

# 2011 EHF GUIDELINES FOR REFEREE EDUCATION

Recruitment, Promotion and Advancement  
on EHF and National Level



European Handball Federation

EHF Competence  
Academy & Network



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**Editorial staff:** Jan Tuik / EHF Competitions Commission (CC) Chairman  
Sandor Andorka / EHF CC Member Refereeing  
Jiri Konecny / EHF Technical Referee Committee (TRC) Member  
Peter Olsson / EHF TRC Member  
Dragan Nachevski / EHF TRC Member  
Henrik La Cour Laursen / EHF Young Referee Programme Coordinator  
Helmut Hörtsch / EHF Office "Education & Development"  
Anna Psintrou / EHF Office "Education & Development"

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## **1. EHF Preamble**

The future of handball, its quality and progress are not only determined by the development of the players' skills and the optimisation of coaching educational programmes. It is also determined by well-educated and competent officiators, by referees that have followed a systematic and well-structured referee education and training on the job, both on national and international level. The level of handball and consequently its popularity among spectators and the media depends on the utilisation of human qualities, as well as on the direction towards which activities (this including practice and strategies) are channelled. A common basis is, therefore, a vital first step.

## **2. EHF Keynote / Objective**

( by Jan Tuik / Chairman of the EHF Competitions Commission )

The European Handball Federation (EHF) is trying to establish a good cooperation with its member federations on technical level, in order to achieve a better understanding regarding all referee, delegate and officiating matters in the future.

This is why a clear task distribution between the national federations and the EHF needs to be accomplished. We do think that the national federations are responsible for a good basic educational programme for young referees, as well as the further development of their national and international referees. This includes the recruitment, promotion, education and further training of both male and female referees and delegates with regard to modern on-court and off-court officiating in handball.

Therefore, it is the task of each EHF member federation to evaluate the situation on their national level in order to develop strategies, which will assist the creation of educational programmes for both referee and delegate education. Their efforts should be coupled with the support of EHF, who will be providing them not only with the teaching material, but also with the much needed educational know-how. The EHF will be expecting reports regarding these educational activities on an annual basis.

## **3. EHF System of Refereeing**

### **3.1. EHF Statutory and non-statutory bodies (EHF CC, TRC, Office, etc.)**

Since the very beginning of the European Handball Federation (EHF) in 1991/1992, the EHF Technical Commission has dealt with all technical matters in European handball.

Due to the rapid development of handball, the Technical Commission was soon divided into two separate commissions: the EHF Competitions Commission (CC) and the EHF Methods Commission

(MC). Since then, the CC has been responsible for dealing with all the competition-related matters of EHF events, playing systems of competitions and event management regulations. Refereeing matters are based on the EHF refereeing structure, which is also set up by the EHF CC. The EHF CC is currently chaired by Jan Tuik (NED).

In order to guarantee high level refereeing on European handball courts, the CC - together with the MC – has developed various programmes in recent years, targeting referee, as well as delegate education, with special focus on young and female referees. To take the subject to the next level, the EHF Executive Committee decided to establish a new advisory, non-statutory body for supporting referee-related issues, the Technical Refereeing Committee (TRC).

In 2009, the EHF Technical Refereeing Committee (TRC) was called into being to serve as a kind of “think tank” contributing to the further development of European refereeing standards. The first meeting of the EHF Technical Refereeing Committee was on Friday, 9 January 2009 at the EHF Headquarters in Vienna/AUT.

The TRC is currently in their second term in office. The chairman of the committee is Sandor Andorka (HUN), elected member of the EHF Competitions Commission and responsible for refereeing matters within the EHF. The committee is completed by members Peter Olsson (SWE), Jiri Konecny (CZE) and Dragan Nachevski (MKD). Henrik La Cour Laursen (DEN) has been appointed coordinator of the EHF Young Referee Programme (YRP) and therefore works closely together with the TRC.

The daily business concerning both referee administration and educational activities is handled by the EHF Office Business Units “Refereeing/Delegates” (Markus Glaser, Marcos Bestilleiro, Vlado Rancik) + “Teaching/Education” (Helmut Höritsch, Nicole Rabenseifner, Anna Psintrou) representing EHF CAN (Competence Academy & Network) in close cooperation with the EHF CC (CC chairman Jan Tuik, CC member refereeing Sandor Andorka), the EHF MC (MC chairman Frantisek Taborsky/CZE, MC member education and further training Wolfgang Pollany/AUT) and the EHF Executive Committee regarding strategic matters.

### **3.2. EHF Master plan and educational activities**

In 2010 the EHF Executive Committee approved an EHF Master plan, in order to structure the assignments in EHF officiating and education, based on the competences and responsibilities on different levels, both within the EHF, as well as in close cooperation with the EHF member federations.

The following tables refer to the basic task distribution laid down in the aforementioned master plan:

<b>EHF CC Refereeing Matters</b>
• Basic Guidelines/Preparations of Strategic Decisions for EHF Executive Committee
• Young Referee Programme
• Female Referee Programmes
• EHF Lecturer Refereeing Profile
• EHF Referee Candidate Course Schedule/Planning

<b>EHF CC/Office Daily Business</b>
• Nomination of Referees and Delegates
• Statistics on Referee Performance/Evaluation
• Nomination of Lecturers/Mentors Refereeing
• Organisation of Referee/Delegate Courses
• EHF Top Referee Seminars
• Competition-related Activities for Referees
• EHF Referee Clothing and Technological Equipment Supply
• Contact to/Data of Chiefs of Referees/Referee Education in National Federations
• EHF Information
• Regular Information Exchange on National Federation Status/Activities 2x per Year
• National Federation Inputs/Requests

<b>Cooperation EHF CC and EHF MC/EHF CAN (Competence Academy&amp;Network)</b>
• Strategic Matters in Education
• Female Referee Promotion
• Education of Referees/Delegates (Course Curricula)
• EHF Lecturer System/Manual
• Teaching Aids
• Physical-, Written and Video Testing
• Referee/Coach Cooperation (Educational Courses, YAC European Championships)
• Task Management Profiles
• Referee Observation/Evaluation System (Parameters, Sheets, Feedback Conference)
• Rules and Rule Interpretations (Working Groups, Contact to IHF, National Federations)
• Technological Equipment/Facilities (Swiss Timing Match Report, Head-sets, ...)
• EHF CAN Services (EHF Website Portal, New Media, e-learning, Teaching DVDs,etc.)

<b>EHF TRC</b>
• Consultancy EHF Referee Education
• Consultancy EHF Young Referee Programme (Males and Females)
• Consultancy EHF Referee Mentoring
• Consultancy National Federation Referee Education
• Consultancy EHF Delegate Education

Based on a proposal by the EHF Technical Refereeing Committee (TRC), the EHF Competitions Commission (CC) suggested the organization of the 2010 EHF Referee Education Workshop to the EHF Technical Delegation (TD), which arranged the educational event between 2<sup>nd</sup> and 4<sup>th</sup> July, 2010 in Vienna/AUT.

After the 2005 EHF Referees and Delegates' Convention, the European Handball Federation (EHF) invited, once again, all EHF Member Federations to nominate their chiefs of referees – as well as those facilitators taking care of referee education - to Vienna/AUT for a common EHF workshop, dealing mainly with referee education on national level. The participants were interactively involved in discussions and finalized the framework concept of the EHF Guidelines for National Referee Education, assisted by the attending EHF CC and TRC members. Special focus was also placed on the EHF Young Referee Programme, as well as on possible recruiting strategies for attracting more female referee couples for both national and European level refereeing.

Furthermore, representatives from FIBA Europe (basketball) contributed to the workshop with some very interesting insights into officiating, with particular reference to players and coaches' behaviour. This was not the first time that the EHF co-operated with specialists from other team sports: UEFA (football) was represented by referees and refereeing specialists in previous educational meetings and workshops. A thorough discussion around the 2010 IHF Rules, as well as an explanation of them, completed the agenda for the event programme, which focused primarily on the following points:

- EHF Guidelines/Curriculum for National Referee Education
- EHF Course Archive and Video based e-learning Internet Portal as Teaching Tool
- EHF Young Referee Programme Coordination
- Referee/Delegate Cooperation
- Referee/Coach Cooperation as an Educational Principle

One of the main tasks of the TRC is the improvement and standardisation of the Referee Education system within the EHF Member Federations. The TRC members have agreed upon the preparation of a basic National Educational Curriculum, comprising guidelines to fulfil at least the minimum requirements for continental refereeing level in Europe.

Referee education and the permanent development of officiating are of prime interest and great importance to the joint structure of European Handball. A clear procedure and good organization constitute the backbone of this structure. The contents represent national, as well as international standards for referee education in Europe. Regular checks are necessary to ensure continuous

development through the efficient adoption of innovations and new strategies, as well as through the successful integration of education and development programmes.

The exchange of documents and development patterns on a national, as well as international level, and the elaboration and adaptation of the referees' education programme by the individual nations in line with standard guidelines, will contribute significantly to an internationally guaranteed level of quality. The EHF, together with its member federations, aims at the continuous development and promotion of handball around Europe. The alliance of European nations serves the exchange of valuable information and experience, as well as the organization of international handball competitions.

### **3.3. EHF Structure of refereeing**

#### **A) EHF Referee Education/Career Ladder (EHF Education Master plan)**

The EHF Referee Education/Career Ladder is organised across four levels:

- |   |                  |
|---|------------------|
| 1) EHF Young Referee Programme/<br>EHF Referee Candidates*)                                   | <b>= Level 1</b> |
| *) 2 option entry system for National Federation applicants based on their age and experience |                  |
| 2) EHF Referees   | <b>= Level 2</b> |
| 3) EHF Perspective Referees   | <b>= Level 3</b> |
| 4) EHF Top Referees   | <b>= Level 4</b> |

The aforementioned structure is based on the **EHF Referee Education Master plan**. While each level corresponds to refereeing at a particular grade, the teaching methods (such as e-learning, blended learning, courses and mentoring system) are designed to provide a greater level of knowledge, applicable to each grade as a referee progresses up the ladder.

#### **B) Curricula/Courses/Teaching Methods/Exam Requirements/Administration:**

To be worked out and dealt with by the EHF Competitions Commission Member Refereeing in cooperation with the EHF Office Business Units "Refereeing/Delegates" and "Teaching/Education" representing EHF CAN (Competence Academy & Network).

#### **C) Evaluation/Promotion/Relegation**

To be decided and carried out by the EHF Competitions Commission!



**EHF Referee Education**  
**("Career Ladder")**

**Level 1**

(2-way entry system for National Federation applicants based on their age and experience)

**Option 1: EHF Young Referee Programme**

**Option 2: EHF Referee Candidate**

**Definition:**

Level 1 provides a framework for the further development of refereeing skills. It is based on the necessity to select young, talented or experienced referees from National Federations and educate them for European level refereeing.

**Target Group**

Level 1 is designed for young, talented or experienced referees, who are actively involved in refereeing on a national level.

**Entry Age:**

**20 years (female) and 22 years (male)** for National Federation applicants to the **EHF Young Referee Programme**; up to **35 years (max. age)** for **other National Federation applicants**.

**EHF Young Referee Programme (option 1)**

Each National Federation can apply at the EHF for a maximum of 2 EHF Young Referee couples per season (In case of 2 couples, one has to be female!). No referee can stay in the programme for more than three years, unless she/he possesses a "**Referee for the Future**" **Badge**. Referees awarded with the "Referee for the Future" Badge are **EHF Referee Candidates** and can stay in the programme for three years. This way, "Level 1 Referees" can be retained through additional registrations if they don't get promoted to Level 2 immediately.

EHF Nominated Young Referees (with and without badge) are confined to Young Referee Programme activities only, such as the European Open, ISF Games and Challenge Trophy, etc.

**EHF Referee Candidates (option 2)**

These are either referees coming out of the EHF Young Referee Programme with the "Referee for the Future Badge" or EHF Referee Candidates directly applied for by their National Federations.

Each National Federation can apply for a maximum of 2 couples per season.

**Application/Registration/Administration**

- application by the National Federation
- registration by the EHF
- administration/annual renewal of the status, carried-out by the EHF

**Promotion/ Qualification**

Promotion from Level 1 to Level 2 can only take place after an initiative of the National Federation (application for level 2) or after the successful completion of an EHF Referee Candidates' Course with 4 to 6 referee candidate couples, carried-out by the EHF.

## Level 2 EHF Referees

### **Definition:**

Level 2 provides the basis for further training and skills development of EHF Referees.

### **Target Group:**

This level is for referees with the EHF Referee status, qualified to referee a match on EHF competition level in a satisfactory way and who have a realistic view of their actual level of competence, as well as the domains of competence that need to be improved.

### **Maximum Age:**

EHF Referees - **max. age 50**

### **Registration/Administration**

- registration inquiry by the EHF
- confirmation by the National Federation
- administration/annual renewal of status carried out by the EHF

### **EHF Nominations:**

Immediately after the formal approval, the EHF can nominate EHF Referees for European competitions, such as club competitions matches, national team competitions etc.

## Level 3 EHF Perspective Referees

### **Definition:**

Level 3 consists of maximum 20 EHF Referees (Level 2), carefully selected by the EHF CC (Refereeing) in cooperation with the EHF Business units "Refereeing/Delegates" and "Teaching/Education". The selection is based on the perspective of personal development prior to each season and the chance to be promoted to Level 4 – EHF Top Referees, after a period of careful and intensive EHF monitoring.

### **Target Group:**

A group of maximum 20 EHF referee couples, comprised by the most skilful referees of level 2, according to the EHF Competitions Commission's evaluation conducted prior to each season.

### **Registration/Administration:**

- registration inquiry by the EHF
- confirmation by the national federation
- administration/annual renewal of the status, carried out by the EHF

### **Development:**

It is based on the regular observation of and reporting on the relevant EHF competitions or event matches by the nominated EHF delegates.

### **Relegation/Promotion:**

No referee couple can remain in Level 3 for more than two years. If referees do not deliver the expected performance based on their rated level, they could be dropped from the group during the season. The most talented among the referees of Level 3 have the chance to be promoted to Level 4 (Top Referees).

**Level 4**  
**EHF Top Referees (max. age 50)**

**Definition:**

In Level 4 - „EHF Top Referee“, referees perform on the highest possible level in EHF Competitions. The decision will be taken by the EHF Competitions Commission and is confined to individual competitions only.

**Maximum Age:**

EHF Top Referees - max. age 50

**Registration/Administration**

- registration inquiry by the EHF
- confirmation by the National Federation
- administration/annual renewal of status, carried out by the EHF after confirmation by the EHF Competitions Commission.

