



# DEVELOPMENTAL TENDENCIES OF CONTEMPORARY HANDBALL: CASE OF ATTACK AND DEFENCE IN SPECIFIC CIRCUMSTANCES (NUMERICAL INFERIORITY AND SUPERIORITY)



- ▣ *Introduction:*
- ▣ Having a numerical inferiority or superiority in the game of handball (a player more or less on the field) is very important for both attacking and defending teams. This has also been confirmed by statistical data from the last major international competitions.



		Attacks		With a player more		With a player less	
Team	GP	G / A	%	G / A	%	G / A	%
CRO	8	222/442	50	41/75	55	16/50	32
CZE	6	177/400	44	39/69	57	21/56	38
DEN	8	240/460	52	40/59	58	22/55	40
ESP	6	166/358	46	28/51	55	12/39	31
FRA	7	189/403	47	57/99	58	14/40	35
GER	8	244/465	52	56/87	64	23/53	43
HUN	6	164/352	47	40/63	63	13/38	34
ISL	3	87/188	46	14/21	67	5/20	25
POL	3	86/191	45	20/32	63	11/38	29
POR	3	91/185	49	15/27	56	7/24	29
RUS	7	206/408	50	43/57	64	21/59	36
SCG	7	206/408	50	33/64	52	26/62	42
SLO	8	230/445	52	31/58	53	30/79	38
SUI	6	140/351	40	27/51	53	11/31	35
SWE	7	211/424	50	35/56	63	15/41	37
UKR	3	74/172	43	12/22	55	5/24	21
Total	96	2733/5652	48	531/911	58	252/709	36

Total number of attacks, number of attacks with a player more and less on the field, efficiency of the attack at the European Championships 2004 in Slovenia (Taborsky, Sevim, 2004)



Team		Games played	2 minute suspension	Average in minutes
POR	Portugal	3	11	7.3
SWE	Sweden	7	25	7.1
MAD	Hungary	6	27	9
DAN	Denmark	8	39	9.8
NEM	Germany	8	40	10
ŠVI	Switzerland	6	27	9
FRA	France	7	34	9.7
HRV	Croatia	8	41	10.3
ISL	Iceland	3	14	9.3
ČEŠ	Czech republic	6	32	10.7
ŠPA	Spain	6	33	11
RUS	Russia	7	34	9.7
UKR	Ukraine	3	18	12
SČG	Serbia & Montenegro	7	44	12.6
SLO	Slovenia	8	58	14.5
POL	Poland	3	25	16.6

Number of games played, number of suspensions and the average time each of the team played with a player less on the field at the EC 2004 (Taborsky, Sevim, 2004)



European Championship	Nr. att. player more team/ match	Nr. goals player more	Nr. att. player less	Nr. goals player less
ECh 2002	7,95	4,47	6,15	2,34
ECh 2004	9,43	5,54	7,35	2,60
ECh 2006	8,70	5,16	6,72	2,81
ECh 2008	7,74	4,71	5,85	2,32

Source: Officiate statistic

- ▣ The results in table 2 show that teams spent nearly a third of their playing time in numerical inferiority or superiority. Undoubtedly, the coaches and players in training do not allocate adequate time for solving of these particular situations.
- ▣ Due to the stated facts, related to the numerical inferiority and superiority, the purpose of present article is to present the main tactical possibilities of teams and players playing with a player less on the field.

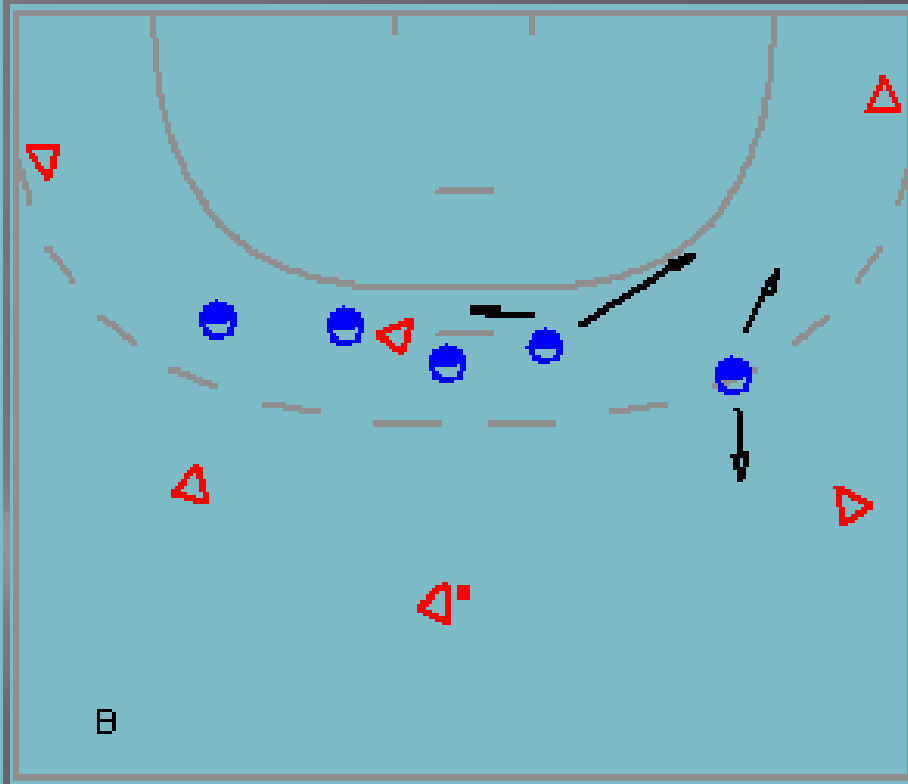
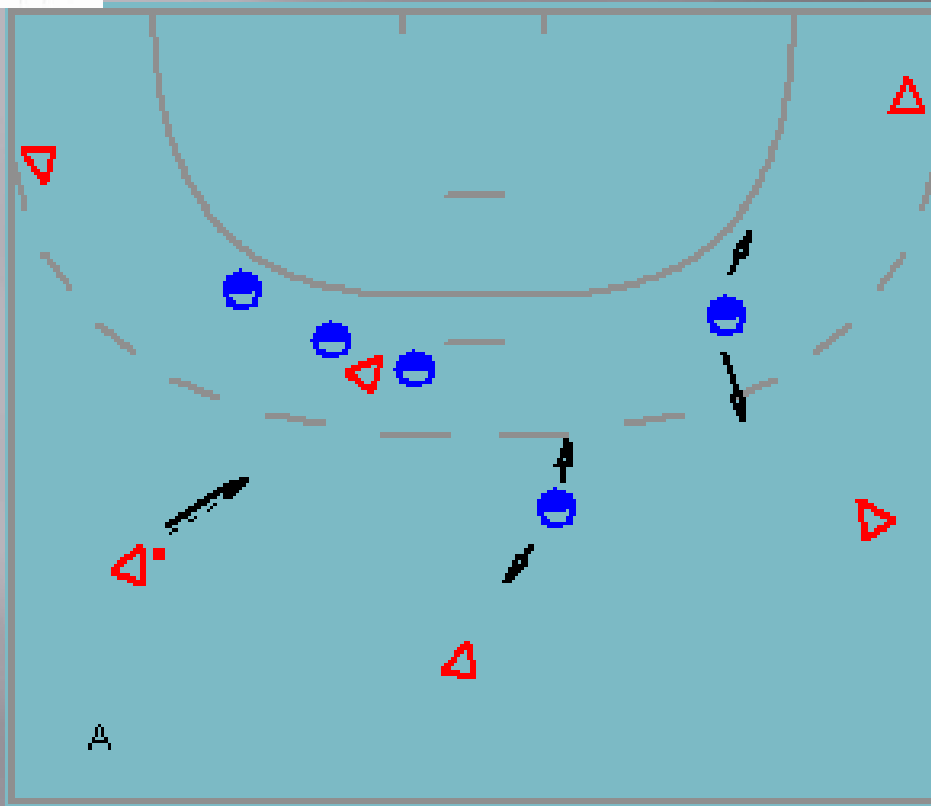


