd’hui le « jeu passif » et que la succession de ses phases ne posait aucun problème.

Aujourd’hui, alors que le législateur a introduit la notion «d’engagement rapide», permettant, en fait, de contre-attaquer même après avoir encaissé un but ou d’envisager une transition accélérée se pose le problème de la « permission » d’utiliser le «jeu de transition» qui est une phase active, en continuité avec l’acte défensif et de pouvoir, ensuite, bénéficier d’un moment de replacement ou de changement de joueurs tout en respectant l’esprit de la règle concernant le « jeu passif »?

Il est évident qu’une équipe menant au score et semblant proposer une phase de transition sans réellement l’exploiter et qui, par la suite, opérait, tranquille des changements de joueurs se verrait, probablement, très vite, sous la menace d’une sanction de «jeu passif». Quelle pourrait donc être, aujourd’hui, la bonne attitude allant dans le sens de l’amélioration de l’attractivité du handball?

- Se doter de cette arme tactique. C’est-à-dire s’entraîner à se mettre en action le plus rapidement possible vers le but à attaquer dès la récupération de la balle. Cette intention tactique doit respecter tous les fondamentaux de la contre-attaque : vitesse de déclenchement, occupation rationnelle du terrain en largeur, étagement en profondeur, circulation de balle en courant… Elle doit, en outre, préciser les tâches
respectives : Qui fait quoi ? Qui va où et dans quel but ? Elle peut s’accompagner d’un changement rapide de joueur. La transition peut se jouer à 5 joueurs de champ à condition que le nouvel entrant s’intègre le plus vite possible au processus offensif. Cette recherche doit comporter, pour être crédible du jeu en mouvement. Le club français de Montpellier Hérault, vainqueur de la Ligue des champions 2003, adepte de ce procédé, installe rapidement 1 pivot puis un second pendant que les 4 joueurs autour combinent entre eux sur le thème du croisé.

- Tester les réactions des arbitres par rapport à cette utilisation et s’y adapter.
- Jouer le jeu c’est-à-dire envisager cette option comme une « prise de risque » susceptible de mettre l’adversaire en difficulté mais contenant quelques incertitudes à son propre niveau ! En un mot il ne doit pas être question de jouer la « transition » pour gagner du temps !

6) **Conclusion.**
Ces lignes, vous l’avez compris n’avaient pas pour but de vous « révéler » quoique ce soit. Comment d’ailleurs attendre d’un « ancien », retiré des préoccupations quotidiennes d’entraînement depuis 3ans des innovations ou des visions d’avenir qui doivent être les vôtres.
Mon propos était donc de vous aider à y voir clair dans nos pratiques offensives. Disons que mon ambition, si elle était d’ordre « didactique » se résumerait en vous disant :
Vous pouvez attaquer « placé », « programmé », en lecture ou « spontané », vous devez envisager la « transition » mais surtout efforcez-vous de dialoguer avec vos joueurs pour que les projets présentés sur le terrain soit « un peu les vôtres mais, surtout les leurs ».

D.Costantini.
To:
European Handball Federation
Att.: Methods Commission

'Rinck' Convention

Last weekend Mr. Morten Arvidsson and Mr. Ulrik Joergensen represented the Danish Handball Association at the 3rd EHF 'Rinck' Convention Seminar in Nice, France.

From a Danish point of view it was a well-organised seminar/meeting in a positive atmosphere. However it is our opinion that we did not have enough time to discuss matters concerning the 'Rinck' Convention itself – even though this is described to be the purpose of the meeting according to the convention (Chapter VIII, §4).

At the end of the meeting we were encouraged to send in proposals for the future work concerning the 'Rinck' convention to the Methods Commission. So this is what we do.

1. Coaching experience
   The concept 'coaching experience' is used several times in the convention. We believe that the definition of this concept needs to be clarified.
   Is two years experience as a youth coach equal to two years experience as a top level coach?
   Does teaching and research (e.g. at a university) count as coaching experience?
   Can you become a Master Coach certificate without any coaching experience at a top level?

2. Status of coaches with a Master Coach certificate
   This matter was discussed at the seminar in Nice within a group of representatives from CYP, DEN, NOR, POR and SWE.
   The general opinion (in the group) is that you can never lose a Master Coach certificate once you have been rewarded with this.
   However we believe that it will be an advantage if you can distinguish between active and inactive Master Coaches. Representatives from NOR mentioned that such a concept is used in the medical world. We would support a similar idea.
   To be an active Master Coach we suggest that you must every second or third year participate in an approved national or international seminar. The EHF MC must approve standards for these seminars. This is how the UEFA does in football/soccer.

3. Exposure of Master Coaches
   We suggest that the EHF website contains a site/link where all awarded Master Coaches are exposed (incl. CV and activity status as mentioned above).
4. ‘Rinck’ Convention Seminar
We agree with CRO and SLO (among others) that the EHF MC need to clarify what the purpose and the target group of the RC Seminar is.

Is it a seminar for top coaches with lectures by other top handball coaches or is it a meeting for people responsible for coaches education in the signatory countries with discussion of matters concerning the convention?