**Qualification:**

Level 4 referees are qualified to officiate in any EHF competition. The Level 4 grade is obtained by those Level 3 referees, who have demonstrated the ability to perform at this standard (e.g.: European Championship level).

### **3.4. EHF Lecturers / Curriculum**

The EHF Lecturer System aims at utilizing the know-how and competence of European handball specialists from the EHF Member Federations. They are nominated to EHF courses and seminars and in the framework of the EHF Development programme they are assigned to various national courses Europe-wide in order to share their experience and knowledge. Furthermore, they assist the EHF by producing various publications, clarifying handball related questions, and preparing analyses.

Following the proposal of the EHF Technical Commissions (Competitions Commission, Methods Commission, Beach Handball Commission) the EHF Executive Committee confirmed the nominations for 2010-2012 during their meeting on 23 September 2010 in Copenhagen/DEN.

Sixteen experts in the field of Coaching were proposed by the EHF Methods Commission, eleven Refereeing experts were proposed by the EHF Competitions Commission, and the EHF Beach Handball Commission proposed five experts in Beach Handball.

COACHING	REFEREEING	BEACH HANDBALL
Roman Filz (AUT)	Josip Posavec (CRO)	Sinisa Ostoic (CRO)
Martin Tuma (CZE)	Henrik La Cour Laursen (DEN)	Panos Antoniou (CYP)
Ole Norgaard (DEN)	Pablo Permuy (ESP)	Ioannis Meimaridis (GRE)
Juan Garcia (ESP)	Mona Förström (FIN)	Ton van Linder (NED)
Patrice Canayer (FRA)	Sotiris Migas (GRE)	Ayberk Dilmen (TUR)
Paul Landure (FRA)	Björn Hogsnes (NOR)	
Rolf Brack (GER)	Sven-Olav Oie (NOR)	
Klaus Feldmann (GER)	Antonio Goulao (POR)	
Ekke Hoffmann (GER)	Felix Rätz (SUI)	
Peter Kovacs (HUN)	Peter Hansson (SWE)	
Carlos Garcia (POR)	Peter Olsson (SWE)	
Alexandru Acsinte (ROU)		
Marta Bon (SLO)		
Branislav Pokrajac (SRB)		
Per Carlen (SWE)		
Mats Olsson (SWE)		

Due to the fact that the number of EHF Lecturers is limited, the nomination of external handball experts by the respective Technical Commission in case of necessity is possible. The same applies for EHF Technical Commission members, who are not included in the list.

The EHF carries out EHF Referee Candidates' Courses at regular intervals. Both EHF refereeing and coaching lecturers are nominated to those courses, in order to secure a high level of referee education. The courses are held in English (**Compare Annex 1 - EHF Glossary of Handball Terms**).

The course basics, theoretical and practical topics as well as the testing and evaluation criteria are laid down in the EHF Curriculum for EHF Referee Candidates' courses as follows:

**1) ORGANISATION:**

EHF in cooperation with the National Federations as local organisers (high level handball tournament obligatory)

**2) TYPE:**

course for EHF referee candidates nominated by the National Federations (based on the EHF Structure of Refereeing)

**3) COURSE LECTURERS/ADMINISTRATORS:**

- a) 3 lecturers from the CC (refereeing and coaching) and EHF Lecturer Staff
- b) 1-2 administrators from the EHF Office/EHF CAN

**4) DURATION:** 7 days

**5) LANGUAGE:** English

**6) ENTRY CRITERIA:**

- a) A copy of the passport.
- b) A handball CV of the candidate(s).
- c) Medical test of max. 1 month old.
- d) A summary of the physical tests and the results signed as a true statement by the chief-referee

**7) BASIC REQUIREMENTS:**

- a) Physical condition (Cooper test, Shuttle Run test etc.)
- b) Theoretical knowledge (IHF Rules, EHF Regulations etc.)
- c) Language skills: Ability to communicate in English.
- d) Ability to manage a match on the highest national level in a sufficient way.
- e) Ability to learn "on the job" and to improve.
- f) Realistic view on his/her actual level of competence and the domains of competency which have to be improved (realistic objectives).

**8) TESTING:**

- a) Theoretical: 1 rule test
- b) Practical: 2 physical tests (Shuttle run test, Cooper test)

**9) TOPICS OF LECTURES:**

- a) Expectations (physical conditions, theoretical knowledge, English knowledge)
- b) Procedure before, during and after a match (preparation for the match, responsibility, interrelations, conversations)
- c) Refereeing from the coach point-of-view (entering the goal area, passive play, foul in attack play, dramatic behaviour, advantage)
- d) What do the coaches desire from referees (formal factors, decision-making, communication)
- e) Fair-play-acting (fake actions, injury or not, provocative behaviour)
- f) Common line for our success (goalkeeper, back court player, centre back/playmaker, pivot, winger, defence specialist, counter-attack, the order of the substitution area)
- g) Moving path on the court (correct moving, moving mistakes)
- h) Defensive actions in the goal area, 7 m or not? (intentional and unintentional entry, infringement of goal area, blocking dash using goal area and above goal area)
- i) Communication (facial expressions, personality, progressive behaviour)

**10) WORKING SESSIONS:**

- a) Theoretical: 14,5 hours
- b) Practical: 38 hours (officiating, observation tasks)

**11) FEEDBACK SESSION (OBLIGATORY) BASED ON THE EHF EVALUATION SHEET:**

- a) self assessment with referee group
- b) self assessment with lecturer group

**12) CERTIFICATE/STATUS/FOLLOW-UP**

- a) EHF certificate on successful attendance.
- b) Recommendation to CC regarding the awarding of status of EHF referee
- c) EHF CAN Documentation CD containing lecturers' presentations and teaching tools.
- d) Course documentation to download from <http://activities.eurohandball.com/>

**3.5. EHF Young Referee Programme (YRP)**

Since the start of the EHF YRP in the late 90s, the programme has been successfully developed by the EHF CC, with the assistance of the EHF Lecturers, who carefully guide and evaluate the YRs throughout the educational events (**Compare Annex 2**). The programme is currently divided into 3 different categories:

All nominated couples from all over Europe, who participate in their first course, take an obligatory Shuttle Run test and/or Cooper test (no consequences) and rule tests (no consequences).

The purpose of this is to prepare referees at an early stage of their career for the "pressure", but also give an indication to the referees who need more practice, either physical or in terms of their language skills (English). TIME LIMIT OF MAXIMUM 3 YEARS IN THIS CATEGORY !

Having moved on to the next level, all couples (YRP referees with badge) shall have obligatory shuttle run tests and/or Cooper tests (with consequence), rule tests (with consequence) in their next YRP activity. TIME LIMIT OF MAXIMUM 3 YEARS IN THIS CATEGORY !

All couples who have passed all exams and tests will be confirmed by their national federation (after advice from EHF), to participate in an EHF Referee Candidates' Course. At that time, the referee should have at least regularly whistled for one year in a top competition in his/her national federation.

"FAST TRACK" solutions for especially talented referee couples are possible due to EHF CC decisions.

In 2011, YR nominations are planned during the following events:

- Prague Handball Cup (21-25 April), with 5 to 6 couples
- As in the past years, all referees for the European Open M19 in Gothenburg/SWE (4-8 July) will be recruited from the YR Programme. The total number of couples is not yet defined as the number of participating teams is not fixed.
- The European Youth Olympic Festival in Trabzon/TUR (23 to 30 July) will be played with 8 male and 8 female teams and will have referees from the YR Programme. The exact number still needs to be defined.
- The Cell-Cup International Handball Festival in Veszprem/HUN (18 to 24 August) will also be a tournament for the YR Programme, with details regarding number and activities still open.

### **3.6. EHF Female referee promotion**

Currently more than 50% of the handball players in Europe are female, but there are by far not enough female referees and delegates. Therefore it has become obvious that focussing on male referee recruitment, promotion and education is the wrong way.

With reference to various political and technical conferences and expert meetings in 2010, the EHF Executive Committee has approved a "Women's Handball Programme" which explicitly foresees the fostering of female referee and delegates recruitment on national and European level in the years to come.

Based on the discussions and decision of the EHF Executive Committee meeting in Malmö/SWE early in 2011 the EHF CC has discussed in detail ways and initiatives regarding the implementation. In order to reach a maximum number of female referees at the 2012 Euro in NED, several activities on different levels are planned to be carried out, such as the course at the W17 in CZE as well as the nomination of a total of twelve female couples for the two YAC in the summer, 2011. The CC expects the TRC to be especially active in the area of female referee recruitment and to support them according to their needs.

The TRC supports the decision made by the EXEC to implement more activities involving female referees. As many tournaments/events as possible shall be employed in the near future to support female referees at all levels. The following events are deemed as good opportunities to appoint primarily female couples from the EHF YRP (17 couples), as well as from the pool of EHF Candidates (3 female pairs):

21-25 April 2011: Prague Handball Cup (CZE)

23 June -3 July 2011: Women's 17 ECh (CZE)

04-08 July 2011: European Open M19 in Gothenburg (SWE)

17-24 July 2011: 6th European Universities Handball Championship in Rijeka (CRO)

23-30 July 2011: European Youth Olympic Festival in Trabzon (TUR)

18-24 August 2011: Cell-Cup, International Handball Festival in Veszprem (HUN)

Even though the improvement made by a number of female referees in the last period through the National YRP is obvious, it is important to remain focused on this matter and make it a priority of the mutual cooperation with the EHF Member Federations.

#### **4. National Referee Recruitment – Promotion – Education**

##### **4.1. Referee Profile**

The following table summarizes the main features a referee should possess in modern handball, based on the following areas of competence:

<b>Areas of Competence</b>
<b>Theoretical</b> <ul style="list-style-type: none"><li>• Rule awareness</li><li>• Game assessment</li><li>• Awareness of technical terms</li><li>• Familiarity with tactical game elements</li></ul>
<b>Practical</b> <ul style="list-style-type: none"><li>• Correct rule application, with common sense</li><li>• Knowledge of signs &amp; signals</li><li>• Good language skills</li></ul>
<b>Physical</b> <ul style="list-style-type: none"><li>• Good physical condition</li><li>• Proper nutrition</li><li>• Individual training and exercise programme</li><li>• Relaxation techniques</li></ul>
<b>Soft skills</b> <ul style="list-style-type: none"><li>• Ability to decide and execute</li><li>• Fair, neutral &amp; impartial</li><li>• Coherent &amp; consistent decisions</li><li>• Good with managing stress &amp; time</li><li>• Motivated, self-confident, patient</li><li>• Has a good relationship to all team members</li><li>• Resistant to aggressive behaviour</li><li>• Willingness to listen, learn and understand others</li><li>• Polite &amp; open-minded</li></ul>



The basis of any game is the rules that both define and describe it. A referee is, by definition, the person to whom a dispute is referred. He is the game's judge, the person responsible to keep it fair and in balance, by ensuring that all the rules are followed and respected by everyone involved. A good referee should not only be aware of what the rules are, but mainly have a **profound understanding of the meaning of the rules**. He should, therefore, know how a rule must be applied and what verdict should come into effect in case of rule violation. But most importantly, a good referee is able to **apply the rules with common sense**.

As it has already been mentioned, it is imperative that a referee is fully aware of the rules and their meaning. The theoretical rule knowledge is the foundation, but a referee should know when and how to apply a rule. However, rule-awareness is only the first part. "Game assessment" is absolutely critical for good refereeing. The term "game assessment" implies the **spherical understanding** of not only rule application, but most importantly **of the game per se**. In order to determine when a referee should intervene, he/she should be able to understand and follow the course of the game. The referee must **be aware of the technical and tactical game elements** that pertain to handball, as well as of the **various defence and offence strategies**.

Furthermore, it is important that a referee tries to maintain a good relationship with both the team officials and the players, in order to facilitate a better understanding between all sides involved. Penalising rule violations – as it is a referee's duty – often implies a certain amount of contradiction between the referee and the players or other team members. However, a referee should always assess a situation based on his/her knowledge of the sport's rules. Therefore, his/her decision making should never be influenced by the players, the coaches or the audience. And while a referee's decisions are final, they are also subjective; hence, not always right. Consequently, a good referee needs to be modest but not submissive. He/she should always have the courage to dare, to intervene, to take difficult decisions and to stick by them. **Good refereeing is characterised by coherence and consistency**. And this is also what earns a referee respect.

A key aspect in good refereeing performance is **mental and physical preparation** for the game. A referee should be prepared for the challenges he/she might have to face during a match. He/she should, therefore, be well-informed about the two teams and of any specificities pertinent to the match. However, it is important that a referee does not go into a game with preconceived ideas and that he/she **remains neutral and impartial at all times**. At the same time, it is essential for a referee to be in **good physical condition**. A body in shape not only earns the respect of the players, but is also necessary for coping with the physical stress of a game. Thus, a referee should follow a proper

nutrition plan and design his/her own training and exercising programme, so as to optimise his performance.

#### **4.2. Basic education**

The programme should cover a broad spectrum, ranging from mental capacities to physical condition, with a focus on the development of a variety of handball related skills, such as a profound knowledge of handball rules but most importantly a profound understanding of handball in general, as well as the development of further technical refereeing skills. Lastly, the programme should provide referees with a clear overview of prospects, perspectives and benefits related to the profession.

First of all, a referee should be able to understand handball and its rules on a theoretical level. Therefore, rules should be translated in the native language, but referees should also be familiar with the international, English terminology. Referees should study the history of rules, but should always be aware of new attachments and explanations, and keep up-to-date with modern handball trends. They should, furthermore, be **aware of the rules structures** and be able to comprehend the meaning of rules but also be **able to prioritise**. A referee should be aware that for each situation there are various – and possibly conflicting – viewpoints. While a referee might have his own understanding of a situation, a coach or player might have a different opinion.

An integral part of efficient refereeing is **good knowledge of technical elements**, as well as **handball-related special terminology** of techniques and game systems. All of these should be first understood on a theoretical level, before they can be applied. A referee should be familiar with terms such as: 7m throws, 6m line, pivot fighting, blocking an opponent, wing fouls, blows in the face, foot playing, passive play, etc. Furthermore, he/she **should master all signs and signals**. Signs and signals are a non-verbal means of communication between the referee and the players. Hence, they should be prompt and clear. A referee should never waste any time or concentration considering which sign should be used in each situation; it should be an automated process. He/she should additionally know the correct running paths and watching areas, when to whistle, what punishment to apply in each situation and how to observe and evaluate a situation correctly. Lastly, he should know how to work with the table (time keeper and score keeper) efficiently.