- ▣ *Defending with a player less*
- ▣ Defence game with a player less has become very efficient in the last years as a result of aggressive and anticipation in the game of defence players, which undermines the initiative of attacking players.
- ▣ At the same time, defence players have psychological advantage over the attacking players, who play under the pressure of expectations.



- ▣ Attacking players often do not risk too much and they like to shoot only from well-prepared positions.
- ▣ On the other hand, defending players aim to prevent the creation of such opportunities with the aggressive and deep game, which they use to obstruct prepared combinations of attacking players.
- ▣ Setting these so-called traps gives the defenders, who are numerically inferior, a chance to be successful against the attacking players. Pictures show one of the possible models of defending with a player less on the field.





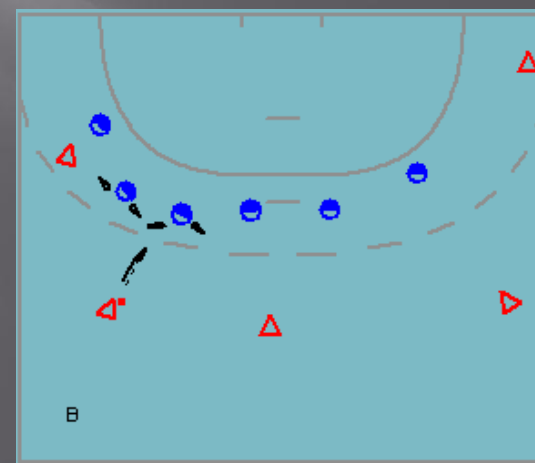
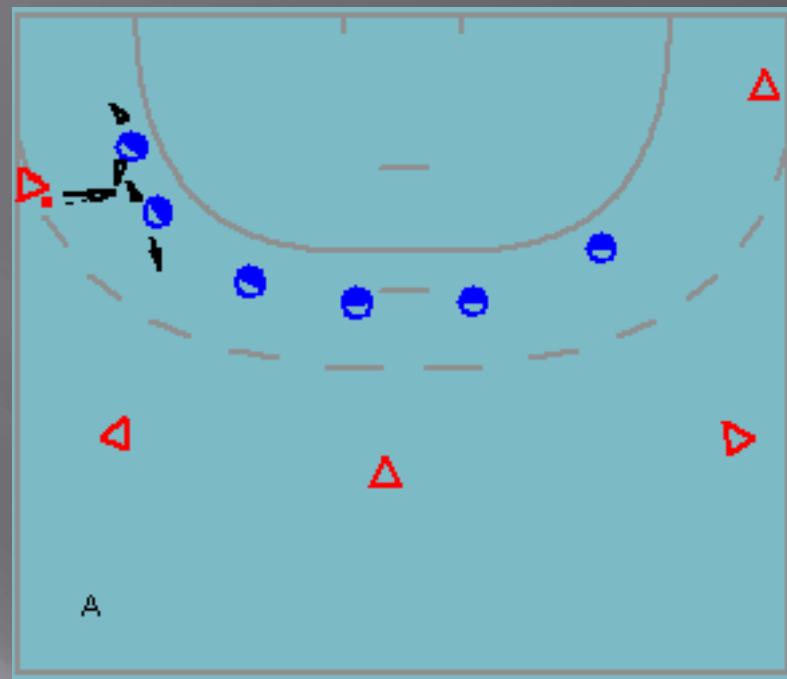
Defenders have to move constantly and quickly forward and backward; they also need to help each other and surprise the attackers with feints – i.e. showing the movement towards the middle of court and move back etc



- ▣ *Defending with a player more*
- ▣ In such situations, it is very important that the defenders do not lessen their defending efforts.
- ▣ Some coaches tend to change the tactic from zone into combined defence when having a player more on the field. In certain circumstances this move can be successful, nevertheless, it is generally better to maintain the system, which teams use usually - zone defence.