Perhaps it could be a mix but then the right balance must be found.

The group from CRO and SLO (and others) suggested that we have a RC seminar every year. We support this idea. Perhaps one year with the main emphasis on top handball for top handball coaches and the other year on education matters.

5. The ‘Rinck’ Convention “community”
As one of the initial signatories the Danish Handball Association is very interested in the development of the RC “community”. This summer we send some questions to the EHF MC in order to get some information about the activities in the other signatory countries. We had hoped to be informed at the seminar but it was not so.

We did learn that only a few countries report their activities.

What is the EHF doing to improve this? Has any steps been taken (e.g. according to Chapter XV) to make the signatories fulfil their obligations?

Which countries do actually educate new Master Coaches?

Can we expect new signatories in the nearest future?

What does the EHF MC do to promote the ‘Rinck’ Convention to countries not yet signatories?

Finally we were surprised to experience that the EHF had only registered nine Danish Master Coaches in the documentation distributed at the seminar in Nice.

Actually 14 Danish coaches have received the Master Coach certificate and the EHF has of course approved all by issuing the certificates.

Also Mr. Steen Hjorth has confirmed sending CV’s on all 14 Master Coaches to the EHF office in Vienna. Please inform us if these CV’s have been lost somewhere in the post.

It is the objective of the Danish Handball Association to be an active and responsible partner in the ‘Rinck’ Convention “community”. We hope that the suggestions (and questions) above will support the developing work of the EHF MC concerning the ‘Rinck’ Convention.

We are looking forward to a continuous good co-operation within this area.

Best regards

Danish Handball Association

Jan Barslev
Education Committee – Chairman

Ulrik Joergensen
Education Specialist
Cher Ami

Dans le cadre de la proposition d’organisation par la FFHB, de la Convention Rinck 2004, je vous confirme la possibilité de vous recevoir dans de bonnes conditions à Nice, les 8, 9 et 10 octobre 2004. L’accueil des participants pourrait se faire à l’hôtel Campanile de Nice, proche de l’aéroport. Les travaux se dérouleraient dans un amphithéâtre jouxtant cet hôtel.

Je vous soumets la maquette d’emploi du temps suivante à titre d’exemple, toute modification est à ce jour possible, pour répondre aux besoins de votre regroupement.

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<td>10h15</td>
<td>Intervention EHF-Conclusions colloque</td>
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<td>11h-13h</td>
<td>Accueil</td>
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<td>12h-14h</td>
<td>Déjeuner</td>
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<td>14h30-15h</td>
<td>Ouverture</td>
<td>14h</td>
<td>Suivi séance d’entraînement avec des joueurs de moins de 12 ans</td>
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<tr>
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<td>16h30-17h45</td>
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<td>17h45-19h</td>
<td>Intervention entraîneur EHF</td>
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<td>Visite du Vieux Nice</td>
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En restant à votre disposition pour les aménagements que vous souhaiteriez, recevez cher Ami l’expression de mes sincères salutations.

F.RONGEOT
CTN

Copie: Président AMIEL, P.BANA DTN.
La séance présentée illustre notre conception du handball ainsi que la conception de la formation à l’activité adaptative requise, de notre point de vue, pour être efficace dans cette activité.

**Conception du Handball**

«Le handball propose un environnement mouvant changeant en raison des initiatives multiples que prennent sans cesse adversaires et partenaires, mais transformable à son propre avantage par des initiatives que le joueur pourra prendre»

**Notre conception de l’activité adaptative**

Dans ce contexte environnemental pour que le joueur s’assure un statut dominant, il faut le plus souvent possible, qu’il réduise les plages de temps où il est contraint de réagir à des événements non prévus; et à l’inverse il lui faut accroître le temps de jeu pendant lequel il peut déclencher et moduler ses actions, non pas en fonction de l’état de la situation de jeu, mais à partir de la prédiction de ce qu’elle sera, probablement, dans un futur proche.

Ce qui est donc prioritaire, pour nous, c’est de faire accéder le joueur à une qualité de lecture des situations de jeu permettant cette prédiction.

Nous avons défini la «lecture» du jeu et des situations comme:

«processus d’attribution de sens à des indices mis en relation par le joueur lui-même afin de prédire l’évolution des situations, ce qu’elles seront dans un futur proche.»

Ainsi par exemple, lors d’un duel tireur/gardien:

le tireur ne se contentera, par exemple, de déployer une activité de tir mais une activité de lecture pour produire une trajectoire là où le gardien ne pourra plus être. Le déplacement du gardien par rapport à la cible, son organisation motrice laissant présager un déséquilibre, la mobilisation de certains de ses segments, constituent des indices que le tireur peut mettre en relation pour construire de l’information afin d’anticiper le pan de la cible où le gardien ne pourra plus être.