A further area of training is the soft skills of referees. Good refereeing depends at large on the personality of a referee: on his/her ability to decide and execute, on his/her ability to manage stress, as well as time, on his/her motivation and self-confidence, but also on his/her patience and resistance to aggressive behaviour, as well as his/her willingness to listen and to learn. Furthermore,

a referee should be polite and have the capacity to be understood by others, be open-minded, but also be in command of good language skills. He/she should also practise good communication with the couple referee, the delegate, the time keeper, the score keeper, the teams' members and officials, even with the audience and the TV and media. Apart from well-trained soft skills, a referee should also be in good physical condition that keeps up with the requirements of modern handball. He/she should have his/her own individually adjusted training methods but also relaxation techniques. The physical condition of a referee should often be tested and examined.

Moreover, the programme should have an informative nature regarding promotion possibilities and the option to become an international referee, as well as benefits in every day life, such as travelling, the prestige that comes with being a referee, etc. Lastly, the programme should also inform referees of financial advantages included, i.e.: covered travel expenses and accommodation expenses, salary for whistling a match, etc.

#### 4.3. Example DEN

At the 2010 EHF Referee Education Workshop in Vienna/AUT EHF YRP Coordinator Henrik La Cour Laursen/DEN presented an overview on the referee education and further training system for the approximately 1750 active handball referees in Denmark.

DHF League (1 <sup>st</sup> division)	Age limit 55 years	14/12 couples	2 courses (2+1 days) per year	4x shuttle run per year (9,5; 8,5 level)
Region (2 <sup>nd</sup> division)	Age limit 55 years	24 couples	1 course per year	2x shuttle run per year
District (3 <sup>rd</sup> division)	Age limit 55 years	72 couples	1 evening per year	1x shuttle run per year
Local (various matches)	No age limit	Approx. 800 couples	1 evening per year	1x shuttle run per year

In Denmark, referees can start at the age of 15. All referees have the chance to be promoted to the next category, provided that their performance is good. Of course, they can also be relegated, if their performance is poor. Young referees have the chance to climb to the top quite fast, if they have the talent and are guided very carefully by a mentor or observer.

Once on regional level, the Danish Handball Federation takes over the education of referees. These referees have to attend courses on a regular basis and participate in tournaments, where all the referee talents in Denmark come together and undergo further theoretical and practical training sessions. At the top, Denmark has a system that secures that at least one couple is going up/down

every year, irrespectively of age - between 3<sup>rd</sup> and 2<sup>nd</sup> division and between 2<sup>nd</sup> and 1<sup>st</sup> division/League. For all other levels, the requirements of each level, as well as the performance of the referees are taken into consideration.

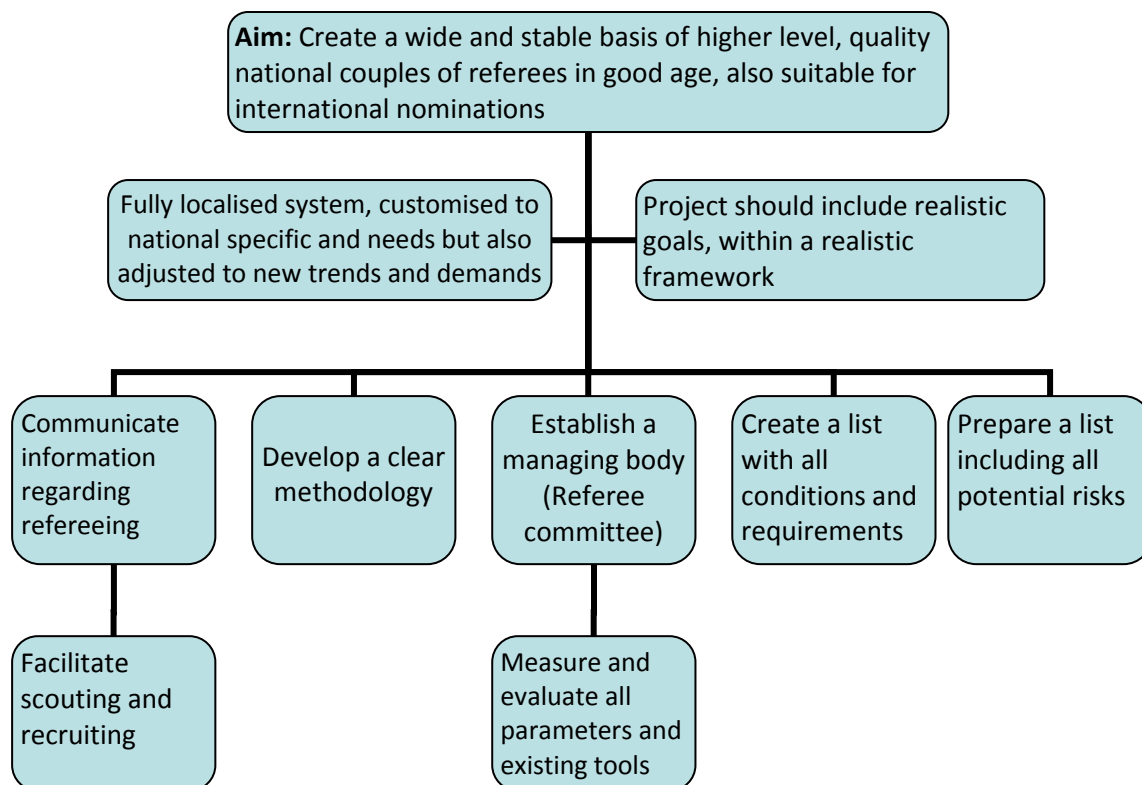
Referee education is the task of a competent group at the top, which is responsible for the education and evaluation, as well as for the implementation of rule changes. “Mentoring” is the keyword that has been successfully applied in referee education and further training in Denmark.

Usually, all referees in Denmark have a minimum of one observation per year. Once they have advanced to level 3, the number of observations increases and ranges from 4 to 6. For League referees there are observations in every match (EHF Referees' Performance Report). External experts from other team sports or psychologists are also involved into further training activities, the latter dealing with mental preparation, communication and conflict management.

The Danish Handball Federation also offers a “short-cut” education model for young referees, who referee children’s handball activities and younger age category competitions.

## 5. National Referee Curriculum – Teaching – Training - Testing

### 5.1. Basics



The target of a so-called curriculum is the creation of a wide basis of local referees in good age, based on regular and ongoing education. The progress of the referees will be observed, monitored and evaluated at regular intervals, therefore also defining the success of the programme. The aim is to create a stable pyramid of higher level referees, which through healthy competition will form quality national couples, which will also be suitable for international nominations. **The education system should be fully localised and customised to the national specifics and needs, while at the same time regularly adjusted to the new trends and demands of the sport.**

It is a fact that no scientific studies have been conducted, which can provide a clear understanding of the requirements needed in order to achieve maximum refereeing performance. It is only out of experience that we are in position to suggest the following as elements, which should always be included in referee education.

The first step towards achieving the goal is to communicate information regarding refereeing and to develop a clear methodology in order to facilitate scouting and recruiting. The next step is the establishment of a managing body, a referee committee for instance, which will supervise the development of the project. Before proceeding with any further aspects of the programme, the committee should begin with measuring and evaluating all relevant parameters and existing tools. For example, a list could be created, where all relevant parameters (such as age, location, mobility, club membership, licence level, knowledge, abilities etc) are recorded. The next thing to be evaluated would be the educational material, the existing tools and resources available (for instance: books, documents, rule tests, seminars, video libraries, lecturers, translators, contracts with universities, budget, etc).

In addition, a list could be created, including all the conditions and requirements that should be met for the successful completion of any of the steps included in the strategy. Nonetheless, **goals should remain realistic and within realistic frameworks.** Education activities, as well as goals, should be spread into a few years of planning period (between 2 to 5 years, for instance). Moreover, it is important to be prepared for any scenario, including the perspective that some points might not proceed as planned. A list including all potential risks that might endanger the project (e.g.: cancellation of a promised budget, unexpected elections, etc) might prove very useful.

## **5.2. Theoretical, Practical & Physical Training/Testing**

The programme can only function by setting clear targets, therefore, setting or checking target figures for phases 1 and 2 of the programme (e.g. number of referees in particular areas, levels and competitions) might assist a smoother development. Targets could also be set in relation to

attributes a referee should have (or should reach) on individual levels. For this reason, it is important to have a clear understanding of all the attributes a referee should have at each level. This should include the following three points:

1. the areas of necessary improvement (physical and mental training, language skills improvement, etc)
2. the tools and methods that are to be used in each level (seminars, match observation, individual and group mentoring, individual studies, regular tests, language courses, presentations, etc)
3. the control methods and result assessment and evaluation

Lastly, a big part of the training should be based on education activities carried out with the contribution of lecturers, be it internal, external or from the EHF. This group of lecturers should be established and employed as the key resource for refereeing improvement, as they can provide new referees with much-needed useful input on a variety of topics, ranging from theoretical to technical and more practical issues, but also share some of their knowledge with less experienced referees.

### **5.3. EHF Recommendations on physical/technical training, mental preparation and testing**

On various occasions in the past, the EHF involved scientific and medical experts as well as psychologists to set up appropriate physical tests, fitness-, regeneration- , nutrition and mental training programmes for referees preparing for or managing a top level event in handball.

It has become an EHF standard in referee preparation to carry-out:

- a) practical training sessions (individual or in a group) – **compare annex 3** (Practical Training for Referees by the EHF Lecturers Felix Rätz/SUI and Henrik La Cour/DEN)
- b) the “Shuttle run” field test (with or without lactate sampling)
- c) the Cooper test

(For both tests as well as overall recreational guidelines and nutrition programmes **compare annexes 4-6** by the IHF Anti-Doping Unit chairman and EHF Anti-Doping official, Prof. Hans Holdhaus/AUT).

Mental preparation, perceptive and communicative tools, stress-and conflict management as well as team building activities have been emphasized in pre-tournament preparations for many years now (**Compare annex 7** - Teambuilding by Johan Ingi Gunnarsson/psychologist and former national team coach ISL!).

## **6. EHF/National Referee Evaluation – Further Training**

### **6.1. Delegate system**

“On-court and off-court officiating” have become major topics in all team sports due to the growing importance of appropriate game administration and professional event management with regard to the needs of the media, TV and the sport public. The current EHF delegate system is in discussion within the responsible EHF bodies in order to professionalise off-court officiating and event management.

However, the referee – delegate cooperation has been improved considerably over the past years. It is based on a well-conceived feedback/evaluation system of referee observation and assessment, commonly developed by the EHF CC and MC. The abolishment of “just awarding points” for a referee performance has been highly appreciated by all parties involved. At the so-called “post-match conferences”, the delegate is supposed to give feedback to the referees based on his observations as well as listen to their self-assessment (**Compare annexes 8 and 9** - Referee Performance/Delegate and referee sheets/Clarifications). The EHF internal results are statistically evaluated by an external expert, Anton Schlick/ AUT in order to have comparable data for the future.

EHF delegates have been trained for the proper application of this system during regional EHF delegates’ courses as well as EHF courses for new delegates for many years now. The course basics, theoretical and practical topics as well as testing and evaluation criteria are laid down in the EHF Curriculum for EHF Delegates’ Courses as follows:

#### **1) ORGANISATION:**

EHF in cooperation with National Federations as local organisers  
(High level handball tournament obligatory)

#### **2) TYPES:**

- a) educational courses for new EHF delegates every year
- b) regional training courses for EHF delegates (3 year cycle)

#### **3) COURSE LECTURERS/ADMINISTRATORS:**

- a) 3 lecturers from CC, MC, CC Lecturer Staff, or external specialists
- b) 1-2 administrators from EHF Office/EHF CAN

#### **4) DURATION: 3 days**

**5) LANGUAGE:** English

**6) ENTRY CRITERIA:** delegates nominated by National Federations

**7) BASIC REQUIREMENTS:** proper command of English language, IHF Rules of the Game and EHF Regulations

**8) TESTING:**

a) Theoretical: 1 test on event management and regulations (75% = passing criterion), 1 test on refereeing methods and rules (75%= passing criterion), 1 communication skill test in the English language

b) Practical: 1 test on officiating and feedback

**9) TOPICS OF LECTURES:**

a) Event Management

- EHF Policy
- Delegates Tasks
- Safety & Security
- Social behaviour

b) Psychology

- Philosophy , coaching, team building
- Mental approach, perception, realities, (incl TAIS test)
- Authority, stress management
- Communication, cooperation, conflict

c) Refereeing

- Rule knowledge principle and basics
- EHF Delegates System
- Triangle Referee - Delegates - Coach
- Coaching of Referees
- Coaching tasks
- Note taking
- What do we expect from Referees
- Features of a good referee
- Referee performance profile
- Experiences on rule interpretation
- Problem situations and advice
- Special advice on rule interpretation
- Interpretation discrepancies



◦ Observation task structure

**10) WORKING SESSIONS:**

a) Theoretical: 13,5 hours

b) Practical: 6,5 hours (officiating, observation tasks)

**11) FEEDBACK SESSIONS (6,5 HOURS):**

a) with the group

b) with the lecturers

**12) Certificate/status/follow-up:**

a) EHF certificate on successful attendance.

b) EHF delegate status.

c) EHF CAN Documentation CD containing lecturers' presentations and teaching tools.

d) Course documentation for download on <http://activities.eurohandball.com/>

Currently both the EHF CC and the TRC are checking possibilities of introducing a referee mentoring system within the EHF. With reference to the DEN example (outlined in item 4.3.), the idea of modern referee coaching, counselling and guidance by experienced former referees could be introduced (subject to the clarification of logistic and financial consequences), especially for the benefit of YRs. The use of new media communication and IT based teaching aids (e-learning, online platforms, networks, etc.) as well as a customized, individual mentoring environment based on log book documentation and immediate feedback), could contribute greatly to the next step of referee education and guidance in handball on the one hand, and be highly motivating for the people involved, on the other.

## **6.2. Cooperation with coaches**

Based on a common decision of EHF MC and CC, coaching lecturers/experts are involved in EHF educational courses for referees in order to provide the YRs as well as the EHF referee candidates with the tactical and technical "insights into handball" (athletics, technical skills, tactical concepts, space and playing structure, coaching principles, etc.) and to improve their skills of "reading the game". The same holds good for EHF coaching courses on all levels with referee experts taking part in order to familiarise coaches with the guidelines of refereeing. This exchange of opinion and the open dialogue have contributed significantly to the establishment of better understanding and communication of all sides involved, as well as to the development of the sport.