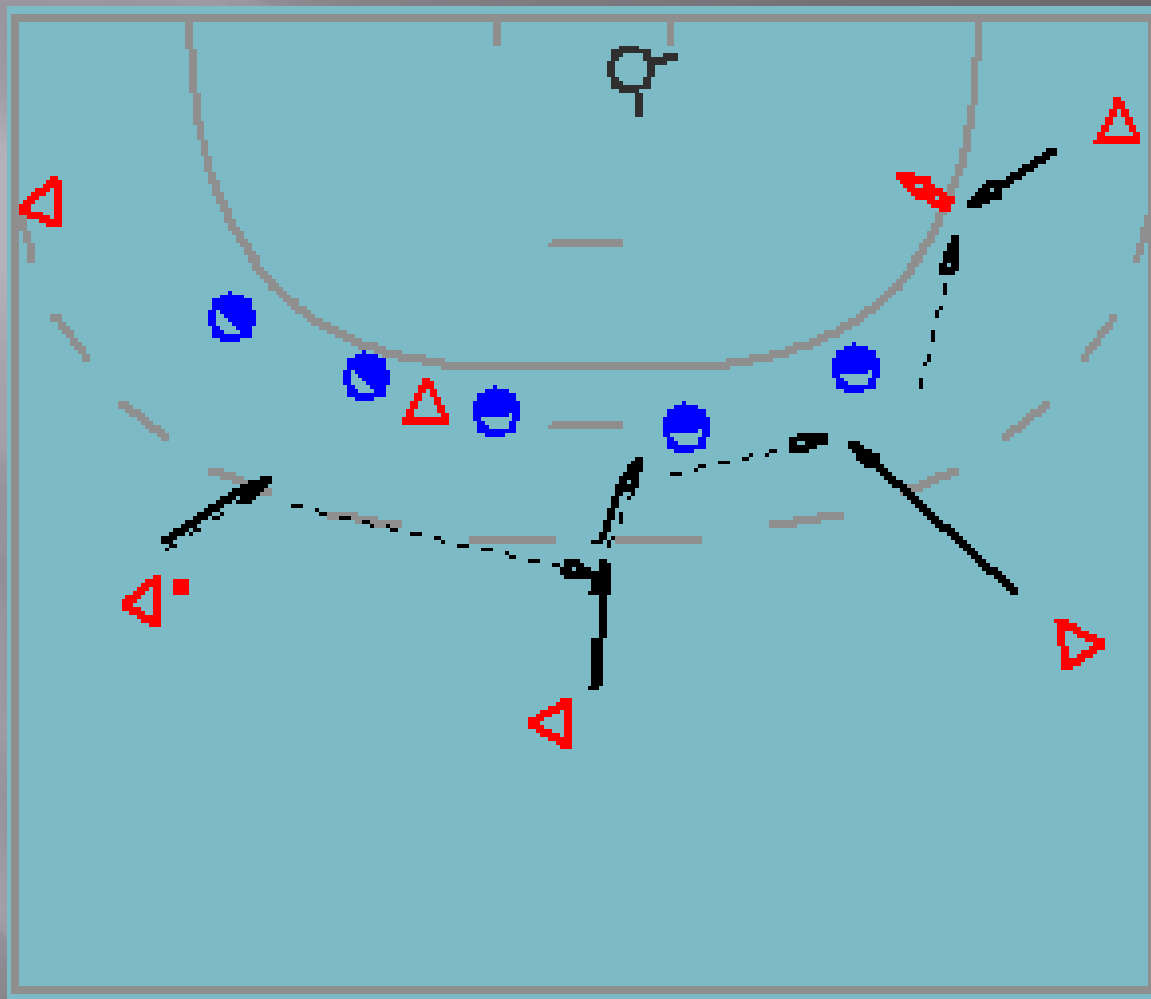


- ▣ Whilst defending with a player more, defenders can also use a standard way of blocking the attackers – “doubling” – creating the situation, where two defenders cover one attacker.