Ainsi, par exemple, pour enrichir le réseau d’échanges avec le porteur de balle:

le partenaire du porteur de balle ne se contentera pas de porter attention à son partenaire, de le regarder, mais déploiera une activité de lecture pour recevoir la balle dans un espace fictif, en appui ou en soutien, en fonction de l’évolution prévue du «crédit d’action» de son partenaire porteur de balle).
Le porteur de balle dispose, en effet, d’un crédit ( possibilité de faire trois pas, de dribbler de conserver trois secondes la balle) mais celui-ci peut-être progressivement ou immédiatement «consommé» par les initiatives du porteur lui-même ou de son adverse direct.

La lecture consistera donc à prendre en compte le duel qui oppose le porteur de balle à son vis à vis et à prédire grâce à une mise en relation d’indices tels que, par exemple: la distance de combat, la posture de son partenaire, la tenue du ballon par rapport au corps, l’évolution du «crédit d’action» comment évoluera ce duel…

Nous envisageons de former le jeune joueur, la jeune joueuse à cette lecture dans les trois grands affrontements auxquels le jeu les confronte nécessairement.

- Gagne- terrain / reconstitution de front
- Manœuvres d’ accès à une situation de marque / obstacles aux circulations
- Duel tireur-Gardien/ duel Gardien-tireur

Nous considérons que pour progresser dans la lecture le joueur doit s’approprier et progresser simultanément dans un certain nombre d’objets d’étude, par exemple :

- réseau d’échanges (RE): enrichissement ou perturbation
- couloir de jeu direct (CJD): exploitation ou opposition
- duel tireur/gardien ou gardien tireur

Dans chacun des affrontements le joueur doit progresser dans les compétences nécessaires à l’enrichissement ou la perturbation du RE, dans l’exploitation du CJD ou l’opposition au jeu direct, même lorsque la densité augmente du fait de la diminution des espaces de jeu; la finalité du jeu suppose le progrès permanent dans le duel avec le gardien.

Le formateur peut juger des progrès effectués par ses joueurs dans le RE, l’exploitation du CJD et le duel tireur-gardien, en recourant à l’observation de «modes de jeu» manifestation de la conduite du joueur. Une formalisation schématique de ces modes de jeu, statut par statut (porteur de balle/ partenaire du porteur de balle; adversaire proche du porteur/adversaire éloigné du porteur; tireur/gardien) figure en annexe.

L’accès à un nouveau mode de jeu suppose simultanément un progrès dans la lecture (de nouveaux indices sont mis en relation), dans les connaissances à propos de l’objet d’étude (RE, CJD, duel), dans les savoir-faire.

Option d'apprentissage et conception des situations :

- C’est le joueur qui doit activement se construire ceci implique une transformation très importante du formateur qui doit passer d’une compétence à apporter des solutions à une compétence à poser des problèmes au joueur par la conception de situations déclenchant une activité de lecture telle que nous l’avons définie.

- Conception des situations:

  a- Elles doivent déclencher en permanence une activité tactique (lecture et décision). Quelques critères permettent d’identifier de ce point de vue leur pertinence :
-- les acquisitions nouvelles doivent être bien identifiées : le joueur devrait pouvoir passer d'un mode de jeu à l'autre.

Ce passage s'accompagne d'un changement de repères du joueur: de nouveaux indices sont effectivement pris en compte (crédit d'action, postures, trajets trajectoire) et mis en relation. Il s'accompagne également d'un enrichissement des connaissances sur le réseau d'échanges lui-même (connaissances tactiques) mais également de savoir-faire différents. Les contraintes de la situation doivent permettre cette dynamique de (trans)formation

b- Les situations doivent offrir des choix au joueur de manière à le conduire à prendre des initiatives parmi d'autres possibles.

-- lors d'une situation d'accès au tir par exemple, le porteur de balle devra pouvoir décider soit d'exploiter immédiatement un couloir de jeu momentanément libéré soit de créer par son action les conditions de création d'un couloir de jeu direct pour l'un de ses partenaires

- - lors d'une situation visant l'enrichissement du réseau d'échanges, les situations devront permettre au joueur , par exemple soit d'agir pour soutenir le porteur de balle et assurer ainsi la conservation du ballon , soit d'agir pour proposer un relais et assurer ainsi un gain de terrain vers la cible à attaquer.

- **Conception de la régulation:**

  Lorsqu'un joueur, confronté aux exigences des situations proposées, ne réussit pas il convient de relancer son activité de recherche par une régulation qui peut prendre une forme très matérielle mais peut devenir «cognitive»:

  La relance de l’activité de recherche de solution peut se faire par une interaction directe avec les contraintes de la situation: modifier la densité, l'emplacement d'un plot, modification d'une consigne…

  Mais elle peut prendre appui sur l'activité cognitive du joueur:

  -- recours à la verbalisation des stratégies; questionnement, échanges entre joueurs afin d'alimenter une nouvelle planification, une orientation différente de l'action afin de tenter de réussir.

  -- échanges entre des partenaires sur les expériences, les choix, les conséquences de ces choix.

  Cette option se justifie par le fait que de toutes façons le joueur avant d'agir, pendant l'action et après l'action, observe, planifie, s’interroge; il convient pour nous d’alimenter cette activité cognitive.