## **7. EHF CAN Services and Support**

### **7.1. EHF Web portal**

Every EHF Family member (commission member, referee, delegate, lecturer, etc. ) has received his/her username and password in order to check/change personal data, off-times as well as to receive customized information concerning his nominations on the EHF web portal (**Compare Annex 10**).

### **7.2. EHF Course documentation archive**

The EHF course documentation archive comprises all data of the EHF educational courses and can be accessed via the EHF Family web portal by using the EHF guest accreditation as follows:

Username: EHFCAN2011  
Password Guest2011

Under EHF CAN the guest user can choose between Event management (EHF course documentation archive) and e-learning (EHF video database). Viewing and downloading for teaching purposes is permitted and it is also offered as a free-of-charge service for the EHF member federations (**Compare Annex 11**).

### **7.3. EHF Video database**

Based on the positive experience from the 2010 EHF Men's Euro in AUT, an EHF CAN "Referee Decision Scouting Project" was carried-out anew during the 2010 EHF Women's Euro in DEN/NOR by using the SportVAS video analysis system licensed by the EHF.

1771 referee decision clips were scouted at this championship according to parameters pre-defined by Sandor Andorka (with reasonable changes compared to the 2010 EHF Men's Euro in order to minimize the scouters' subjective view) and put to the EHF Lecturers' web portal afterwards. Together with the 1725 clips from the Men's Euro, approximately 3500 clips are now available, having been made accessible for the referee educators in the EHF Member Federations. In the future, a quality check of the scouted clips is planned prior to web exposure.

The EHF video database can be accessed via the EHF Family web portal by using the EHF guest accreditation as follows:

Username: EHFCAN2011  
Password Guest2011

Under EHF CAN the guest user can choose between Event management (EHF course documentation archive) and e-learning (EHF video database). Viewing and downloading for teaching purpose is permitted and it is also offered as a free-of-charge service for the EHF member federations.

#### **7.4. EHF Referee website**

In 2011, the “main focus” in the cooperation with the FIBA Europe Techno Centre (FETC) concerning the use of IT will be placed on the “Observer Programme”, a comprehensive video analysis software for refereeing and coaching issues based on “real time” video footage, as well as the linking to an “Online Platform”. This interactive referee website was used for the first time in handball as an EHF pilot project during the 2010 Women’s Euro in DEN/NOR and was very well received by all EHF Officials, especially by the referees taking part in the tournament. For 2011 it is planned to use those tools in the EHF YAC W17 and W19 EChs and the EHF Challenge Trophy for referee education. Furthermore the development of a “digital score sheet for handball” based on the same “real-time” video technology is scheduled for 2011.

#### **8. Challenges of the future**

Apart from a permanent discussion of “on-court and off-court officiating issues” that is crucial for both the development and credibility of the sport with regard to the public recognition, there are many other challenges for the team sport handball to be faced in the future such as IT based game analysis and data supply on the one hand, and game management details like, substitution area handling, “dead ball officiating” or goal line technology via “instant replay”, on the other.

It will be the task of all stakeholders in handball, no matter whether they follow individual and/or economic interests to cooperate on technical level with handball coaching experts, referees, TV/media-, IT- and marketing experts, as well as equipment suppliers in order to find the best possible solutions for an even more attractive team sport handball and its top events.

#### **9. List of annexes**

Annex 1	Glossary of Handball Terms and Expressions
Annex 2	YRP Evaluation Sheet
Annex 3	Practical Training for Referees
Annex 4	The Handball Referee at the Top
Annex 5	The Shuttle Run Test
Annex 6	The Cooper Test
Annex 7	Mental Referee Preparation
Annex 8	Delegate/Referee Evaluation Sheet
Annex 9	Clarifications
Annex 10	EHF Family Portal
Annex 11	EHF CAN Portal

# **ANNEXES 1-11**

## Glossary of handball terms and expressions

Contents:

- I. Technique & Tactics
- II. Defence
- III. Offence
- IV. Rules of the Game
- V. Event Management



### I. Technique & Tactics

Basic movement with/without the ball	Set of movements carried out by a player on court.
Bouncing the ball	Rebounding the ball from the court.
Catching the ball	Take hold of the ball after a pass from another player.
Centre back (CB)	A player positioned largely around the midcourt who initiates the offensive play, shoots or tries to penetrate the defence; also called a "playmaker".
Changing direction	Altering the position towards which someone moves.
Court referee (CR)	Referee behind the attacking team watching for any defensive or offensive fouls by the court players or any possession violations.
Goal line referee (GR)	Referee on the outer goal line who watches for any violations and verifies if the ball completely crossed the goal line for a goal.
Goalkeeper	A player positioned inside the goalkeeping area who is – opposed to field players – allowed to use his legs.
Handling the ball	Dribbling, catching or passing the ball.
Left back (LB)	A player positioned on the left hand side of the middle back carrying out action in the second line of the attack.
Left-handed player	Player using and throwing with his left hand.
Left wing (LW)	A player positioned on the left side of the court
Line player (LP)	Playing position in attack. A player who is active largely around the six-metre line among the defenders; also called "pivot"
EHF Officials	There are up to five officials controlling and administering an EHF handball game: two referees, a timekeeper, a scorekeeper, an EHF observer and an EHF supervisor
Playing positions	The seven playing positions are: goalkeeper, left wing, left back, middle back, line player, right back and right wing.
Passing the ball	Throwing the ball to another player from the team.

Piston movement	Basic attacking movement by moving continuously forwards and backwards.
Right back (RB)	A player positioned on the right hand side of the middle back carrying out action in the second line of the attack.
Rebound	The ball bouncing back after e.g. hitting the bar of the goal.
Right-handed player	Player using and throwing with his right hand.
Right wing (RW)	A player positioned on the right side of the court
Sidestepping	A technical element of the attacker's basic movement executed by continually moving sideways mainly in width.
Throwing in the ball	Passing or shooting the ball.
Turning	Changing the direction or movement on court.

## II. Defence

Blocking the ball	Basic defensive element: stopping a shot by using hands.
Man marking	Defensive strategy where a defender is assigned a specific opposition player to guard rather than covering an area of the court.
Getting the rebound	Catching the ball that bounces back after a shot.
Holding the opponent	Physical contact to stop the opponent's movement towards a scoring opportunity.
Interception of the ball	Stop and catch the ball before it reaches a particular place (e.g. to intercept a pass).
Man-to-man defence systems	Opposed to zone defence, here the players try to mark the opponents closely and prevent them from even getting the ball.
Combined defence system	Player(s) in the defending team have man marking tasks, the others use a zone defence.
Stealing the ball	Taking ball possession when the opponent is holding or bouncing the ball.
Tackling	Physically holding the opponent in order to prevent shooting.
Zone defence systems	Can be 6:0 (six players on the goal area line), 5:1 (5 players on the goal area line, one player in front of them), 4:2, 3:2:1 (open defence), 3:3, 1:5 (open defence)

### III. Offence

Combination	Set play with the activity of the players and the path of the ball determined.
Dribble the ball	Manoeuvring the ball by bouncing it on the floor
Extended fast break	Fast attack with first and second wave of players supported by the entire team.
Fake run movement	The attacker pretends to run in one direction, but moves in another
Faking	Tricking the opponent with a hand or body movement, e.g. body fake, pass fake, shooting fake, rotation fake, etc.
Give-and-go	Offensive play that involves passing the ball (give) and then running (go) to an open spot to receive the ball back.
Shooting on goal	Throwing on goal with an overarm shot, side bend shot, underarm shot, falling jump shot, jump shot, jumping with both feet, etc
Overarm shot	A shooting technique carried out with the arm moving above the shoulder level.
Underarm shot	A shooting technique carried out with the arm moving below shoulder level.
Jump shot	A shooting technique performed having the players feet off the floor.
Bounced shot	Shooting on goal with the ball hitting the floor on its way.
Spin shot	A type of shot with the ball changing direction when bounces back from the floor.
Tactics	A set of planned game elements to be used in attack and in defence by a team during the given game.
Throw through/over the wall	Overtime free throw with the defensive wall three metres from the shooting player.



#### IV. Rules of the Game

3 metres from the thrower	The opponents are not allowed to stay closer than three meters to the player taking a free throw or throw-in.
3 steps	A player holding the ball is only allowed to make three steps, afterwards he has to dribble or pass the ball.
7m line	A line 7 metres from the goal marking the spot where the penalty throw is to be executed.
7m-shot / Penalty-throw	Direct shot taken from 7 metres. Form of punishment awarded for a foul when a player with the ball in his hand is fouled in clear scoring opportunity.
Assault	A forceful and deliberate attack against the body of another person.
Ball	Round object used in handball in different sizes for women and men and for the different age categories
Bench for substitutes	A bench in the substitution area where the substitute players have to remain seated.
Centre line	Line cutting the court in two halves marking the spot of the throw off
Centre of the court	The circle where the throw off is carried out.
Changing goalkeepers	The goalkeeper leaves court to be replaced by the substitute goalkeeper. This can occur during the game or before a penalty is executed
Change of sides	After the halftime break (or sometimes after coin toss) the teams change sides.
Choice of sides	After the coin toss the teams are allowed to decide which side they want to have their substitution area and goal.
Coach	The head of the team who gives instructions, makes substitutions and creates the tactics during the game.
Coin toss	Before the match the referees carry out a coin toss to determine who will start the game and who can choose ends.
Court player	All the players except for the goalkeepers.
Cross the sideline	The ball leaves the playing court on the side.
Crossed the goal line	The ball is in the goal
Disallowing a goal	The referee decides not to validate a score for any irregularity preceding it
Disqualification	A player may be disqualified by the referees for a number of cases specified in the regulations. In this case the referee shows the player the red card and he cannot return on court for the remaining part of the game.

Endanger	To cause danger of injury to the opponent with any physical contact.
Equipment	The uniform and sports shoes of the players.
Exclusion	Exclusion may be given for assault and the excluded player's team has to play one player short for the rest of the game.
Final signal	The playing time ends with the automatic final signal from the scoreboard or from the timekeeper. If no such signal comes, the referee whistles to indicate that the playing time is over.
Foot	A foul when a player touches the ball with his foot or shin and the ball is given to the opponent team.
Forewarning signal	A signal that warns the teams that the time-out will end within ten seconds.
Fouls	Irregular action usually punished with a free throw.
Free throw	Free-throw is awarded by the referee for fouls or violations from the exact spot it took place.
Free throw line	Nine-meter line that the players have to leave before executing a free throw after a foul that occurred inside the nine-meter line
Goal	The area marked by two posts and a crossbar on the two ends of the playing court.
Goal area	A D-shaped area six metres from the goal that is used only by the goalkeeper.
Goal area line	The line that defines the goal area; also called the "six-metre line".
Goal net	A net attached to the goalposts in a way that the ball cannot rebound or pass through the goal.
Goalkeeper throw	When the ball crosses the outer goal line a goalkeeper throw is awarded
Goalkeeper's restraining line	A line four metres from the goal line that marks the limit where a goalkeeper may advance to defend against a penalty throw; also known as the "four-metre line".
Halftime break	10-minutes break after the first 30 minutes of the game
Inspecting the playing court	The referees checking the goals and the playing court before the game.
Interruption	Stopping the game.
Joint decision	The referees may consult each other during a game to reach a common decision.
Out of play	When the ball is out of play, the game restarts with a throw corresponding to the reason of the interruption.
Outer goal line	A line marking the end of the court, not including the goal line; also called the "back line".

Overtime	According to the competition regulations, when a match ends in a draw, an overtime period may follow. This is played in two halves of five minutes with a one-minute break between them.
Personal punishment	Violations to the rule may lead to personal punishment awarded by the referee. This may begin with a warning, followed by more severe punishments such as disqualification, etc.
Players	Members of a team taking part in the game.
Playing court	Area where the game is played.
Passive play	Keeping the ball in a team's possession without making a recognisable attempt to attack and score.
Playing time	Two halftimes of 30 minutes.
Public scoreboard clock	A clock usually fixed on the wall of the sports hall where the spectators can see the results and the playing time.
Re-enter	A player that has been punished with a two-minute suspension is allowed to enter the playing court again.
Referees	A person in charge of a game who has to make sure that the rules are followed.
Sanction	Any form of penalisation by the referee
Save	The goalkeeper stops a shot with hands, legs or any other body part.
Scoreboard clock with automatic signal	The board fixed on the wall that shows the score and signals at the end of 30 and 60 minutes.
Score	The result of the game.
Serving a 2-minute suspension	The player stays on the substitution bench for two minutes after receiving a suspension.
Sideline	The line that marks the side of the playing court
Substitution	Player entering the court to replace a teammate. A substitution may not be made until the other player has left the court. Players must enter and leave the playing area on their own half of the court and inside the substitution area.
Substitution line	Line that marks the area where the substitutions are allowed.
Suspension	Form of personal punishment, a 2-minute suspension.
Team	A unit of players with a maximum number of 14 on the match report.
Team official	A person representing the team, registered in the match report.
Throw in	When the ball leaves the playing court on the sides, a throw in is to be taken from the sideline.

Throw-off	A throw taken from the centre line to start the game or restart after a goal.
Timekeeper and scorekeeper	People sitting at the jury table responsible for measuring the time and registering the scores for the match report.
Team time-out	Each team can call a 1-minute time-out in both halftimes of the game. This can be done by the team official putting the green card on the jury table when the team is in ball possession.
Uniform	A set of clothes worn by all court players of a team to differentiate themselves from the goalkeeper and from the opponent team.
Unsportsmanlike conduct	Physical and verbal expressions that are incompatible with the spirit of good sportsmanship are regarded as constituting unsportsmanlike conduct.
Warning	Yellow card punishment awarded by the referee as a first measure of progressive punishment.
Whistle for the throw-off	The referee gives the signal to start the game.
Whistle signal	Signal of the referee.