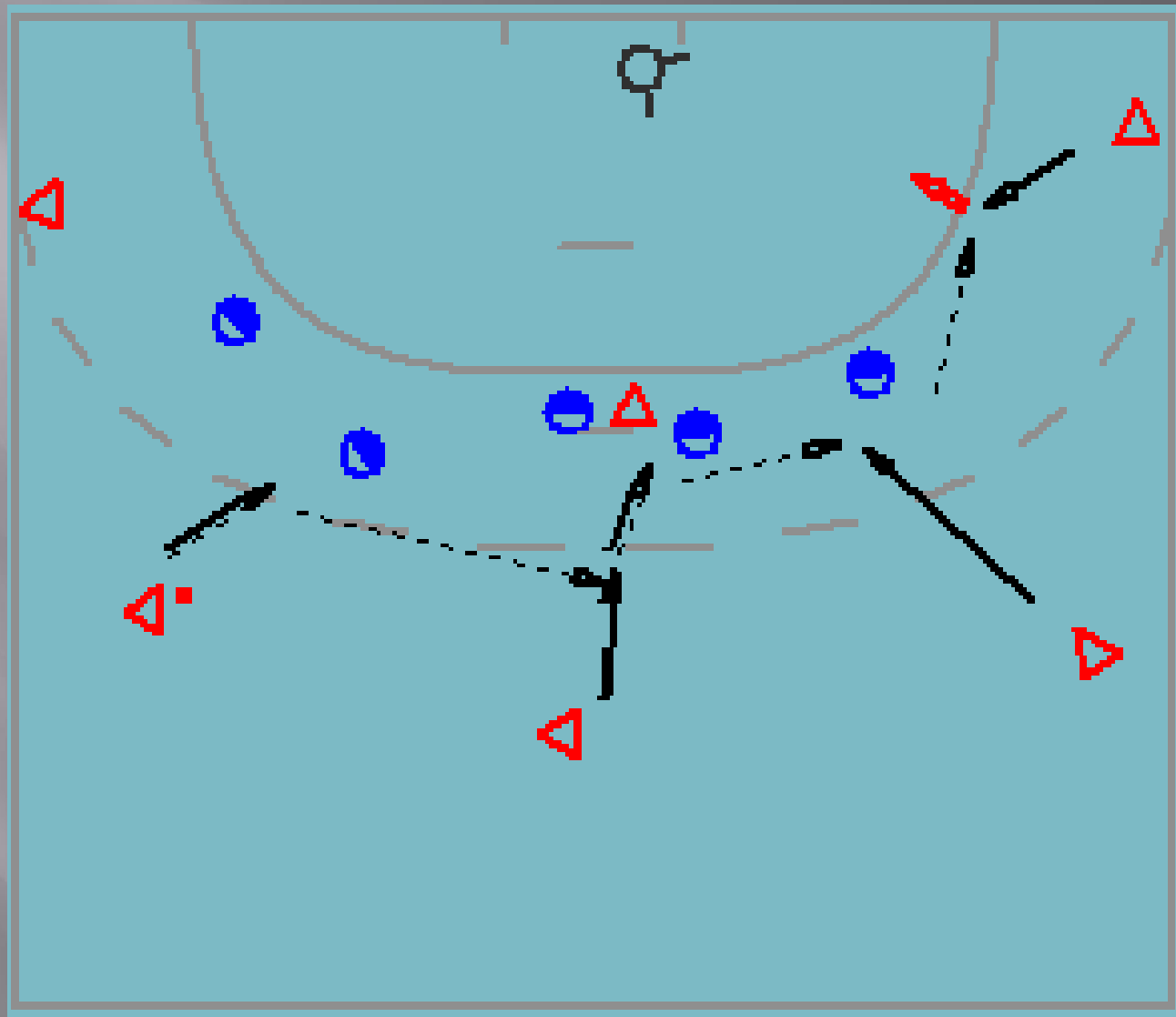




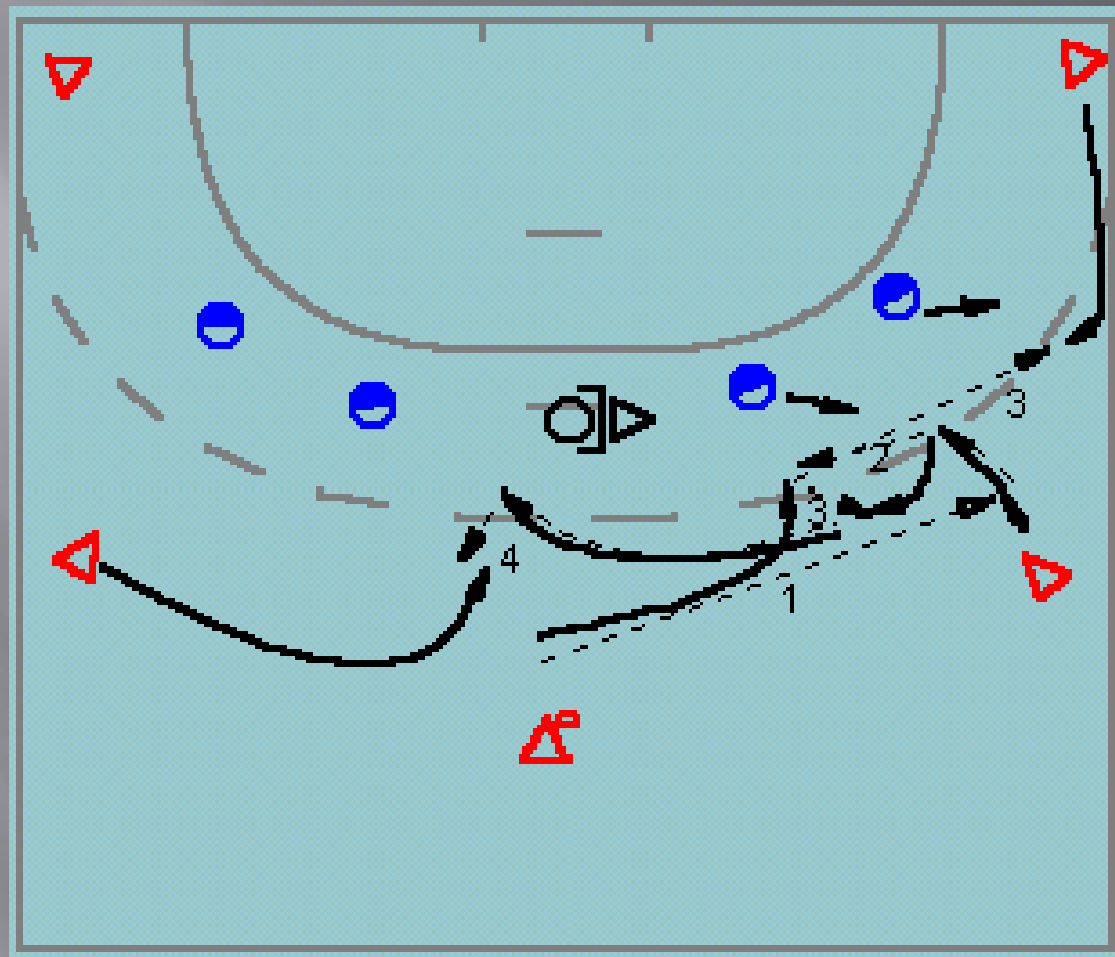
- ▣ *Attack with a player more*
- ▣ The advantage of having a player more in attack is quite considerable from tactical point of view, however, when considering some other factors – mainly psychological ones – the advantage is not as big as could be expected.
- ▣ The majority of quality teams attempt to follow a certain concept when playing with a player more; this concept is usually related to the position of the attacking pivot player.
- ▣ Some of the most frequently used possibilities will be presented.



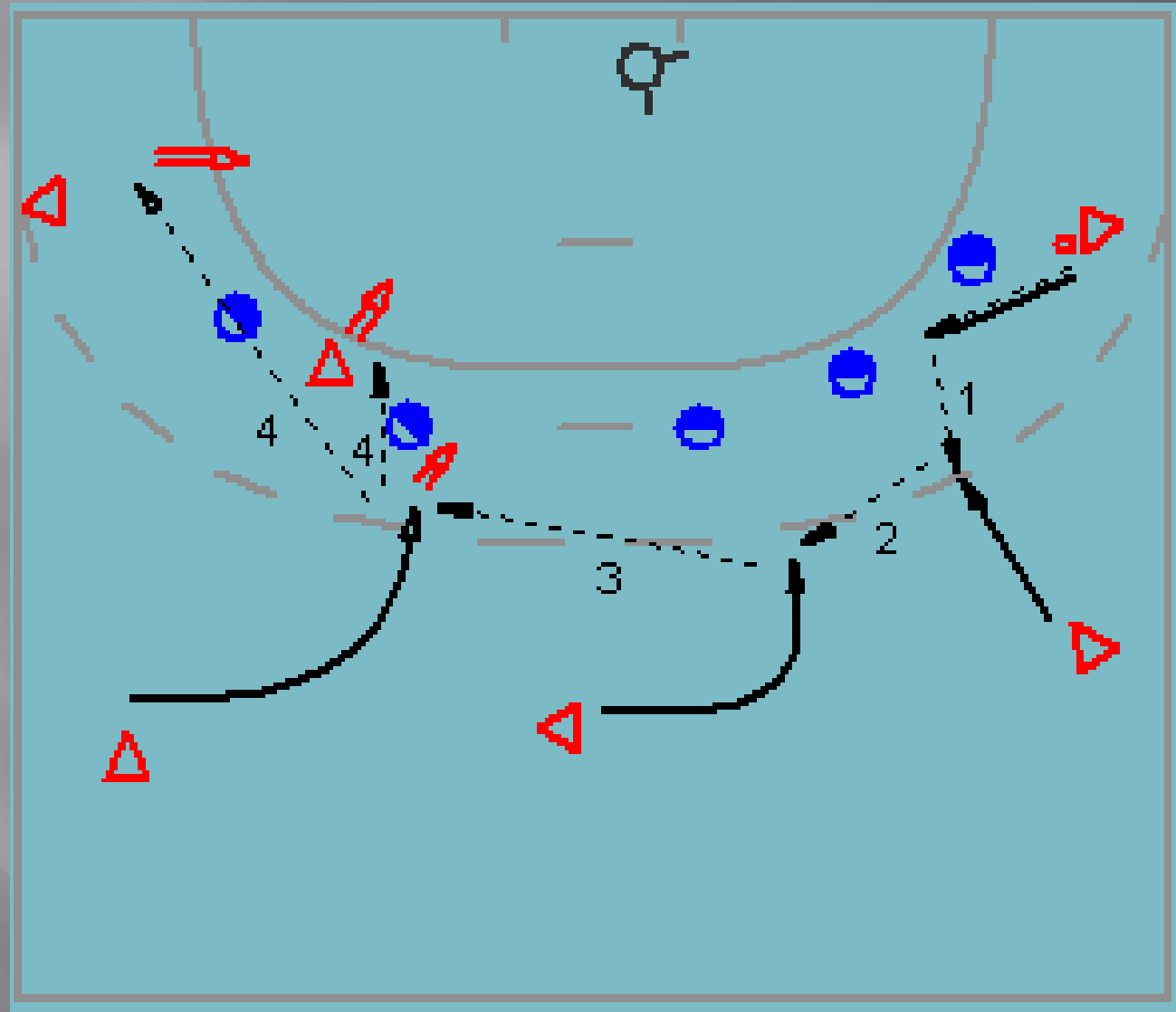
Pivot player is positioned between the defender and the centre back; the LB attacker uses this to pass the ball to CB attacker, who has more options to continue the game