Il s'agit d'un processus différé de l'action au cours duquel le formateur n'apporte pas de réponses mais alimente la résolution active du problème par le joueur.
“Mastering the Paradoxes and Competing Demands of High Performance”. (R. Quinn)
-Ton van Linder-

0. Introduction
If you look in a mirror, you will probably see a good coach, perhaps even an E.H.F. Master Coach, highest level in Europe. But the old and wise Chinese man said: “If you are good, don’t forget to continue to learn.” The starting point of learning is your actual level. So observe yourself, assess yourself and maybe your self-assessment can be a sign to restart learning and improving.
Many opinions about “Being a good coach” exist.
If we generalise opinions, formal or informal, implicit or explicit, in terms of emotion, empathy or rational, we are constructing a model.

Robert Quinn constructed a model for top-managers, which is very useful for top coaches too.
“Beyond Rational Management: Mastering the Paradoxes and Competing Demands of High Performance”.
His opinion: one single separate scientific model cannot describe the complicated “every-day-practice” of a leader.
In real leadership, many, at first sight competing, values and roles exist and have to exist together. They do not exclude but they complete each other.

1. The model in general.
“Internal” (left) is focused on the “maintenance and confirmation of the own system or existing structures” in your national federation or within Europe and tries to perfect it.
“External” means “try to optimise your system in a wider context”.
It means, you have to orient at demands in other cultures, continents or in other sports.

The vertical axe is formed by “control” (below) and “flexibility”.
“Control” focussed on “central power” and tries to centralise and integrate all activities in a clear system. So it is able to overview and control everything by “the highest in rank” e.g. the first coach (or, even worse by the president)
“Flexibility” is oriented on more freedom, individual anticipating new situations, trends or developments. In this case you promote differentiation, delegation and decentralisation of power and responsibility.

So you see, 4 models exist. Perhaps you suppose “It is either A, B, C or D.” But in modern leadership, it has to be A and B and C and D. They are competing and completing each other.
So, a master coach has to master the paradoxes and competing demands of high performance.

2. The competing models.

Rational goal model:
Influenced by Darwin’s “Survival of the fittest”
Keywords are: - Systematic selection of players,
- Education and training mean: preparing the players to apply the lessons of the coach in a very strict way.
- Observation statistics are very important to rank and select players in an objective way.
- Planning the future to “have every year new young potentials”.

**Internal process model:**
Influenced by Fayol and Weber’s “Bureaucracy”

**Keywords:**
- Central power and clear procedures,
- Discipline and control perfection,
- Loyalty on the system,
- Individuals are subordinate to the system.
- Responsibilities are clearly described.

**Human relations model:**
Influenced by different people. It came up in 1950-1960.

**Keywords:**
- Commitment, consensus,
- Personal ambition and effort of players,
- Teambuilding
- Involvement

The complexity of the model makes it difficult to check the clear results. Results have to be observed and recognised by qualitative analyses during matches.

**Open system model.**
Because of experiences in the past (see former models), most conditions, structures, procedures etc. are clear. It is “normal” to apply.

**Keywords:**
- Innovation projects, courage to take risks,
- Transparency of decision making,
- Emancipation and participation of players in decisions,
- Self responsibility and self control of players,
- Influence of players with interesting ideas or unique competence etc.

Results only can be observed on the longer term, because it demands a complete other philosophy and culture. In traditional environments coaches have to take big risks.

**3. The different roles of a modern leader and the main skills. (See attachment)**

**Literature:**


Quinn, R., Faerman, S., Thompson, M., McGrath, M., Becoming a Master Manager: a Competency Framework, New York 1996.
Introduction of the game.

All world-wide events in sports, like World Championships and Olympic Games, including the related challenges and threats force European federations, national teams and the coaches to reflect continuously about the structures, processes and methods. Eventually people concerned have to reconsider strategies, education, preparation etc. Apart from European or world titles, this continuous changing process leads to an increasing request for real up-to-date leaders on all levels. So top-coaches have to take responsibility to become a better leader as before, of course without losing his personal identity.

So……
- How your personal current leadership profile looks?
- What are your conclusions after reflecting on your profile?
- What does it mean for your personal learning process?
- What does it mean for your work as a coach?
- What does it mean for your philosophy as a coach?
- What does it mean for your current education and training practice?

First we assess our personal leadership profile by “playing cards”.
Self assessment instructions
“Construct your personal leadership profile”.

Attention: Take care about the time. We have to finish the game after about 60 minutes.

Before the game:
- Be sure, the persons on your table are able to communicate with you and the others in English and/or another language.
- Every table has a pack of 24 playing cards.
- Every player has a score-sheet and a pen.

The game itself:
1. The first player takes a card.
2. The player, who took the card, reads the text loud and calls the symbols. All players are allowed to discuss the meaning of the text (and eventually translate it).
3. The player who took the card explains loud his/her score to the others.
4. After the explanation everybody is reflecting, how frequent or how intensive he/she personally practices this action.
   “almost always” is a score of “7” and “almost never” is a score of “0”
   At last, everybody has to score between “0” and “7” by drawing a little cross on the considered number line in the segment with the right symbols (letters) of the score-sheet.
5. One by one the players take a card. The procedure repeats.
6. Everybody fills out his paper. At the end you have 24 crosses on your sheet. In every segment 3 crosses.