## V. Event Management

Accident and health insurance	Coverage by contract for cases of injuries.
Accreditation	A pass that officials, team members, media representatives, etc. receive to move freely in certain areas of the sports hall.
Administration	Arrangements and tasks undertaken to guarantee the game or event organisation.
Announcement	Information released by officials.
Appeal	Process for requesting a formal change to an official decision.
Arbitration regulations	The rules and process of the resolution of disputes.
Arena details	Information and data on the playing hall
Arrival	The exact time that the teams or officials reach the venue.
Banquet	A formal event for the participants of a tournament, usually as a closing act.
Briefing	Any of the meetings between the officials and the local organisers (e.g. key personnel meeting, security briefing or meeting the floor manager).
Changing rooms	The rooms in the playing hall where the players can change before and after the games.
Competitions	An organised event (cup or tournament) where club teams or national teams take part.
Complaints	An official communication from participants stating problems concerning a matter.
Cross matches	Games taking place after Main Round (e.g. the winners of the groups play against the second ranked teams of the other group).
Daily bulletin	Results and statistics of the match day published in a booklet at the end of it.
Deadline	A time and date by which something is to be done.
Delegates	Officials carrying out tasks of event supervision. EHF delegates are observers and supervisors.
Departure	Date and time of participating teams and officials leaving the venue of the game or tournament.
Doping control	Random drug testing for performance enhancing substances in the organism of athletes.
Draw	The procedure of pairing teams and deciding about the competition schedule.
Event venue	The place where the event or tournament takes place.
Expenses for board and lodging	Money spent on accommodation and food.

Feedback	Information and evaluation provided about an event or a game afterwards.
Finals	The last and decisive games of a competition.
Finances	Budgetary questions of a competition or event.
First aid	The provision of basic treatment for an injured player immediately after an injury.
Flooring	The material that covers the surface of the playing court.
Food and beverage for teams	Nutriments provided for the athletes.
General provisions	Basic infrastructure conditions and facilities.
Insurance	Coverage by a contract binding a party to indemnify another against specified losses.
Introductory meeting	Key-personnel meeting; a meeting between EHF representatives and local organisers.
Know how	Theoretical knowledge of a certain task.
Language command	The ability to communicate with the officials and organisers in a commonly spoken language.
Main round	Competition phase; usually games after the Group Phase.
Match follow up	Post-match tasks, such as sending the result to the EHF, finalisation of match report or feedback to the referees.
Match report	The official document containing the list of participants, the score, the remarks of the referees, etc. The match report is done by the officials seated at the jury table.
Media workplaces	An isolated section of the spectators' area with seats and tables provided for the press to carry out their work.
Medical room	A suitable room where the medical treatment can take place.
Nationality	The status of belonging to a particular nation by origin, birth, or naturalization
Nomination	Appointing officials and referees for a certain event or game.
Obligations	Duties, responsibilities
Official events and representation	Events organised during an event for the participants.
Organiser	An association, federation or a club granting the venues and the frameworks for a tournament.
Participants	Athletes, officials and referees taking part at the event or game.
Physical conditions	The status of fitness of a player.
Placement matches	Games played to determine the final ranking of teams.
Playing eligibility in a certain competition	The status whether an athlete fulfils all conditions to take part in a game or competition.

Playing hall	The venue of the match.
Preliminary round	The initial phase of a tournament with all teams competing.
Pre-match conversation	A kind of briefing between the delegate and the referees prior to the game.
Press conference	An official event organised for the press with the participation of the team coaches and player(s) where the media can ask their questions regarding the game.
Press facilities	The infrastructure provided for the media, e.g. tables, computers, internet, etc.
Prizes	The awards won by the teams, e.g. medals, money.
Post match procedure	A short official ceremony at the end of the game (not necessarily after every game).
Protest and appeals	Official complaint about irregularities experienced during a game, made by a team.
Qualification	Games played to decide which teams can take part in a competition.
Referee guidance	Advice and directions given to the referees by senior refereeing experts, mentors; or also the observer's help given for the referees during the game.
Referee observation	Officials controlling the job done by the referees.
Right of participation	Condition under which a team are eligible to take part at an event.
Safety and security	Conditions to be guaranteed for the participants of an event or game to secure that they are not in danger.
Semi-finals	One of the two games played to decide who will take part in the final of a tournament or competition.
Smoking ban	Prohibition of smoking in an area, e.g. inside the sports halls.
Spectators	People watching the sports event inside the sports hall.
Supervision	Official control.
Technical infrastructure	All the equipment guaranteed for a smooth organisation of a game or event, e.g. computers, loudspeakers, etc.
Technical Meeting	An event preceding the match(es) where the officials and team officials check and agree on technical details, such as the clothing or the team lists, etc.
Tickets	Entry passes allowing the holder to take a seat in the spectators' area.
Training schedule	A document containing the times of the training sessions of all the teams of a competition.

Travel expenses	The travel costs of officials.
TV, radio, film, video and advertising rights	Various legal entitlement, e.g. to broadcast the games in TV, to show pictures in print media, to broadcast the games on radio, or to place advertisement on and around the playing court.
Venue	The sports hall where a game takes place.
VIP area	An area or room separated for special guests, usually offering special hospitality services.
Visa costs	Costs of the permission to enter the country.
Younger age categories	Various competition categories for players below the age of 19 for women and 20 for men.



**EHF Competence  
Academy & Network**

EUROPEAN HANDBALL FEDERATION Hoffingergasse 18, A-1120 Vienna  
Tel +43 1 80151 0 Fax +43 1 80151 149  
[www.eurohandball.com](http://www.eurohandball.com), [office@eurohandball.com](mailto:office@eurohandball.com)  
Bank Account: Bank Austria, bank code: 12000, account no: Nr. 00640 000 204  
IBAN: AT46 1200 0006 4000 0204, BIC: BKAUATWW  
DVR 0856371 ZVR 263489108 UID/VAT ATU 38516405





# EUROPEAN HANDBALL FEDERATION

Match number

2010 IHF / EHF Women's Challenge Trophy

## Referee Evaluation Sheet YRP

Referee A:		Referee B:			Nation:		Delegate:			Nation:	
Date:		Venue:			Result		7-m	W	2'	DD	Trainer punish
					End	Half					
Home Team:											
Guest Team:											
Marks (1=bad - 5= excellent)		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	Remarks from DELEGATE:				
<b>OVERALL IMPRESSION</b>							Positive remarks (min. 3 remarks):				
Opinion of the Delegate											
Opinion of the Referees											
<b>REFEREEING IN GENERAL</b>											
Opinion of the Delegate							Negative remarks (min. 3 remarks):				
Opinion of the Referees											
Ttl. impression of individual (1-5) DEL:		A		B							
Ttl. Impression of individual (1-5) REF:		A		B							
<b>Things to be improved</b>		--	-	∅	+	++	Suggestions for improvement (min. 3 remarks):				
<b>Body language:</b>											
Opinion of the Delegate											
Opinion of the Referees											
<b>Moving Paths:</b>											
Opinion of the Delegate							Remarks on other issues (e.g. hollywood actions / attacker fault with or with out ball etc.):				
Opinion of the Referees											
<b>Progressive punishment:</b>											
Opinion of the Delegate											
Opinion of the Referees											
<b>Type of game:</b>		Easy		Normal		Difficult		Very difficult			
<b>Type of game:</b>		Easy		Normal		Difficult		Very difficult			
<b>REF-influence:</b>		Increasing difficulties				No influence			Reducing difficulties		
<b>REF-influence:</b>		Increasing difficulties				No influence			Reducing difficulties		

# Practical Training for Referees

## 1. General remarks

Practical training for referees is very important – and at the same way very difficult. A referee should know about and learn the different parts of ball handling and other technical behaviour patterns by practising himself, like steps or attacker fouls. When he is able to explicate these courses of movement, he is more capable of observing and deciding in these special situations. Problem: Normally, the technical skills and expertises from referees in ball handling are limited, therefore it's problematic to improve observation points concerning the own abilities in handball playing – and it could be dangerous. Nevertheless, we will give some variations for practical training exercises for referees on all levels.

## 2. Areas of improvement as a referee

There are different areas of improvement:

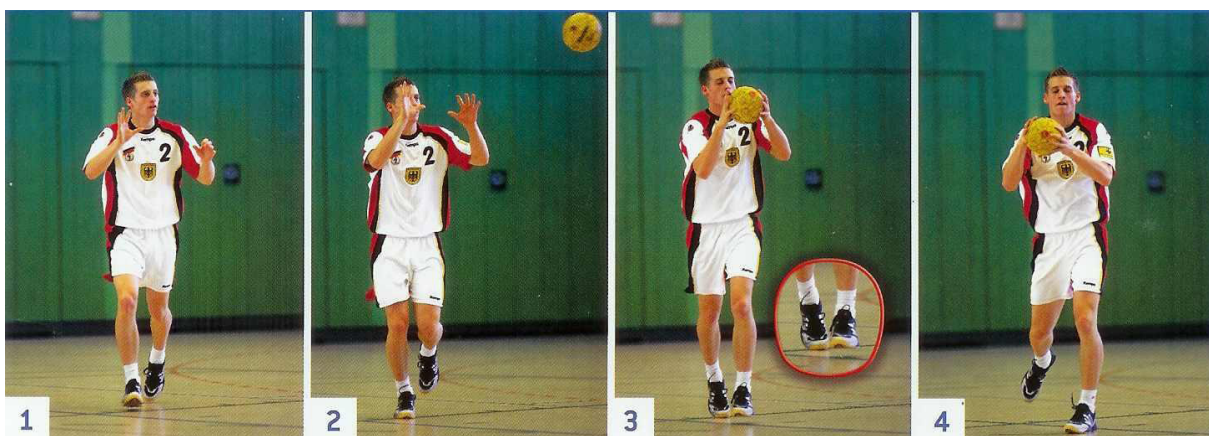
- Technical areas in the game (steps, attacker fault, double dribbling, foot)
- Technical skills as a referee (moving paths)
- Tactical/technical solutions in small groups (wing game, pivot game, 1 : 1, 2 : 2)
- Tactical elements in the complete team (defending- and attacking systems in 6 : 6)

### 2.1. Technical areas for referees

#### Proposal 1: Steps

##### Organisation 1:

Let the referees exercise their own technical variations in steps against a passive defender. The point: only « feeling » the mechanism of technical movements. The referees have to train different possibilities of feints, moments of ball catching, moments of zero – steps, different distances to the defender. It is also important, that we can show the referees the risk in a game, when a player with the ball acts in full speed.



On which picture, we have to decide for the first step? Yes – picture Nr. 4!

##### Organisation 2:

Later on the defender can be more active in order to produce pressure on the attacker. In all these situations some of the practising referees have to decide, if there are technical mistakes and in these moments, they have to whistle. The lecturer has to interrupt from time to time to give advices for the observation support.

## Proposal 2: Attacker fault

### Organisation 1:

In the same way, the lecturer can exercise also attacking mistakes. First against a defensive player, then this defender shall be more active and aggressive.

### Organisation 2:

Two opponent players. Play the ball 10 – 12m in front of them and after a whistle, they have to sprint for the ball in order to take it, then running a counter attack. Some referees have to decide, if the ball scramble is correct, also the counter attack. Advice to the referees: mostly the position of the ball is not interesting....! But hands and bodies are!



Is the referee fixed on the ball, he will miss the fault from the attacker player

### Organisation 3:

We will try an established attack with pressure from the wing player into the centre – then passing the ball to the back player. He passes the ball, when he is in the air, but continues his move into the defender! Many referees don't whistle for attacker fault, they are following the ball. The player, who was „first on spot“, owns the place.

## Proposal 3: Double dribbling

Build a moving line with the players, distance 2 – 3m between the players. Let them dribble the ball through the line. Some referees outside have to observe, if the ball handling is correct or not.

## **2.2. Technical skills as a referee**

### Proposal 1: Moving paths

Most referees have the problem in counter attacks that they turn to the wrong side in order to run back to the other side. Why? It is a normal reflex to make the first step with the stronger leg. Right hander will turn to the right side!

### Organisation 1:

Referees have to line-up like field referees. After a whistle, they have to turn around and sprint down to the court line. In this sprint situation, the referee has to act like in a game, that means, he has to turn his body in the direction of the court.

In a second step, let the referees lie down, the head in direction of the free throw line and goal area line, hands on the back. Then whistle again. The referees have to sprint

to the other side, view every time to the court centre. In these situations, the referee has to fight against his normal instinct again.

#### Organisation 2:

Game possibility: Group – ball (light team plays the ball between the teammates, the dark team tries to catch the ball). The players are only allowed to move sideways or forwards (like a referee) in a clear area. After a whistling signal, both teams have to sprint on the other court side and to play in a specific area again. All players have to turn after the signal with the view direction towards the court.



#### Organisation 3:

Counter attack is getting more and more dangerous and therefore it is important, that the referees are moving correctly and have the right angle for observing actions. It is difficult to see pushes etc., if the referee's only concern is to run back to the goal line. The best position in most cases is 1 – 2m behind and in a speed attack along the sideline or 2 – 3 m away. Don't forget: the counter attacks starts, when the attacking team has lost the ball.....

### **2.3. Tactical/technical solutions in small groups (wing, pivot, 1 : 1, 2 : 1, 2 : 2, 3 : 3)**

#### Proposal 1: Wing shots

Wing shots from amateurs, like referees, are not easy and sometimes dangerous. For these exercises, demonstration teams are preferred or the referees have to act in a passive way!

#### Organisation 1:

At first the defence player has to act absolutely passive with raised hands only. The wing players have to take their shots in a normal way first and after some time, they have to provoke defence mistakes themselves. They have to link their arms with the defender's arm, they have to provoke falling downs etc. Referees outside have to decide for free-throw, 7m, attacker faults or nothing. Advice from the lecturer: goal area referees have to keep a bigger distance to the wing player, to observe the whole situation. Don't follow the ball! But follow the legs, the bodies, hands, arms, entering the goal area in combination with the whole playing situation. The referee is not allowed to be surprised in such moments! That means, he has to anticipate!

#### Organisation 2:

In the second part, the defence player has to act more aggressive and with fouls on the attacker's body. Hitting the ball arm, attacks to the hips and legs to provoke a disbalance, slight body checks, pushing from behind etc. But never in a dangerous

way! The referees have to observe this actions with support of the lecturer.



Left picture: Very dangerous situation! The defender holds the thigh, normally for a very short moment. The wing player could crash down. The referee has the reflex to observe the object of the game: the ball! In situations, in which the caught ball is on a higher position than the shoulder, he is not any more interesting for the referee - the ball is saved! That means, the referee has to observe and check the line and all other activities around the players. Not all situations are so clear like on the central and right picture...

### Proposal 2: Pivot

For many years, the importance of the pivot was rather low. In the last years, this situation has totally changed. The pivot is one of the most important players, he is the second playmaker. In the games this importance can be clearly seen. More fights for space, position, blocking etc. The different ways to act and react are multi-faceted! We can introduce the circle game to understand the actions, to understand the intention of attacker and defender, to feel and execute different handlings of the players.