This time pivot is positioned between centre back and 2L defenders. LB attacker performs a wide run and passes the ball to the CB attacker, who uses the block of the pivot player

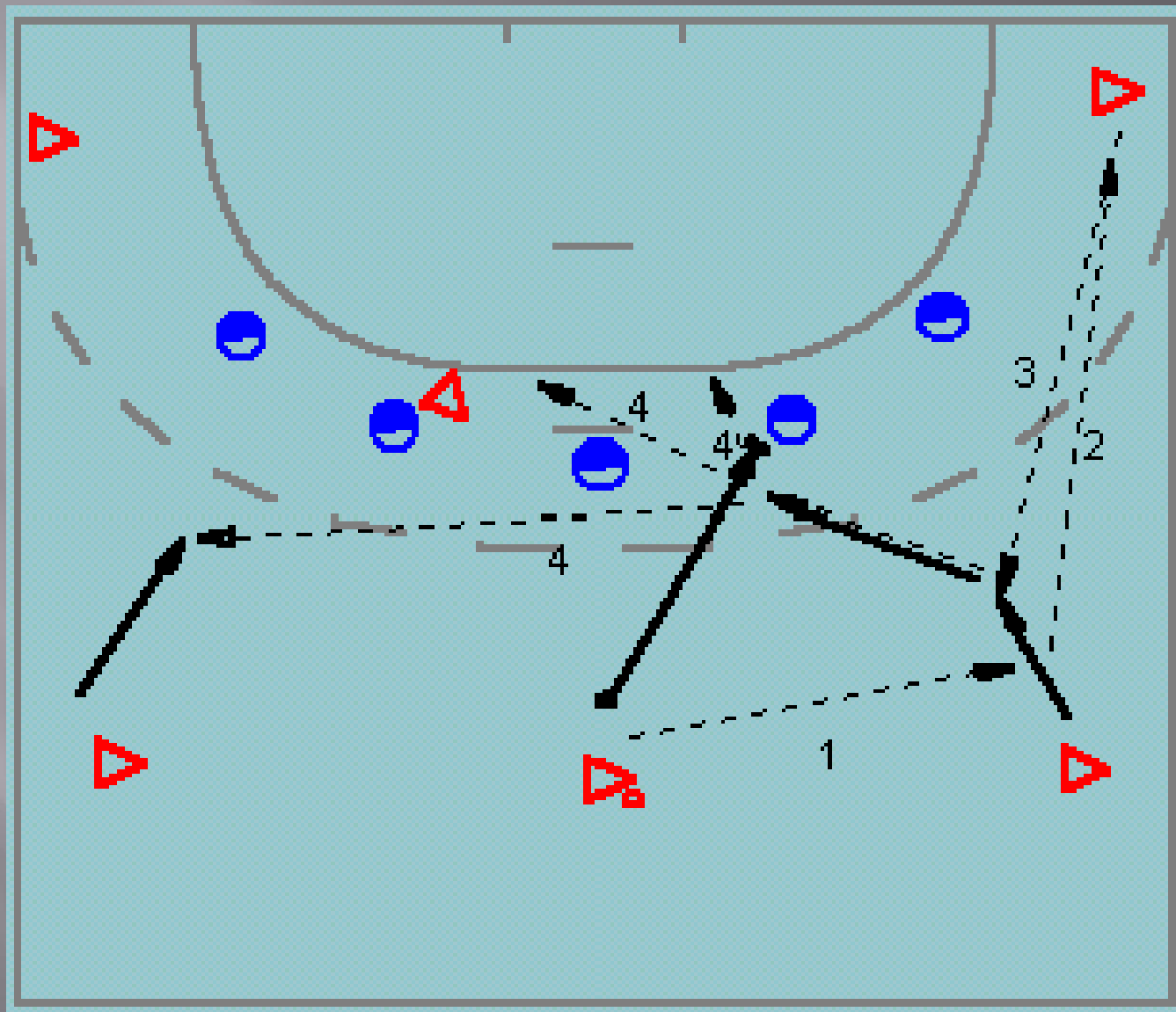


This combination is a slight variation from the previous one. LB attacker passes the ball to CB and he in turn to RB attacker (who is playing extremely wide).