After the game:
- You take the average of the 3 crosses in every segment and raw it as a clear spot on the right line (between lines)
- Fix your profile by connecting the average number of every segment.
- Take care of your profile till explanation of to-morrow.
- After you are ready to prepare the bus trip to “Old Nice”.

Rinck Convention Nice 2004

Ton van Linder
4. Some considerations to reflect or to discuss after.

- If “control” scored higher than “flexibility” > Is preparation of player more focussed on - control and less on flexibility?
- Is it true, there is more attention to the internal process and rational goals and less to transparency, development of people and innovation? Is this conform modern education trends?
- Is continuity of the own system more important than taking over novelties from others?
- Was the score in directing and producing high? Are we too insensitive and perhaps focussed too much on statistics and qualitative results?
- Was your score as a motivator or mentor too low? Do we encourage enough interaction and participation during our training process.
- Do we have enough fantasy and creative ideas to innovate or is it important to look to other sports and other continents?
- How was your score as a co-ordinator? Look out for scepticism or even cynicism, because this will suffocate processes to improve.
- If the ideas are there, what are we doing to influence decision-makers in our federation or in Europe to accept innovation?
- In general…..Do we empower our players?
The fluidity of position attack play

"Haste makes waste"

This is what my coaches told me, what your coaches told you and what we have been reiterating continuously ever since we became coaches ourselves. But rather than saying it or acting accordingly, our task is to get the message across.

Finding:

When analysing the play of young players or of adults playing at a low level of performance we come across a paradox: the wish to compensate for a lack of technical skills by simply executing moves at higher speed.

What we are witnessing in practice in encounters at this level is an almost exclusive focus on the opponent's playing speed. The result is a host of technical faults, ball losses and a complete disruption of the fluidity of the game.

The more the speed of the game increases, the more the ballcarrier's space-time co-ordination diminishes. The player has to absorb and analyse information and act very quickly while having little to rely on in terms of technique.

In the present context, however, we are going to analyse this phenomenon at the highest international level.

At this level, the players have excellent technical capabilities and ample tactical skills. What applies to offensive play applies equally to defensive play and the forces at play are highly complex.
ORGANISATION OF AN OFFENSIVE SEQUENCE

A) TACTICAL PHASES

- **Phase 1 - “Getting ready”**
  This marks the beginning of offensive action and allows each player to take up his position on the court and to assess the formations' relative strengths. This is also the phase during which players are substituted. The ball is circulated without the aim of beating the opponent.

- **Phase 2 - “Initiation of attack play”**
  This is the implementation of programmed actions by players with or without the ball. The first runs and passes are being planned in response to the formation set up by the opponent. A fixation point is created in the opponents' defense formation in order to concentrate the opponents' forces in one place and unsettle them.

**IF PHASE 2 IS SUCCESSFUL**, one moves on to:

- **Phase 3 - “Finishing off”**
  The disorganisation of the opponents' defense enables the attacker to take a shot at the goal in an optimal situation. Such a situation may be created in the area of the fixation point (e.g. back player/pivot) or in a more distant zone where the density of defenders is low and where spaces are opening up.

**IF PHASE 2 IS NOT SUCCESSFUL**, one moves on to

- **Phase 4 - “Return to neutral”**
  Without interrupting the flow of the play (to avoid being penalised for passive playing) this phase offers a suitable occasion for repositioning players and reorganisation. This phase often involves a defence player entering (or leaving) the court.

- **Phase 5 - “Return to initiation of attack play”**
  More programmed actions aimed at disrupting the defense formation.

- **Phase 6 - “Return to finishing off”**
  The final phase, in which the progressive destabilisation efforts finally bear fruit.
B) **THE RHYTHM OF THE PLAY**

Each phase differs from the others not only in terms of tactics but also in terms of speed of execution. The ability of alternating between periods of low speed and high speed is critical to the success of the whole.

Periods of low speed are times of exploration, when “one studies the situation and therefore takes one’s time”. It also serves to “tone down” aggressiveness and the dynamics of the defense.

At moments of high speed, on the other hand, one aims at “capturing” the opponent. The action taken is determined and its onset sudden. The opponent must not be allowed time to regain control of the situation.

Once the hunt is over and the traps have been set out with precision and subtlety, the capture should be inevitable. Change of rhythm is the essence of any kind of combat sport (fencing, boxing, judo).