#### Organisation: 1

A defence player, a line player, a player to pass the ball to the pivot. The pivot has the target to shoot at goal. The defender has to avoid the shot. Defender and attacker have to act in different ways to „win“. The goal referee has to observe the whole situation. Advice: don't follow the ball, but observe the bodies, legs and arms.

#### Organisation 2:

Two defenders, two attackers, one player to pass the ball, 2: 2. Clear advice here: The field referee has to observe the game from the field players, the goal referee the "line game"! The observation tasks stay the same.

### 2.4. Tactical elements in the complete team (defending, attacking systems in 6 : 6)

For the referee it's absolutely important to know the different attacking- and defending systems - not only the systems, but also the moving paths from players, the different targets, the intention of all players. In this case he is able to understand the game and the acting of all players. He can adapt movements, behaviour, advantage, is not fixed to the ball. The referee is able to see and feel the game and to take correct decisions in all phases of the game.

It is very difficult to practise these systems with referees. It's obligatory to have two demonstration teams. The lecturer and the coach (!) have to explain all moving- and the observation elements for the field- and the goal referee. The systems: 6 : 0 offensive and defensive, 5 : 1, 3 : 2 : 1, 4 : 2, 3 : 3. But to explain all the systems in detail in this essay would be too much.....

## **THE HANDBALL REFEREE AT TOP EVENTS**

Handball referees have a lot of responsibility. They are not only responsible for conducting matches in accordance with the Rules of the Game but also play a major part in the game themselves. Their integrity, prudence, composure and, last but not least, good physical fitness may determine the outcome of a game.

A referee's performance depends not only on his knowledge of the Rules but, most importantly, also on his mental and physical capabilities. Concentration and responsiveness, but also his "appearance" are critically influenced by his physical and mental condition. Referees – as important actors on the playing court – therefore have to prepare just as thoroughly for their assignments as the players.

Handball has changed significantly in recent years. Matches have become faster, more dynamic, more attractive, but also more risky. This has prompted not only a change in the philosophy of the game but also a different approach to the players' physical conditioning. Today, the main focus is on developing strength, speed, speed endurance, and aerobic endurance. These, in combination with technique and tactics, are the prerequisites for a dynamic and attractive game.

The referees have to adapt to these changes as well and pay more attention than ever to their physical fitness. Speed, endurance, but also strength (a key factor in any assignment) must be developed in the most effective manner, last but not least because referees – unlike players – cannot be exchanged against substitutes and therefore cannot take a rest during a match.

Preparation for the match, conduct during the match and, above all – particularly in tournaments – post-match activities are of key importance. Against this backdrop, the following recommendations are given on how to plan a "match day".

Assumption: European Championship, match starts at 6 p.m.

## EVENING BEFORE THE DAY OF THE MATCH

Proper preparation for a match starts as early as the evening before – at dinner. Dinner should be a light meal (low in fat and protein), rich in carbohydrates. Potato dishes, pasta, pizza, but also sweet dishes (such as pancake-type dishes) are excellent choices. It is also important to ingest sufficient fluid, preferably water or fruit juices. Alcohol should be avoided.

Getting to bed early is advisable. An athlete needs a minimum of eight hours' sleep. It is important to have the first deep-sleep phase before midnight.

## DAY OF THE MATCH – MORNING

Get up sufficiently early and take your time at breakfast. Breakfast should again consist mostly of carbohydrates. This may include muesli, bread, croissants, etc. Ham and cheese plus some tomatoes, etc. are also okay. With scrambled eggs or omelettes make sure they are not prepared with too much fat. As regards beverages, choose what you usually have in the morning.

After breakfast, a brief walk (about 20 min) is a good thing.

## DAY OF THE MATCH – MORNING

The late morning should be used for some brief activation in the regenerative range. It is recommended to do some light gymnastics combined with about 20-30 min of low-intensity endurance training (running without getting out of breath). If possible, these training sessions should take place outdoors. Alternatively, use the hotel's gym, if available.

## DAY OF THE MATCH – LUNCHTIME

Have a timely lunch. Lunch is your last chance for eating adequate quantities of carbohydrates (the main suppliers of energy during a match). Again, lunch should consist mostly of pasta, potatoes, rice, etc.. Meat or fish should be regarded as side-dishes and therefore account for only a small part of the meal. You may choose your starters, soup, salad, and dessert according to your individual preferences provided you stick again to the rule “high in carbohydrates, low in fat”. Drinking sufficient fluid is important. Your fluid balance has to be geared optimally to the match. Again, water, mineral water, and fruit juices are the best choices. The ingestion of isotonic or other “sport drinks” is not necessary, as a rule.

After lunch, another brief walk is advisable.

## DAY OF THE MATCH – AFTERNOON

A brief nap in the afternoon has proved beneficial. Such naps should not exceed half an hour, however. Studies have shown that short, intensive phases of sleep have a highly positive effect on subsequent performance.

## DAY OF THE MATCH – BEFORE THE MATCH

Make sure you arrive at the playing hall sufficiently early to have enough time to get ready for the match.

Warm-up before the match is important. It helps the entire body to get used to the stresses and strains to which it will be exposed. For warm-up, there are no fixed rules and no fixed schedules. Therefore, every referee should prepare a “warm-up routine” as part of his “normal” training.



Warm-up should always include jogging, various forms of running (forwards, backwards, sideways), brief acceleration, gymnastics, some light jumping, etc. Stretching before the match is not recommended. The muscles have to develop a certain tone to be in the best possible condition for action

During warm-up, drink repeatedly small quantities. In the last half-hour before the match up to half a litre.

After warm-up, get dressed again to keep the muscles “warm”.

## DAY OF THE MATCH – THE MATCH

During the match, the referee has hardly any chance to take active measures for recovery. Nonetheless, he should use the few breaks (time-out) to drink some fluid and ease any muscular problems (loosen tensions, etc.) that may occur. This may be done by some light “shaking”, perhaps also some light self-massage.

Usually, the first systematic action can only be taken in the break. After drinking, which has already been mentioned repeatedly, it would now be advisable to ingest some carbohydrates, perhaps in the form of carbohydrate-enriched beverages combined with carbohydrate bars (polysaccharides). (Ripe!!) bananas have proved to be a good choice for this purpose as well.

During the break, do some light gymnastics and massage your muscles to counter fatigue. Just a few minutes may produce very good results. Before the 2<sup>nd</sup> half of the match, do a few exercises (light jumps) to increase muscle tone.

## DAY OF THE MATCH – AFTER THE MATCH

The most important recovery phase starts immediately after the match, preferably during the first 2 hours. During this period it is important to take systematic action to promote recovery.

This may include

- **Running** Whenever possible, one should try to chill down sufficiently. This may be done by jogging (can also be done in place in the changing room), some light gymnastics and stretching. The aim is to maintain good blood flow in the muscles and to loosen muscular tone (tensions). Self-massage is also very helpful. Take your time. Proper active recovery takes about 20 – 30 min (!).  
If active recovery activities are not possible in the playing hall, they should be done later at the hotel. Everything that is done in the first 2 hours after the match is effective.
- **Showering** The best temperature would be the “body core temperature” (about 38 degrees). Take your time when showering and “massage” tense muscles with the water jet coming from the shower head.
- **Contrast showers** This is a very efficient recovery measure provided it is used properly. Recommendation: 1-2 min hot water alternating with 10-30 sec cold water. Repeat 3 to 5 times.
- **Sauna** Regenerative saunas (up to a maximum of 70 degrees). No water vaporisation!  
Enter the sauna dry and leave the sauna when you start sweating. Repeat 2 or 3 times.
- **Bathing** Hot water pool, temperature at “body core temperature”;  
Stay there for about 10 – 20 min, combine perhaps with some light water gymnastics.

“Psychological” recovery activities also produce good results. This includes, most importantly, listening to music.

It is recommended to take a brief “music break”. The music should have a relaxing effect. With the equipment available today (iPods, etc.), everyone can easily put together some relaxing music.

Using methods for mental relaxation would also be a good idea, provided one has learnt such a relaxation method properly. The method best known and most popular in sports is the Jacobson method.

The best natural method of mental relaxation is sleep, of course. Especially after a match one should try to go to bed early and, if possible, sleep longer than usual.

The rule for the post-match dinner is:

#### REPLENISH WHAT YOU LOST IN THE MATCH

Therefore, the main focus is again on the adequate ingestion of fluids and carbohydrates. The body usually signals that it craves carbohydrates. Nonetheless, taking in protein (e.g. fish) is also beneficial. There are no objections against finishing off with a beer provided one has quenched one’s thirst already by drinking other beverages.

#### SUMMARY

The aim of the recommendations listed above is to provide some guidance and to help referees in designing “their” best routine. Some of the activities suggested may appear very simple but have nonetheless proved highly useful in high-performance sports.

Good luck!

Prof. Hans Holdhaus  
IMSB-Austria

# THE HANDBALL REFEREE

## Shuttle Run Test and Training Advice

### Shuttle Run Test

With this progressive, accumulative running test the basic endurance, the aerobic and anaerobic threshold and the corresponding heart rates to each level are determined.

### Material needed for the test:

- 20 metres distance for running
- Heart rate monitors for each person taking part in the test
- Implements for measuring lactat .
- Audio cassette or computer programme for giving the right speed at the test: The advantage of an audio cassette is that it can be used very easily at different venues, you only need a cassette player. The disadvantage is that the tape can stretch and then become inaccurate, though an adaptation of the running distance is possible. The advantage of a computer programme is the very high accuracy.

### Test procedure:

After having done all the preparations (putting on the heart rate monitors, warming up, preparing for taking blood samples) the first level starts at a speed of 7,5 km/h, the tested persons cover the distance of 20 metres at an even speed. At the end of the 20 metre zone one foot should be placed on or behind the 20 metre mark when turning around.

Each level lasts 3 minutes. A blood sample is taken from the earlobe, the heart rate is registered. After a rest of 1,5 minutes the next level (9 km/h) begins. This sequence must be completed 4-5 times depending on the condition of the tested person. 4 levels are necessary for a representative lactat-performance-diagram, the fifth level is only necessary if the anaerobic threshold is not reached after the fourth level. The test shouldn't be a maximal load test.

Referees bear a lot of responsibility. Their task is not just to lead the game rule-consistently, they take an active part in shaping the game. Correctness, discretion, keeping cool and not to forget a good body condition can be decisive for a game.

A referee's performance is not just assessed by the knowledge of the rules, but particularly by his/her psychologic-physical capability. Concentration, reactivity and also his/her appearance depend on his/her current physical and mental condition. Therefore referees have to – as important protagonists on the playing court – prepare for each game as serious as the players.

### Training advice:

Handball has changed significantly over the past years. The games has become faster, more dynamic, more attractive and also riskier. Therefore it does not just take a different philosophy of the game, but also a different physical preparation of the

players. Today the development of strength, speed and aerobic endurance are in the focus. They are – in combination with technique and tactics – the precondition for a dynamic and attractive game.

Also the referees have to adapt to these changes and have to be aware of their condition more than ever. Speed, endurance and also strength (a decisive factor at every acceleration) have to be developed optimally, not least because of the fact that a referee, in contrast to a player, cannot be replaced during the game and therefore cannot take a rest.

In this context the interaction between psychological and physical fitness has to be pointed out. Deficits in the physical education have a direct effect to the psychological capability (stress, concentration, reaction, attention, etc.). Even experienced referees cannot compensate physical problems with their experience.

The training of a referee is due to the significance of particular strength factors clearly prescribed. At first the creation of a general endurance is in the focus. Endurance is the base for all other training measures.

In dependence of the current lactate output curve, from where you can see the merits and shortcomings, the emphases in the endurance training are different. Referees with a weak development of the aerobic barrier have to focus their training on the basics (extensive endurance), those having weaknesses in the anaerobic barrier have to train more in the intensive area. On the basis of long-time observations and analyses the following standard values have been established in order to classify the endurance of a referee:

Aerobic barrier	(2,0 mmol/l)	8,5 km/h
Anaerobic barrier	(4,0 mmol/l)	10,0 km/h

On the basis of the attached test results each referee can directly see if the reference values have been achieved, respectively in which part he/she has his/her individual weaknesses that need to be improved.

The different endurance training ranges are:

Regeneration/compensation A0	mostly used for recovery after heavy training effort
Extensive Endurance training A1	typical training for lipometabolism, therefore you can train intensively in this area
Extensive Endurance training A2	training on an aerobic basis that releases carbohydrates and fat
Intensive Endurance training A3	training in the area of carbohydrates, at which the release of carbohydrates can be compensated aerobically (with the aid of oxygen)
Anaerobic Endurance A4	training on the endurance limit

As mentioned before, the general endurance is the most important precondition for a referee's capability and has to be trained all-the-year. This is particularly important because already after a few weeks rest the capability in the endurance area decreases heavily. The shortest duration of the training goes from 60 to 90 minutes. There should be at least 3 training units per week in this area. The heart-rate works as an indicator of intensity. Improvements are expected within 8-12 weeks.

If, however, the anaerobic barrier is developed inadequately it has to be improved with runs in the area of intensive endurance.

The respective individual heart-rate values can be taken from the table.

In case there are any questions concerning the training, do not hesitate to contact me.

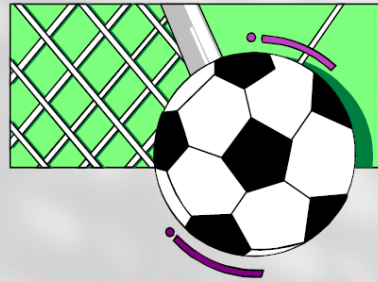
Our contact details:

Prof. Hans Holdhaus  
c/o IMSB – Austria  
Johann Steinboeckstr. 5  
2344, Maria Enzersdorf  
Austria  
e-Mail: [holdhaus@imsb.at](mailto:holdhaus@imsb.at)  
web: [www.imsb.at](http://www.imsb.at)  
Tel: +43-2236-22928  
Mobil: + 43-664-3570419

Good luck for the training!

# THE REFEREE

## COOPER TEST



12 min RUN



DISTANCE

# THE REFEREE

over 3.000

excellent

2.700 – 3.000

good

2.400 – 2.700

medium

under 2.400

poor

# THE REFEREE

LACTATE

6 – 8 mmol/l

15 – 18 mmol/l

“The task is to do a difficult job well” 

### Psychological aspects of referees



Jóhann Ingi Gunnarsson

European Handball Federation

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### What does the referee find most difficult?