# Priority of players on the



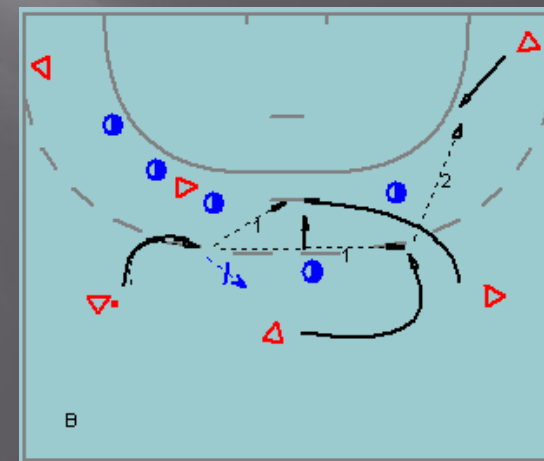
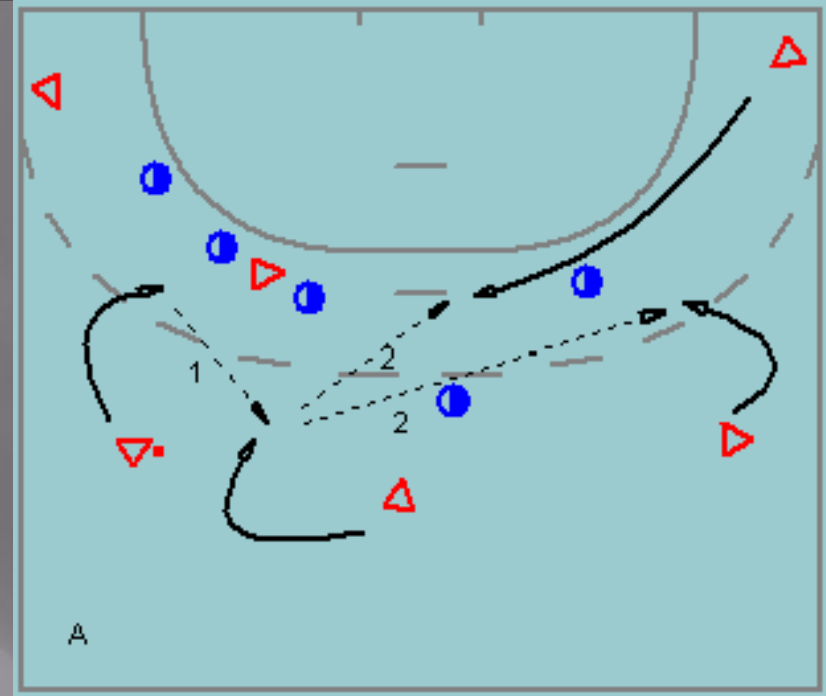


Transition of the CB attacker into the second pivot position after the pass from RW to RB attacker.

2010 IHF/EHF Women's Challenge  
Trophy



- It has been previously mentioned that teams can defend with a very aggressive game, thus stopping the classic attacking combinations with a player more. Attackers can deal with such situations in various ways.



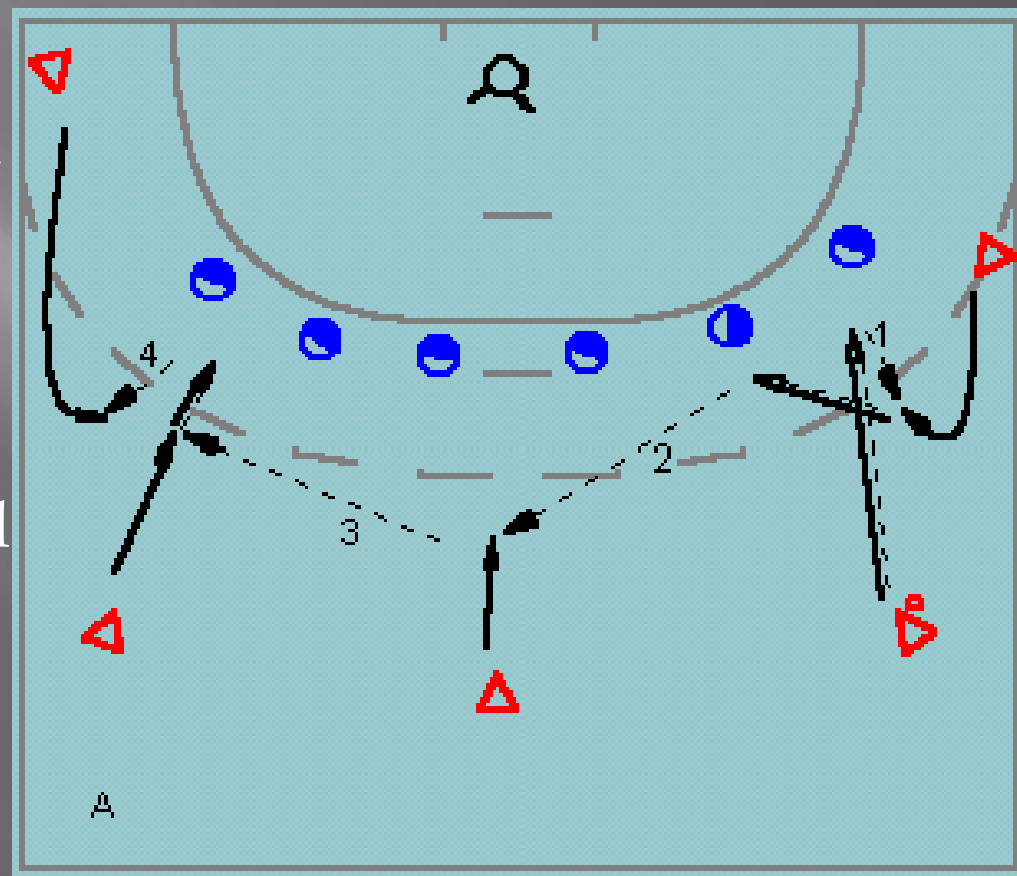


## *Attack with a player less*

- ▣ Certain tactical principles have to be followed when attacking with a player less.
- ▣ It is particularly important that the attackers in their game look for the possibilities to create such situations, where there are equal in or have a higher number of players on some part of the field.
- ▣ Forward runs towards the goal area line can help this if they are performed suddenly or inside some particular combination.
- ▣ It is also important that opportunities are created for the most dangerous attackers, as defenders wish to cut them off the game.