<table>
<thead>
<tr>
<th>PHASE</th>
<th>SPEED</th>
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<tbody>
<tr>
<td>1</td>
<td>low</td>
</tr>
<tr>
<td>2</td>
<td>low, then accelerating</td>
</tr>
<tr>
<td>3</td>
<td>high</td>
</tr>
<tr>
<td>4</td>
<td>low</td>
</tr>
<tr>
<td>5</td>
<td>low, then accelerating</td>
</tr>
<tr>
<td>6</td>
<td>high</td>
</tr>
</tbody>
</table>

Failure to vary the pace of the game in this manner relegates the players to the level of beginners with the typical consequences:

- Too many technical faults
- Lack of depth due to lack of time for repositioning
- Poor co-operation between back player / forward player due to lack of time for anticipation
- etc....

**OUTLOOK**

In our paper we will address this topic by performing a statistical analysis and looking at video footage showing the best teams in the recent Olympic competition. We are going to evaluate the effectiveness of the first and second stages of the game and will try to illustrate changes in the pace of the game.

*Claude Onesta*
Rinck Convention

Attack play: position play, programmed play, spontaneous play, transition play – definitions and explanations.

1) Terminology
In an old study about American basketball references were made to the following concepts: “classical play” and “reading the game”. The first was about the type of basketball played at university level, based on the further development of basic technical skills acquired at college but also – and in particular – about learning different systems of attack play suitable for countering various systems of defence play, and vice versa. The second was about the practice of the game in the NBA, based at that time exclusively on free play, man to man, facilitated by the fact that any kind of zone defence was prohibited as this detracted from the “spectacle”.

Today, when we try to classify the tactical objectives of attack play, we believe it is important to use these definitions in the interest of more clarity.

We could, for example, recognise that our “classical” play involves fixed attack systems that have to be learned by the players and in which roles are assigned to the players depending on the expected organisation of the defence (attacking in a 1/5 formation against a 2/4 defence system), while taking intangible principles into account as well (moving when attacking a man-to-man defence system, focusing on position and circulation of the ball when confronting a zone defence system).

On the other hand we would maintain that play based on “reading the game” would require the ability, on the part of each player, to initiate action while observing the following general principles: securing maximum space for playing, taking in information that serves the current purpose, catching the ball while running towards the goal, recovering key positions left vacant, responding to the moves of the player how is in possession of the ball ...

Based on these explanations, our analysis aims to clarify current conceptions relating to concepts of the game currently being utilised, in some instances, more or less at random.

2) Position play
In the past, it was common practice to break the game down into “sequences” of plays, with the defence phase being followed by counter-attack, then by position attack, and the cycle being finished off by defensive retreat after the loss of the ball.

Here we want to introduce more precision in our use of the term “position play”. This should be understood as organised attack, with clearly structured positioning of the players (5 outside, 1 inside or 4 outside, 2 inside) playing without changing places. The attackers remain at their positions and try to exploit the opportunities that arise out of the basic principles of the game and the players' technical skills.

Position play requires, as a rule, “maximum space for playing”, with the wings widely spread out and the back players positioned deep and wide.
This maximum space must be utilised by letting the ball circulate not only across long distances but also quite rapidly.

As the ball is circulated, surprise actions should be undertaken, including
- jump passes (middle back/wing or back player/opposite wing)
- back passes to catch the defence on the wrong foot with regard to its marking efforts

The phase of “position play” should also benefit from the efforts of the “inside” player(s), who should disrupt the cohesion of the defensive block and create space for action.

Obviously, this approach to attack play, with each player at his position, with the main focus on the circulation of the ball and direct play towards the goal, is more appropriate with certain types of defence formations than with others. It also goes without saying that this option cannot be used exclusively or throughout an entire game. We can imagine, for example, starting an attack based on these lines, followed by movements of the players or the implementation of a tactical scheme in a second phase.

Croatia, 2003 World Champion and 2004 Olympic Champion, has demonstrated this type of position play perfectly.

5 players positioned around – encircling – the defence, one pivot (Vori) inside, one exceptional middle back (Balic), who thanks to his abilities is able to pose a “three-fold menace” in his sector: by shooting sideways, cutting around the defence in tight spaces, and playing decisive passes either through successive playing or as back passes or by executing “jump” passes directed at the wings.

The characteristics of the pivot Vori – tall, robust, adroit and in full co-ordination with his partner – provides the basis for a highly effective collaboration. The inside player’s play consists of interfering with the defence players’ marking activities, of opening up spaces permitting him to receive the ball, of setting up blocs against an aggressive defence directed against the middle back or to slip in, directing the ball into spaces created by the No. 2 defence players taking on the back players of the defence formation.

During that phase, the 4 other players have to anticipate the moves towards the goal and must be able to catch the ball while running forwards and decide, within the shortest time possible, whether they will take a shot, attempt to gain more space, or pass the ball to a team-mate. As a golden rule, one should never be “caught” ball in hand. Specifically the wings have to decide, whenever taking possession of the ball, whether they will run and push towards the goal or attack in the first space opening up with the aim of creating numerical superiority.

The Russian team pursues a similar approach, but within a more limited playing space due to the fact that the wings are positioned much further inside.

This kind of position play, which seeks to obtain a better position relative to the defence, requires high-speed action and perfect orientation of the supporting players to ensure continuous forward-moving play.
3) Programmed play

We will agree that this is an approach deploying a certain number of players in response to the known characteristics of the defence with the aim of exploiting the latter's weak points.