- Obstacles, things don't work
  - “an obstacle is an opportunity”
- Negative attitude (before, during and after matches, coaches, players, spectators, etc.)
- Stay focused in uneven matches
- Constant performance for 60 minutes
- Negative media coverage
- Negative rapport from inspectors/delegation
- Social isolation, no support after difficult matches (lack of team cohesion)

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The trouble with referees is that they know the rules, but they don't know the game”

(Bill Shankly, football manager)

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**Are you ready...  
to make tough decisions?**

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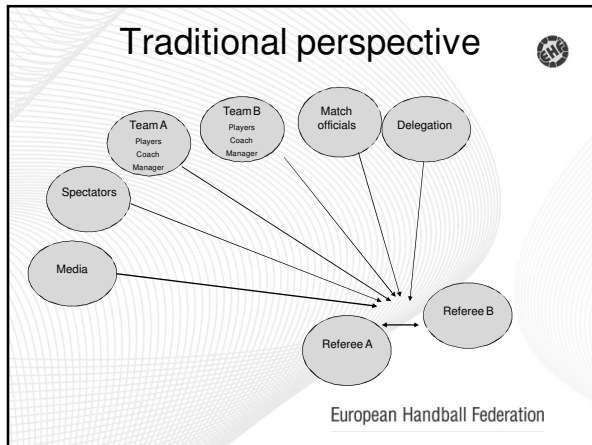
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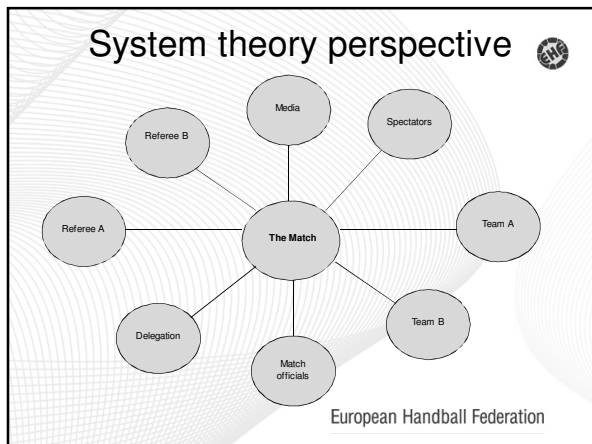
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**What are the characteristics of the best referees?**



- Good leaders
- Courage to decide
- Game comprehension
- Interpretation of game rules
- Assertiveness and determination

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**“It’s important to consistently hold the same line through the whole match without showing arrogance. Arrogant referees are bad referees”**

An international referee

European Handball Federation

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**What are the characteristics of the best referees?**



- Honesty
- Staying calm and focused
- Patience
- Good physical condition
- Good role-models
- No-one is born a good referee
- Self-knowledge

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“A key point for any referee is for him to be able to look into the eyes of players and allow them to enjoy themselves.”

An international referee

European Handball Federation

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**What are the characteristics of the best referees?**



- “Sometimes NO CALL is the BEST CALL”
- Good preparation: study the teams
- Respected (Collina)
- Flexibility and good sense of humour
- “See more, hear less” (Prause)

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“I always know I did my job well when they say: Who again, was the referee in the match?”

An international referee

European Handball Federation

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### What are the characteristics of the best referees?



- Challenging and realistic goals
- Support and consensus in the family
- Learn from the best
- Who makes the least number of mistakes
- Prepare for failure
- Good language skills
- Use body language
- Professionalism

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“The role of the referee is to protect the game, not to dictate the game.”



An international referee

European Handball Federation

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### What are the characteristics of the best referees?



- Live with your mistakes, don't try to fix them
- Show the respect you want in return
- Be professional
- Always prepared of what's going to happen
- Understand what's going on
- Act on what's happening

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“The best referees know the game so  
you forgive them for their mistakes  
...and therefore leave them alone”



A top class handball coach

European Handball Federation

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**It's extremely difficult to make  
everyone happy**




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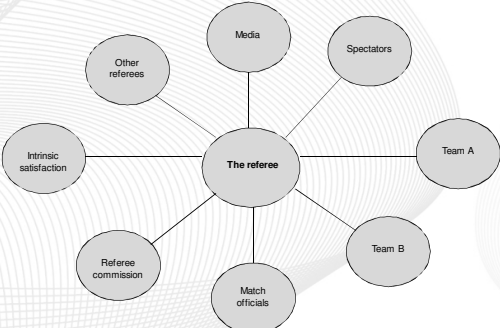
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**Performance evaluation**



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### Advice to referee commission members

- Handle criticism professionally
- What message do we send to the referees?
- Constructive feedback
- The sandwich model
- The three-step model
- Not straight after the match - emotional

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“I occasionally get birthday cards from fans. But it’s often the same message. They hope it’s my last”.

(Al Forman, referee)

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### Mental preparation

- Think about the match beforehand
- “The next match is the most important match in my career”
- “Expect the unexpected”  
- Expect good performance
- Establish the right mindset “I choose a positive mindset”
- Self-motivation
- Use pep-talk

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**Mental preparation** 

- Referees coordinate
- Attend well on-time and establish positive communication
- Rituals
- Stress management
- Mental training
- Positive self-confidence

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**“Make sure you have a clear head before you go into the game. Then you will be more likely to react well to whatever unpredictable situation that may occur!”** 

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**Successful mentality** 

- Responsibility for our own mindset
- Think in solutions
- No excuses
- Obstacles are opportunities
- “I look forward to the match, I can’t wait!”
- “I know I can do this, I’ve done it before”
- All worries disappear when the game begins

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**Successful mentality** 

- “I´m in total control of all my actions” in slow and composed inner voice
- “I learn from my defeats”
- “I learn from my victories”
- “I enjoy being under pressure”
- “I smile at my doubts”
- “I´m always at my best when it counts”

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**Successful mentality** 

- Not afraid to make mistakes
- Seek out challenges (50/50 tasks)
- Ascribe success as stable and internal factors
- Task goal orientation

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**Concentration** 

- Concentration – Attentional endurance
- Coping with distractions
- The power of now
- Fear of failure
- “Anchoring”
- Use intermissions to adjust focus



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“There is nothing outside the present moment...If one has truly understood that everything is in this moment, then one ´s life will become far less complicated”

From the values of the Samurai warrior

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## Communication styles

- Verbal
- Non-verbal
- The use of headphones



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## Communication styles

- Mutual respect
- No special treatments
- Show reaction - “smile”
- Explain but not discuss



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## Referees as a team



- Responsible for their own mindset
- Responsible for each other
- Support your colleagues decision
- Support each other
- Share the work



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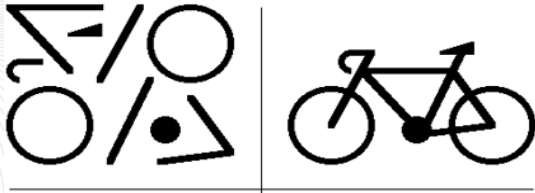
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## Referees as one team



The unified whole is different from the sum of the parts.



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“Two are better than one if two acts as one !”



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## The importance of feedback



- Thankful for all feedback
- Calm and focused
- Feedback on action not personality
- Everyone who is successful are criticized
- Feedback is an offer!
- The three step model
- The sandwich model



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## Inside the coaches head



- The best coaches study behavior and personality of referees
- Is there consistency in their decisions?
- Do they work as a team?
- Do they overuse the whistle or not?
- Are they arrogant or insecure?
- Are they approachable?
- How do they handle criticism?
- Can they be influenced?

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## Stress Management



- Stress is a vital energy
- Too little or too much stress decreases success
- Positive stress increases success
- Stress is individualistic
- Stress is related to control of the situation
- Stress is related to mentality
- Stress is related to self-confidence

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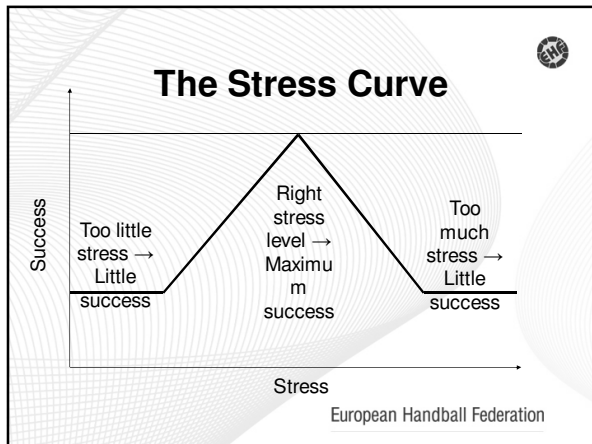
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- ### Stress Management
- Know your stress factors (stressors) and learn to control them – don't let them control you
  - Acknowledge your stress and seek help
  - Physical workout
  - Learn at least one relaxation method
  - Enjoy the moment
  - Good preparation is the best medicine
- European Handball Federation

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“My goal for all games is to do my job so well that I'll be selected for more games”.

An international referee

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# EUROPEAN HANDBALL FEDERATION



[report@eurohandball.com](mailto:report@eurohandball.com)

## 2010/11 Referees' Performance Report (Delegate's Sheet)

<b>COMPETITIONS</b>		male →			female ←	Match Nr.:																					
European Cup <input type="checkbox"/>	senior		YAC	ECh	WCh	Qualification Match <input type="checkbox"/>		Qualification Tournament <input type="checkbox"/>			Final Tournament <input type="checkbox"/>																
National Team <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>																
Referees:					NAT:		Delegate:					NAT:															
Date:		Venue:				Result		7-m	W	2 min.	DD	Bench officials punish															
		END		Halft.																							
Hometeam:																											
Guestteam:																											
ITEMS		--	-	∅	+	++	+++	REMARKS																			
Fair play and Neutrality								Positive Remarks:																			
Ball handling																											
Steps																											
Offensive faults																											
Goal area / Defence activity																											
Goal area / Offense activity																											
7-m decisions																											
Invalid scores																		Negative Remarks:									
Passive play																											
Execution of throws, fast throw-off																											
Refs cooperation/positioning																											
Reading the game,Hollywood act.																											
Advantage																											
Struggling pivot / defender																		Suggestions for improvement:									
Body language and signals																											
Straight line																											
Game management																											
Atmosphere																											
Progressive punishments																											
Cooperation with the table																											
Submitted by the		DELEGATE			X	REFEREES			e-mail:																		
REFEREES' SUMMARY:		→ <input type="checkbox"/>			↘ <input type="checkbox"/>			↗ <input type="checkbox"/>																			
TYPE OF MATCH		EASY <input type="checkbox"/>			NORMAL <input type="checkbox"/>			DIFFICULT <input type="checkbox"/>			VERY DIFFICULT <input type="checkbox"/>																
REFEREES' INFLUENCE ON THE MATCH		INCREASING DIFFICULTIES <input type="checkbox"/>					NO INFLUENCE <input type="checkbox"/>					REDUCING DIFFIC. <input type="checkbox"/>															



# EUROPEAN HANDBALL FEDERATION



[report@eurohandball.com](mailto:report@eurohandball.com)

## 2010/11 Referees' Performance Report (Referees' Sheet)

<b>COMPETITIONS</b>		male →			female ←	Match Nr.:																							
European Cup	<input type="checkbox"/>	senior		YAC	ECh	WCh	Qualification Match		Qualification Tournament			Final Tournament																	
National Team	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>																	
Referees:						NAT:			Delegate:			NAT:																	
Date:		Venue:				Result		7-m	W	2 min.	DD	Bench officials punish																	
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ITEMS		--	-	∅	+	++	+++	REMARKS																					
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## CLARIFICATIONS ON THE USE OF THE 2010/11 EHF REFEREES PERFORMANCE REPORT

### RATINGS (from left to right)

**Not satisfactory**.... Many mistakes taking influence on the result of the game, loss of control

( - - )

**Poor**..... Many mistakes, no influence on the result of the game, little control

( - )

**Average** ..... Several mistakes, but regular control

( Ø )

**Good** ..... Few mistakes and good control

( + )

**Very good** ..... Almost no mistakes, very good control

( + + )

**Excellent** ..... Practically perfect

( + + + )

### REMARKS (where to start)

1) For each of the items listed you have to take a clear decision where to start following the rating definitions given above - e.g. in case of being not sure to rate either “average” or “good”, reconsider the item in doubt and follow the exact definition with particular reference to the number of mistakes and to the quality of the match control.

2) If one item does not occur in the match, please tick “average” (because of system reasons).

### ITEMS

<b>Fair play and Neutrality:</b>	To which extent was the idea of the Fair Play respected and represented in the match. Treating all players and officials of both teams absolutely impartial. Taking no influence whatsoever on the result or the direction of the match.
<b>Ball handling:</b>	Technical faults like wrong dribbling, foot-playing, holding the ball more than 3sec.
<b>Steps:</b>	Reaction upon and correction of all kind of steps. (Defence work can be almost impossible if offensive players are allowed to take too many steps in 1on1 situations. Severe foul done by defenders can be caused by this.)
<b>Offensive faults:</b>	Rule infringements of the offensive player with and without ball possession.
<b>Goal area / Defence activity:</b>	Distinction between violations committed deliberately and / or systematically and such not on purpose during 1on1 situations.
<b>Goal area / Offense activity:</b>	Violations when aiming for the ball, entering during 1on1 situations, landed shots, stepping / falling inside before releasing the ball.
<b>7m decisions:</b>	Evaluation according to the rules and correct restitution of a clear chance for scoring.
<b>Invalid scores:</b>	Scores following any rules violation by the scoring player. Note that this item does correspond with at least one of those mentioned above.
<b>Passive play:</b>	Correct application of signals and calls in terms of rules and idea of the game and situation.
<b>Execution of throws, fast throw-off:</b>	Throws execution (correct placement, 3m distance, stepping on the side line during fast throw-in, 7m throw – goalkeeper line check as well), fast throw-off violations.
<b>Refs cooperation / positioning:</b>	Good teamwork with individual internal communication, correct pick of position and running lanes.
<b>Reading the game, Hollywood act.:</b>	Were the calls timed well in terms of the idea of the game and the rules leading to a game flow or did they break the rhythm of the game by interferences (unnecessary calls). Recognising the Hollywood actions.
<b>Advantage:</b>	Correct application and same balance on either side.
<b>Struggling pivot / defender:</b>	Pivot and defence – interactive play, correct-incorrect blocking (goal referee observation).
<b>Body language and signals:</b>	Appearance in neutral but positive attitude neither show in arrogance nor insecurity. Firm but not repressive in positions, signals and gestures.
<b>Straight line:</b>	Clear and strict calls supporting the players, coaches and audience to identify the clear line of decisions taken.
<b>Game management:</b>	Overall evaluation of the referees in terms of pre-game, running match and after game phase.
<b>Atmosphere:</b>	General impression and flair of the game, including personal behaviour influence.
<b>Progressive punishments:</b>	Clear and strict line in accordance to the rules.
<b>Cooperation with the table:</b>	Mutual assistance. Clear calls on punishments. Continuous contact.