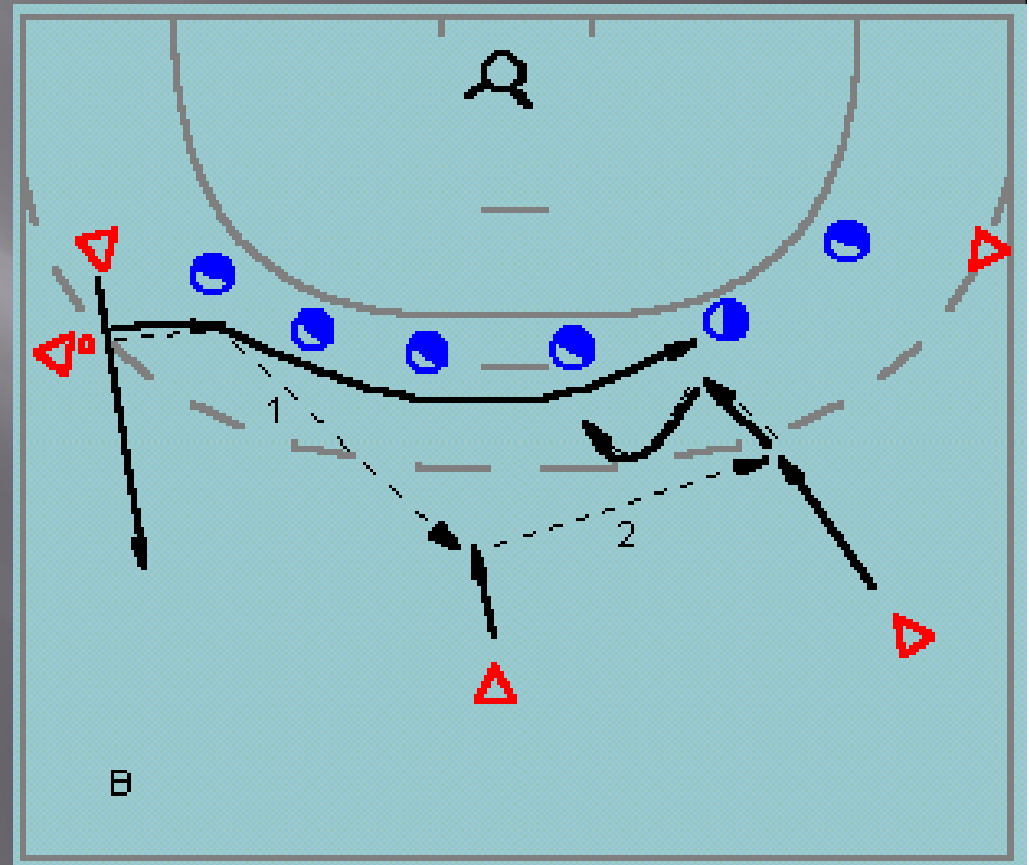


- First, RB attacker performs a cross with RW attacker, who passes the ball to CB and immediately changes again with RB. CB passes the ball to LB, who then crosses with LW attacker.



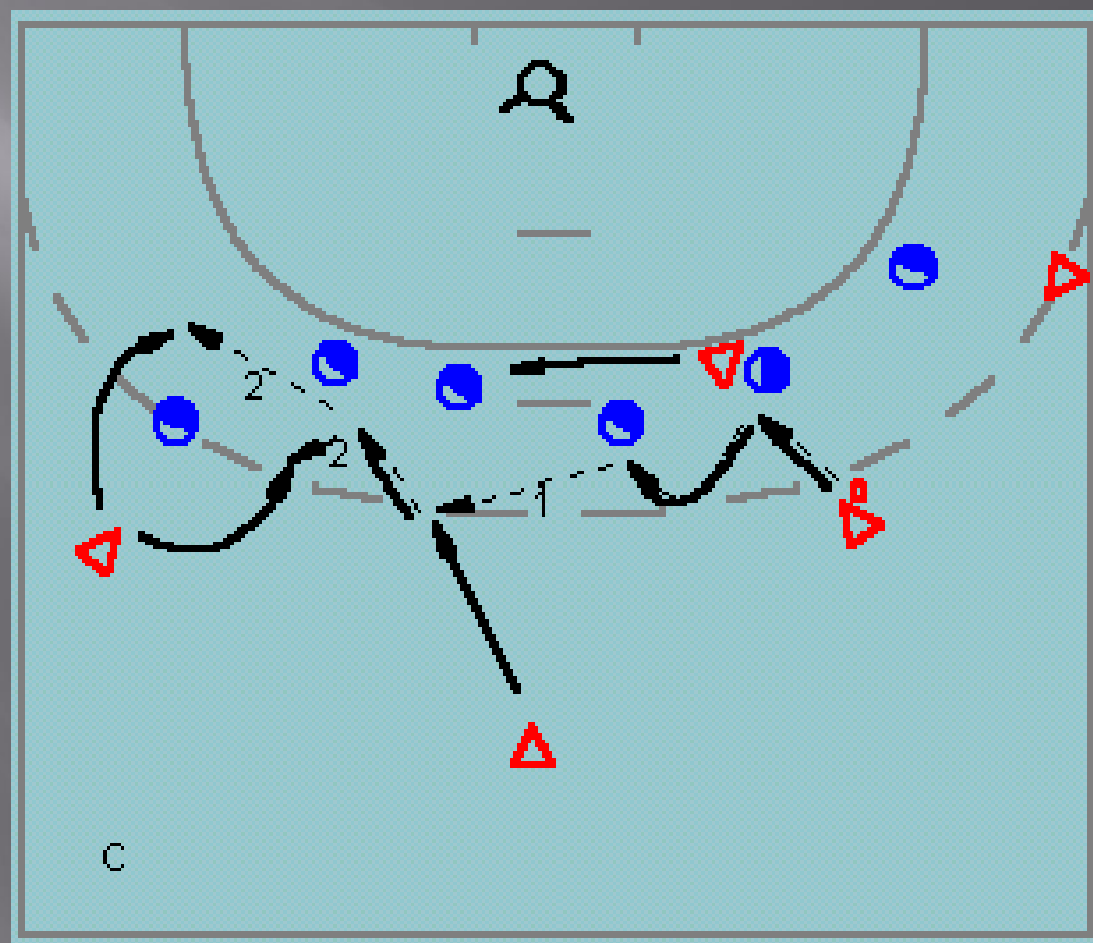


- LW passes the ball from the run to CB and runs to the other side of the court onto the goal area line between the second and third defenders. CB passes the ball to RB, who runs towards the second and third defender (at this point the timing of the run of the LW attacker to the line is crucial).