Before embarking on this type of group tactics, some preparatory steps have to be taken, however:

- Action sequences have to be “practised” and repeated until they are executed “automatically”.
- Assigned roles and tasks have to be assimilated by each player and his teammates.
- All possible options with regard to potential responses of the defence have to be anticipated.
- The programme conceived may just be a way of “getting started” or some kind of initial action after which the player can make a choice or take his own initiatives ... 
- It could, however, also be a fully developed plan that is executed in its entirety.

Whatever the type of tactical scheme or circulation involved, it generally requires investments to be made well in advance, and the results are usually preserved for a long time as part of a team's heritage. The French handball team, for example, developed a tactical scheme in the early 1990s for situations in which the team is one player short and maintained that scheme systematically until the Sidney Olympics.

Other examples: In recent seasons, the German team employed an attack initiation plan extending from the departure of line player C. Schwartzer to the arrival of middle-back M. Baur as line player; in the quarter-final against Russia, the French team had apparently prepared action combining the departure of the line player with the return of the middle-back to an inside position. These two examples of group tactics (which are very similar to each other) appeared to us like an initiation of attack play, i.e. sequences of prepared moves, known to all players, the objective of which is to cause problems to the defence by exploiting one of their weaknesses, as mentioned before. The German and French approaches were based on players changing between forward and back positions, knowing that the Russians' “man-to-man, 1/5” defence did not much like this type of movement, as it forced the front defender (Kockcharov) to line up with the “libero” (Gorshichine) and this phase created a moment of weakness in the defence formation favoured by V. Maksimov.

This offensive system is neither rigid nor closed, as after the initial “programmed” initiation of attack play the players without the ball and, particularly, the ballcarrier are “free” to determine who is going to take a shot at the goal based on their assessment of the situation at the given moment.

A plan may, however, also be more rigid or systematic. It would then consist of a special “unique” solution involving prescribed player movements and a fixed pattern of ball circulation to arrive at the preferred situation for a shot at the goal. This type of “scheme” has to be executed rapidly, with each participant knowing his role by heart.
4) “Spontaneous” play

Coming back to our introduction, we could now – like the basketball specialists – talk about what “reading the game” means.

If the attacking player is appropriately positioned, if he has received the ball in good conditions, if he is able to anticipate the flow of the game just before gaining possession of the ball, he must

- make the best of the situation, if – thanks to a team-mate’s preceding action - a shot at the goal or access to the goal is possible or if a decisive pass can be taken.
- change the situation in the game to his advantage if he finds, when catching the ball, that for the time being no solution is in sight. In that case the ballcarrier has to feel the need to be creative, to take initiatives that are readily understood by his team-mates but come as a surprise to the opponents’ defence.

This type of attack, which is based on the principle of “individual initiative” and constitutes a form of “freedom”, is guided by observation of the key principles of offensive play:

- provide maximum space for playing (spread the players out)
- catch the ball while running forward
- never get “caught” with ball in hand
- reoccupy key positions (wing, back) when they become vacant
- push towards the goal when the ball goes to a team-mate standing on the court
- provide support when the ball goes to a team-mate engaged in jumping

Every attacker is thus deployed as appropriate to the situation of the game. Each team-mate has to analyse the play of the ballcarrier to position himself most advantageously:

- find space for an attack if a team-mate is helping to create it
- come to aid in case the defence is blocking
- take part in defence play if conditions require
- occupy vacant positions before receiving the ball.

Playing by reading the game may appear complex and, in a way, provides little “reassurance” for the attacker. It is true that some prefer to just follow a game leader (Balic) or to execute more or less stereotyped systems. Let us not forget, though, that everything that provides extra reassurance to the attackers is not necessarily what will cause the biggest problems to the defence. Isn’t it actually the other way round, namely that the aim of every attack play is to create as much “uncertainty” for the defenders as possible? Isn’t it worth the risk to make the attackers a little less comfortable if that deprives the defence of its ability to anticipate moves?

5) Transition play

For some time now, a number of coaches have been proposing that after recovery of the ball, the players that had made up the defence formation should start pushing towards the goal as quickly as possible.

Depending on the circumstances, this could take the shape of a “fast break” exploiting the momentum that some of the attackers still retain from the “defensive retreat”, or it could be an attempt to position as many attackers as quickly as possible, even if this
means that the defensive retreat is not executed to perfection owing to the first players being already engaged in the counter-attack. This option is thus an “intermediate” between the classical counter-attack and the beginning of an organised attack. Use of “transition” play allows the game to be carried on, depriving the defence of the time for repositioning itself. This phase is often used for exchanging players who attack but don’t defend against their substitutes. This presupposes, of course, that the transition phase is basically played with the same players that had been part of the defence formation.