# The EHF Family Portal – Referees and Delegates

## Available Tools

### **Time Management**

Users of the EHF Family Portal get an overview of their personal dates at EHF events. Referees and delegates can enter dates/periods when they are not available for EHF nominations.

### **Info**

The EHF presents specific information for single users or user groups.

### **Own Data Management**

Users of the EHF Family Portal can see and change the personal data available on the EHF database.

### **User Management**

Users can change their personal password.

## Description of the tools

After logging in (EHF website, "EHF FAMILY" on the right top of the site or "https://members.ehf.eu"), the user reaches the personal desktop ("My Desktop") with an overview on current available information (calendar, info).

## **My Desktop**



## Event List

- Shows dates known for this user. You may choose between the EHF event list ("My Events"), the unavailability list ("My Off Times") and the complete list ("All").
- Referees can see the entered off times of their team partner additionally.
- Dates can be downloaded as a ".ics-file" (iCal standard) and imported into other applications such as MS Outlook.
- Additionally EHF events are linked with the respective info pages on eurohandball.com.

## Calendar

Dates are presented in form of a calendar, using a colour code for various types of events.

## New Documents

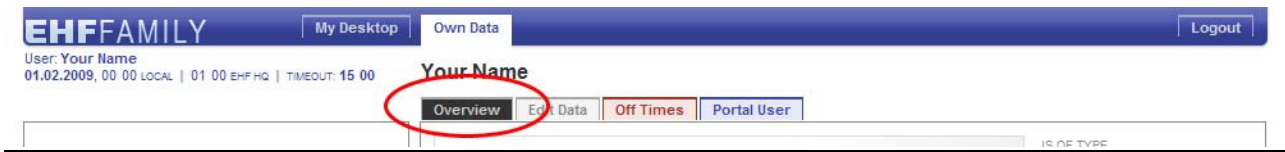
Information made available to the user by the EHF.

## **Own Data**

In the section "Own Data" the user may see and change the personal data known to the EHF, enter periods of unavailability, and change the password.



## Overview



An overview on the data available is presented here.

## Edit Data / Common Data



Entering and changing of basic data: prefix, name, nationality, date of birth, languages, sizes.

## Edit Data / Address / Telephone / Bank Data



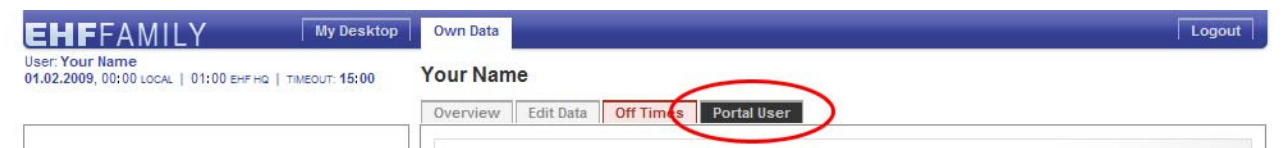
Entering and changing of addresses, phone numbers, e-mail and web addresses, banking information, airport.

## Off Times



Entering and changing of periods of unavailability.

## Portal User



Changing of the password for the EHF FAMILY Portal.

## The EHF Family Portal – Lecturers and Presenters

### Available tools

#### **EHF CAN Event Management**

EHF Lecturers, EHF Technical Commissions and selected guests can view and download all EHF CAN course documents made available by other community members and the EHF. Presenters can upload and edit courses documents for their assigned courses, and after being approved by the EHF, those uploaded documents are presented to the EHF CAN user group (like noted above). And, in addition, such documents can also be published to the Activities website of the EHF.

#### **EHF CAN eLearning**

Is an online video archive, where thousands of short scenes can be searched after specific types of in-game events. The videos may also be downloaded for further use.

#### **Time Management**

Users of the EHF Family Portal get an overview of their personal dates at EHF events. Users may enter dates/periods when they are not available for EHF events.

#### **Own Data Management**

Users of the EHF Family Portal can see and change the personal data available on the EHF database.

#### **User Management**

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### Description of the tools

After logging in (EHF website, "EHF Family " on the top right of the site or "https://members.ehf.eu"), the user reaches the personal desktop ("My Desktop") with an overview on current available information (calendar, info).

### **My Desktop**



#### Event List

- Shows dates known for this user. You may choose between the EHF event list ("My Events"), the unavailability list ("My Off Times") and the complete list ("All").
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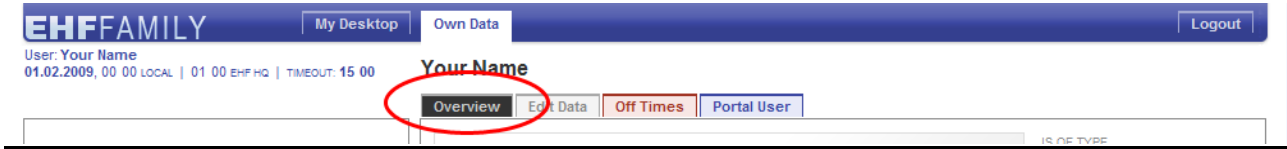
#### New Documents

Information made available to the user by the EHF.

## Own Data

In the section "Own Data" the user sees – and may change – the personal data known to the EHF, enter periods of unavailability, and change his personal password.

### Overview



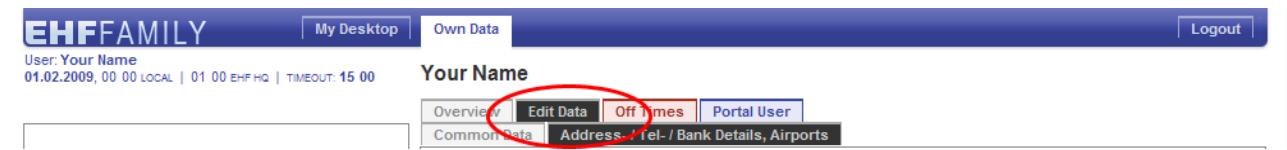
An overview on the data available is presented here.

### Edit Data / Common Data



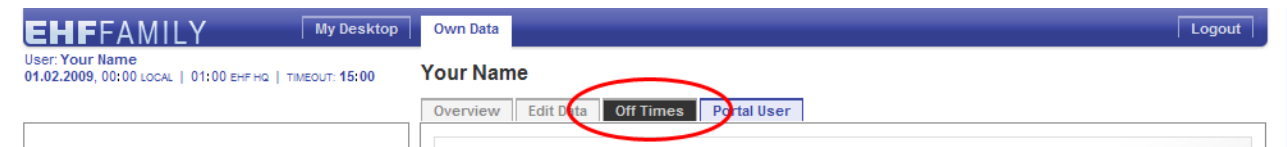
Entering and changing of basic data: prefix, name, nationality, date of birth, languages, etc.

### Edit Data / Address / Telephone / Bank Data



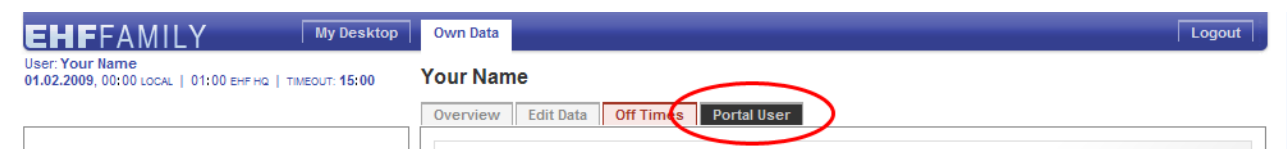
Entering and changing of addresses, phone numbers, e-mail and web addresses, banking information and airports.

### Off Times



Entering and changing of periods of unavailability.

### Portal User



Change your personal password for the EHF Family Portal.

## EHF CAN / Events Management

In the section "EHF CAN / Events Management" the user can search for EHF CAN courses and seminars, view own documents and the ones that other users have provided, and upload new documents to the system.

In addition the EHF Office may provide edited versions of the same document or convert documents to PDF where needed.

The screenshot shows the EHF FAMILY Events Management interface. The navigation bar includes 'My Desktop', 'Own Data', and 'EHF CAN'. Below the navigation bar, there are tabs for 'My Courses' and 'All Courses'. The main content area displays a list of courses and seminars grouped by year (2010, 2009, 2008, 2007). Red numbers 1, 2, 3, and 4 are overlaid on the screenshot to indicate key features: 1 points to the 'EHF CAN' menu item, 2 points to the 'My Courses' tab, 3 points to the year-based course overview, and 4 points to a specific course entry.

- 1) Enter the EHF CAN courses & seminars.
- 2) "My" and "All" courses:  
"My courses" are all where you were (or will be) involved as a presenter, while "All courses" shows a comprehensive list of all past and present courses and seminars which may be filtered by topics and specific lectures.
- 3) Scroll through the overview of all past and present EHF CAN courses and seminars (grouped by year and topic), or start a **full-text search within all known documents**.
- 4) Click on a specific entry (pencil icon left or text on the right), to view its details and contents.

The screenshot shows the EHF FAMILY interface displaying the details of a 2009/10 EHF Course for Delegates. The interface displays the course title, dates, venue, and a list of documents provided by the presenter. Red numbers 1, 2, and 3 are overlaid on the screenshot to indicate key features: 1 points to the course entry in the 'My Courses' list, 2 points to the 'Refereeing / Sandor Andorka (HUN)' title, and 3 points to a PDF document icon.

- 1) After clicking a course or seminar...
- 2) A list with all presenters and their topics is shown, and all documents provided by the presenters (and the EHF).
- 3) Click on a icon to open or download a specific document.

**EHFFAMILY** My Desktop Own Data **EHF CAN** Logout

User: Your Name  
01.02.2009, 00:00 LOCAL | 01:00 EHF HQ | TIMEOUT: 15:00

### 2010 EHF Coaching Course

Overview Search View **Edit** <sup>1</sup>

BASIC 2010 EHF Coaching Course  
02.-04.04.2010



VENUE Viimsi / Estonia

INTRO-TEXT during the 2010 EHF Challenge Championship in Viimsi / EST

Targetgroups:  
Lecturers  
Master Coaches


Topics:  
Coaching  
Coaches' Courses & Seminars

**Coaches / Wolfgang Pollany (AUT)**

DOCUMENTS			
TITLE	ORIGINAL	EDITED VERSION(S)	PDF VERSION(S)
Trends in female top handball <sup>3</sup>			
Trends in male top handball <sup>2</sup>		<sup>4</sup>	<sup>4</sup>

+ Add a new Document

**Additional**

DOCUMENT		PDF VERSION(S)
TITLE	TITLE	
1. Program		

Document Upload...  
FILE:    
TITLE:   
 <sup>2</sup>

- 1) If you are a presenter for a course or seminar, you may switch to the edit mode – to upload or change your documents or review edits by the EHF Office.
- 2) To add a new document to the list, click on the “+” button, then select a file from your computer and enter a title. Per default the title field is filled with the filename, but you may enter another name as you like.
- 3) Click on a documents title to edit it.  
Click on a documents icon to open or download an existing document, to change the file, or to delete it. A document may only be deleted, if there are no “official” versions (edited or PDF versions exists).
- 4) When the EHF Office reviews user documents, they may provide edited versions if needed, or convert other filetypes to PDF and upload them as versions of the original file.

The EHF Office also controls the publication state for each file/version of a document: If a version is published to the local community (allowed users of the EHF Lecturers Application), all members may view and download it – then the background colour changes to blue. It may also be published to the public (via the Activities Website), then the background colour changes to green.

The default grey background colour means, that a file/version is only visible to the user who uploaded it and the EHF office.

## EHF CAN / eLearning

In the section "EHF CAN / eLearning" the user can search within thousands of short video scenes for specific types of in-game events.

The videos may also be downloaded for other uses.

The screenshot displays the EHF FAMILY eLearning interface. At the top, there are navigation tabs for 'My Desktop', 'Own Data', and 'EHF CAN'. The 'EHF CAN' tab is active, and a dropdown menu shows 'Events Management' and 'eLearning' (marked with a red '1'). The user is logged in as 'Your Name' on 01.02.2009, 00:00 LOCAL, with a timeout of 15:00. The main content area is divided into two sections: 'Videos' on the left and 'Video details' on the right. The 'Videos' section features a search filter with fields for 'CATEGORY' (All), 'TYPE' (All), 'TEAM' (empty), 'NATION' (All), and 'COMPETITION' (2010 European Cham). A search button is present. Below the filters, it indicates 'Found 1725 videos.' and shows 'Page 1 of 247'. A list of video entries is shown, each with a 'Show Actions' button and a pencil icon. The first entry is 'Croatia vs France' from the '2010 Men's - European Championship' (marked with a red '3'). The 'Video details' section shows 'BASIC INFORMATION' for the match '2010 Men's - European Championship, (CRO) Croatia vs France (FRA)'. It includes a 'Show Actions' button and three links: 'Match details on www.eurohandball.com', 'Download match report (PDF)', and 'Video download (7 MB)' (marked with a red '5'). Below the information are buttons for 'PREVIOUS VIDEO', 'RANDOM VIDEO', and 'NEXT VIDEO' (marked with a red '6'). The video player shows a handball match in progress, with a score of 'CRO 16:18 FRA' and a time of '44:12'. The video is paused (marked with a red '4') and has a duration of '00:07'. The player controls include play/pause, stop, and volume buttons.

- 1) Enter the EHF CAN eLearning section.
- 2) Filter the videos list by category and type of the event, team name, team nation and competition. Hint: You will find all matches between the same two national teams if you filter by the nation of one team, and enter the nation (short or long form) of the other into the "TEAM" text field.
- 3) Click on a specific entry, to view the video and more details.
- 4) Control the online video stream;

**Attention:** The videos are in Microsofts WMV format. The player is immediately available in the Internet Explorer, but there are plugins for most other common browsers and operating systems.

- 5) Video download and more information (match details on [www.eurohandball.com](http://www.eurohandball.com) and the full match report as additional PDF download).
- 6) Proceed to the next, previous or a random video of the same (filtered) group of videos.