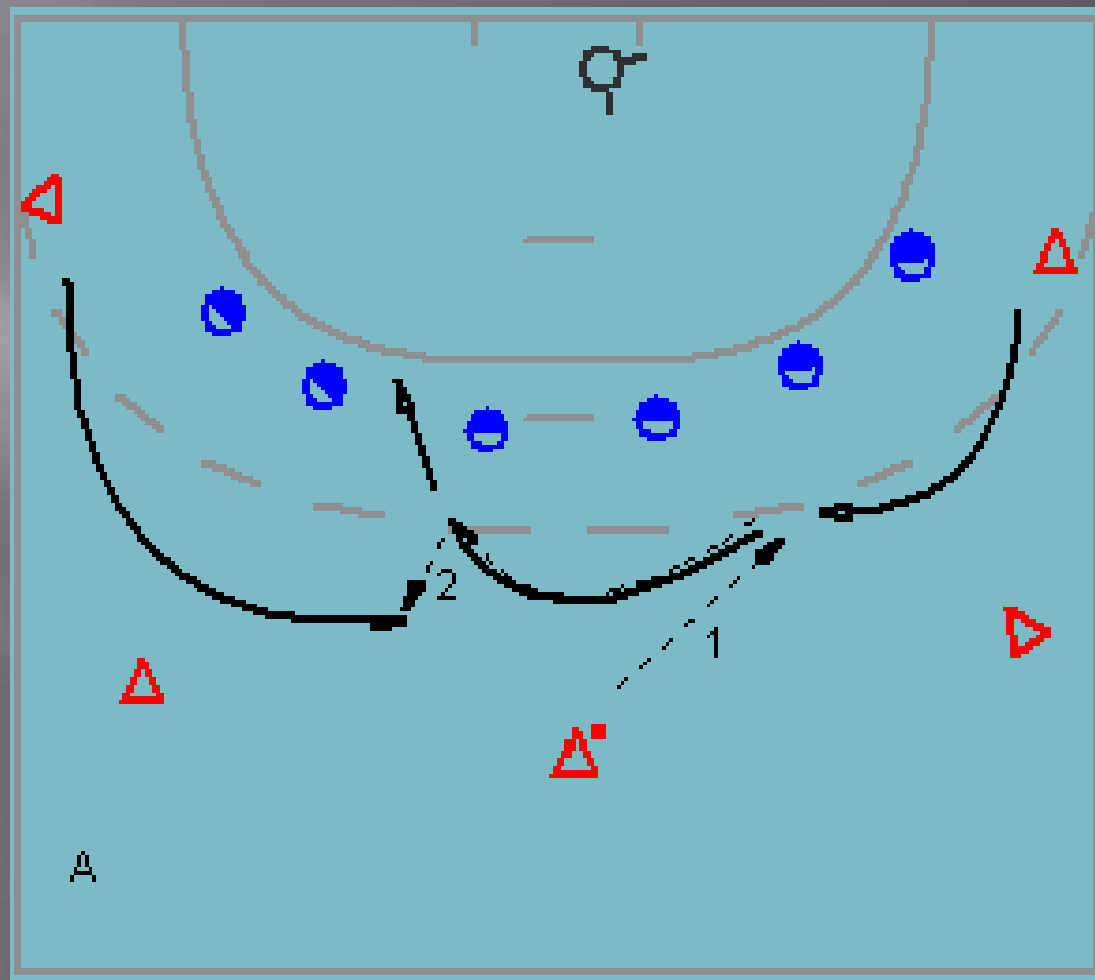


- In this way RB attempts to use the side block of LW attacker onto the second defender and his opening behind the third defender, if defender joins the deep defence against the RB attacker.



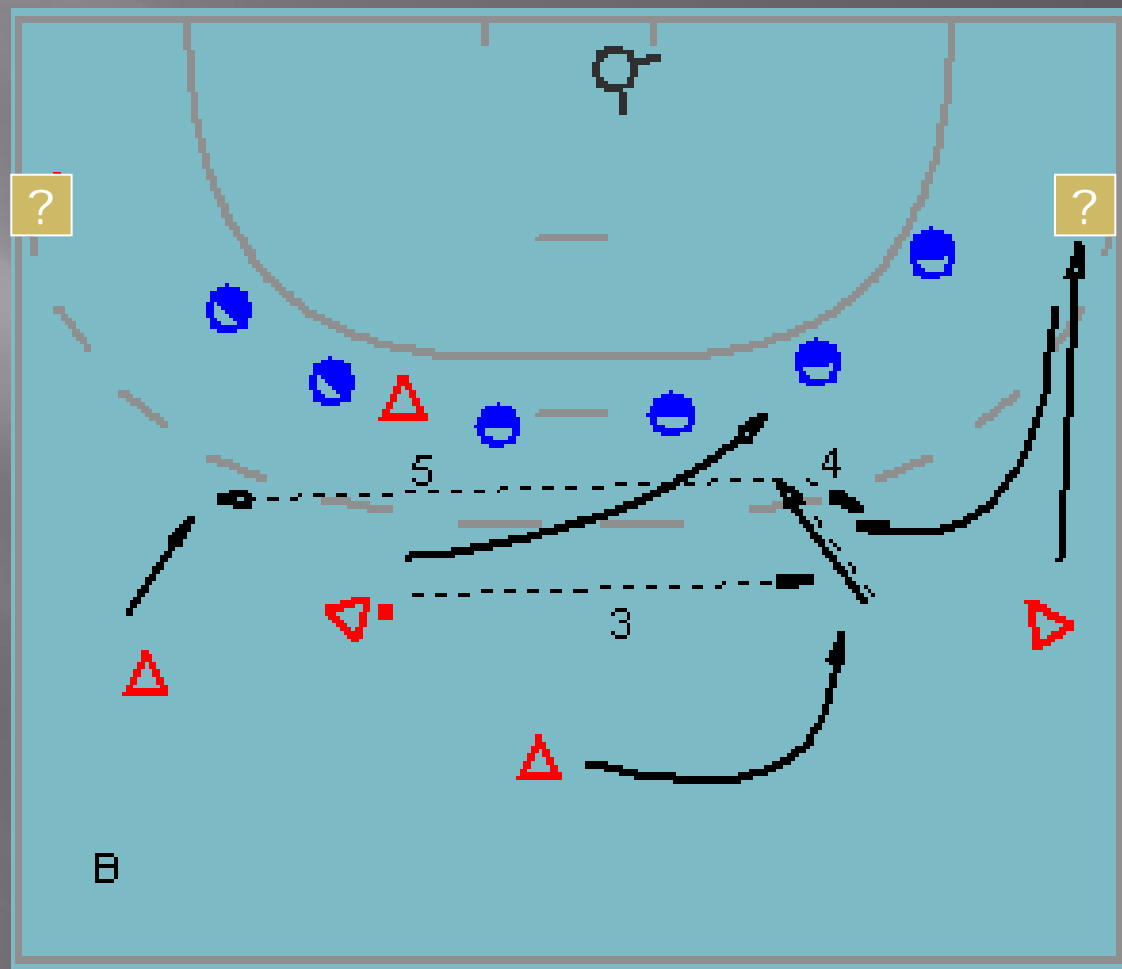


When attacking with a player less, the two wing players can also execute a crossing.





- In this way they create the possibility for situations, where there will be a balance in the number of players on certain part of the field.







- ▣ It is a fact that the majority of training time is being used for practicing the situations, when the teams are equal in numbers.
- ▣ As a result of this lack of appropriate training (less practising), players often have difficulties with solving such specific situations, which have a decisive impact onto the final match result.
- ▣ It is not only the percentage of time played in these situations throughout the match, but also their importance for the rest of the match.



- ▣ Namely, these situations are sometimes called breaking or turning points of the match and are often in relation to the time when there are an unequal numbers of players on the field.
- ▣ It is necessary to include more exercises, teaching the players how to solve the situations of numerical inferiority or superiority in both the attack and defence, into the methodology of learning and training.