Historically, the USSR team of the period from 1987 to 1992 was one of the first to implement this type of play. At the instigation of coach Mironowitch (Minsk), the fast break phase was systematically extended by a transition phase, during which two line players (Chapkin and Nesterov) were positioned along with 2 players far out on the wings (Atavin on the left, Schewtsov on the right), while Karkaciewitch and Tsumentsev were holding on to the ball, trying to take a decisive pass to one of the two line players or to achieve a breakthrough, or to a centre support for Atavin, who is trying to get the ball inside. The simple description of these options shows that this was about “making time”. If no solution was found, the Russian team proceeded to substitute a player, which permitted Toutchkine to return. At that time, of course, “passive playing” was not sanctioned the way it is now and a sequence of such phases did not pose any problem.

Today, with the Rules of the Game having introduced the concept of “fast throw-off”, which permits in fact staging a counter-attack right after having conceded a goal or considering an accelerated transition, the question is whether it is “permitted” to use “transition play”, which is actually an active phase continuing defensive play and to then benefit from a moment in which players are repositioned or substituted while of course observing the spirit of the rule concerning “passive play”.

Obviously, a team that is leading and appears to embark on a transition phase without making actual use of it and then proceeds to substitute players will probably very quickly face the threat of being penalised for “passive playing”. But what kind of attitude would be appropriate today to promote the attractiveness of handball?

- Acquiring this tactical weapon. This means practising charging towards to goal as quickly as possible after the recovery of the ball. This tactical intention has to observe the fundamental principles of fast-break action: rapid initiation, effective occupation of the width of the court, staggered positioning across the depth of the court, circulating the ball while running... In addition, the various tasks have to be defined: Who does what? Who goes where and for what purpose? The action may be accompanied by a rapid substitution of a player. The transition can be played with 5 field players provided that the incoming player integrates himself as quickly as possible into the offensive play. To be credible, this approach has to involve play in motion. The French club Montpellier Hérault, winner of the 2003 Champions League, employs this
process very skilfully, by quickly positioning one line player and then another, while the 4 players around them carry out crossings.
- Testing the referees' reaction to this option and adapting accordingly.
- Playing the game means looking at the option as a “risky proposition”, which may cause problems to the defence but at the same time involves some uncertainties for one's own team as well. In a nutshell: it is out of the question to play the “transition” just to gain time!

6) Conclusion
As you may have realised, these notes have not been presented with the aim of “revealing” something, whatever it might be. And how could you actually expect a “senior” person, who retired from the concerns of day-to-day coaching three years ago, to come up with innovations and visions for the future that actually have to come from your side.
What I wanted to do is to help you to understand our offensive play. I could summarise any “didactic” ambition I might have by giving you the following advice: You can play attacks by taking the “position”, “programmed”, “game-reading” or “spontaneous” approaches. You have to consider “transition” play, but above all, talk to your players to make sure that the plans presented are “a little bit yours, but, most importantly, all theirs”.

D. Costantini.
Defensive strategies and their utilisation in a competition

1) Some general considerations
   - The aims of protecting the goal and recovering the ball are not mutually exclusive
   - Defence play should be undertaken with the same spirit as attack play
   - Defending means being where the opponent does not expect (hope) you to be

2) Specifics of women's handball
   - Comparison of women's and men's reach when taking a shot
   - Analysis of the relative strengths of defence and attack

3) Development of defensive strategies
   Utilisation of various parameters
   - one's own team's capabilities
   - taking “social - cultural” circumstances into account
   - the opponent(s’) capabilities
   - relying on individual initiatives rather than on the system

4) Defensive strategies available to the team manager

Olivier Krumbholz
Les différentes stratégies défensives et leur utilisation en compétition

1) Quelques réflexions générales
   - Protection du but et récupération du ballon ne sont pas antinomiques
   - Aborder la défense avec le même état d’esprit que l’attaque
   - La défense, c’est être en bas quand l’adversaire pense (espère) que vous serez en haut et vice-versa

2) Spécificité du handball féminin
   - Comparaison des secteurs de tir en filles et en garçons
   - Analyse du rapport de force défense-attaque

3) Construction des stratégies défensives
   Exploitation de différents paramètres
   - capacités de sa propre équipe
   - prise en compte de données « socioculturelles »
   - capacités de ses ou de son adversaire
   - travailler sur les intentions individuelles plus que sur le système

4) Les stratégies défensives au service du managérat

Olivier Krumbholz
Mr. Doru Simion

In the last day of the Rink Convention, when we worked in groups, my group (POR, DEN, NOR, SWE and CYP) made the following questions/suggestions:

- What is the meaning of 10 years experience? Training 10 years youth teams are the same as training 10 years a National Team? We think, we should define what experience is.
- When you achieve the master coach title what happens? Our suggestion: When you are a master coach you need every year to actualize. This means that you don’t lose the title of master coach when you achieve it, but you need to practice to continue to be considered an active master coach.
- What will be the influence of the Bologna Convention in the formation of the Handball coaches? We already know that the universities will take an important role in the sports formation. Our suggestion: Maybe the Rink Convention/EHF could make a document with our ideas, desires and demands for handball. The idea is to anticipate a political decision.

We had a great convention!

Best regards

Pedro Sequeira (Portugal)