

| Long Term Coach Development Label   |                | National C   | National B  | National A  | EHF PRO   |
|---|----------------|--|---|---|---|
| Handball Coach Main role  |                | Assist more qualified coaches, delivering aspects of coaching sessions, normally under supervision   | Prepare for, deliver, and review coaching sessions  | Plan, implement, analyse and revise coaching programmes   | Plan, implement, analyse and revise long-term (multi-annual) coaching programmes  |
| Handball Coaching experience  |                | This coach has <b>little or no</b> experience in coaching handball at this level.  | This coach has a <b>relative short</b> experience in coaching handball at this level.   | This coach has a <b>considerable</b> experience in coaching handball at this level.   | This coach has a <b>solid</b> experience in coaching handball at this level.  |
| Positioning   |                | This coach reports to the rest of the coaches in the structure but directly to the Head coach.   | This coach directs National C coaches and reports to the Head Coach (national A or EHF PRO)   | This coach directs national C and B coaches, and reports to the Head coach.   | This coach directs all coaches.   |
| Responsibility  |                | This coach has limited responsibility in the coaching process.   | This coach has full or total responsibility in the coaching process.  | This coach has full or total responsibility in the coaching process.  | This coach has full or total responsibility in the coaching process.  |
| Entry requirements  | App. Age       | 18 years old   | 18 years old  | N/A   | N/A   |
|   | Skill level    | Playing Experience   | National C  | National B  | N/A   |
|   | Academic level | Primary studies  | Primary studies   | Secondary studies   | University studies  |
|   | Experience     | Playing Experience   | Minimum 1 year as National C  | Important   | Fundamental   |
| Career perspectives   |                | To become a National B Coach.  | To become a National A Coach.   | To become a EHF PRO Coach.  | To become a sports tutor, sports researcher, sports manager.  |
| Tutors  |                | A minimum of a National B coach qualification is required to be tutor of sport specific disciplines in handball coaches courses. A minimum of BA in sports science is required to be tutor of sport science disciplines in these courses.  | A minimum of a National A coach qualification is required to be tutor of sport specific disciplines in handball coaches courses. A minimum of BA in the relevant sport science is required to be tutor of sport science disciplines in these courses.   | A minimum of a EHF PRO qualification is required to be tutor of sport specific disciplines in handball coaches courses. A minimum of BA in the relevant sport science is required to be tutor of sport science disciplines in these courses. A masters degree is recommended.   | A minimum of a EHF PRO coach qualification is required to be tutor of sport specific disciplines in handball coaches courses. A minimum of BA in the relevant sport science is required to be tutor of sport science disciplines in these courses. A masters or Ph.D. degree is recommended.  |
| Resources   |                | General manuals and other resources (DVDs, etc.) on coaching which include basic generic sport science information and handball specific issues.   | General manuals and other resources (DVDs, etc.) on coaching which include specific sport science information and specific issues in handball.  | Specific manuals and other resources (DVDs, etc.) on coaching which include specific sport science information and specific issues in handball. Research articles in handball.  | Resources include specific sport science information and specific issues in handball. Research articles in handball.  |
| Contents / Modules / Units (revisit once competencies are agreed)                                 |                | Basic: 1. Knowledge of handball (technique, tactics, strategy, rules, regulations, equipment, facilities, competitions, system organisation). 2. Knowledge of people (athletes, coaches, parents, colleagues, etc.). 3. Knowledge of Sports science (teaching methodology, psychology, biomechanics, first aid, injury, physical conditioning, training theory). | General: 1. Knowledge of handball (technique, tactics, strategy, rules, regulations, equipment, facilities, competitions, system organisation). 2. Knowledge of people (athletes, coaches, parents, colleagues, media, etc.). 3. Knowledge of Sports science (teaching methodology, psychology, biomechanics, medicine, first aid, injury, physical conditioning, training theory, periodisation, nutrition). | Comprehensive: 1. Knowledge of handball (technique, tactics, strategy, rules, regulations, equipment, facilities, competitions, system organisation). 2. Knowledge of people (athletes, coaches, parents, colleagues, media, officials, agents, etc.). 3. Knowledge of Sports science (teaching methodology, psychology, biomechanics, medicine, first aid, injury, physical conditioning, training theory, periodisation, nutrition, sociology, marketing, history). | Complete knowledge of: 1. Knowledge of handball (rules, regulations, equipment, facilities, competitions, system organisation). 2. Knowledge of people (athletes, coaches, parents, colleagues, media, officials, agents, etc.). 3. Knowledge of Sports science (teaching methodology, psychology, biomechanics, medicine, first aid, injury, physical conditioning, training theory, periodisation, nutrition, sociology, marketing, history, management). 4. Research methods |
| Learning methods  |                | Formal learning (tutor contact hours, distance learning, e-learning, supervised practice). Informal learning (self-reflection, networking)   | Formal learning (tutor contact hours, distance learning, e-learning, supervised practice). Informal learning (self-reflection, action research, networking)   | Formal learning (tutor contact hours, distance learning, e-learning, supervised practice). Informal learning (self-reflection, action research, networking)   | Formal learning (tutor contact hours, distance learning, e-learning, supervised practice). Informal learning (self-reflection, action research, networking)   |
| Assessment types  |                | Practical (coaching session, skill test) or theoretical tests where applicable. Recognition of current competence (coaching experience, playing experience, educational experience).   | Practical (coaching session, skill test) or theoretical tests where applicable. Recognition of current competence (coaching experience, playing experience, educational experience).  | Practical (coaching session, skill test) or theoretical tests where applicable. Possible post-course paper. Recognition of current competence (coaching experience, playing experience, educational experience).  | Practical (coaching session, skill test) or theoretical tests where applicable. Post-course research paper. Recognition of current competence (coaching experience, playing experience, educational experience).  |
| Number of credits (1 Credit = 25 hours). Including all types of learning methods. To be reviewed. |                | 4  | 8   | 16  | 32  |
| Quality control   |                | Provided by sports federation, education and training regulatory bodies. Sports coaching education recognised agencies and national sports coaching authorities.   | Provided by sports federation, educational and sectoral regulatory bodies, as well as by expert review based on institutional or sector based agreements. Sports coaching education recognised agencies and national sports coaching authorities.   | Provided by sports federation and EHF.  | Provided by EHF.  |
| Activities/job functions  | Tasks          | Learning Outcome - Competency 1: Skills (Know-how)   | Learning Outcome - Competency 1: Skills (Know-how)  | Learning Outcome - Competency 1: Skills (Know-how)  | Learning Outcome - Competency 1: Skills (Know-how)  |

|                       |                 |  |   |   |  |
|-----------------------|-----------------|--|---|---|--|
| <b>General Skills</b> | <b>General</b>  | The coach is able to use basic skills to carry out simple tasks or in which action is governed by rules defining routines and strategies. The coach can select and apply basic methods, tools and materials.             | This coach is able to use a range of specific and practical skills to carry out tasks through the personal interpretation of the selection and adjustment of methods, tools and materials. The coach can evaluate different approaches to tasks and outcomes in terms of strategic approach used. | This coach is able to develop strategic and creative responses in researching solutions to problems demonstrating innovative methods and mastery of tools in a handball. The coach can demonstrate transfer of theoretical and practical knowledge in creating solutions to problems and devise and sustain arguments to solve problems.                  | This coach is able to diagnose problems by integrating knowledge from new fields and make judgements with limited information. The coach can develop new skills in response to emerging knowledge and techniques, as well as research, conceive, design, implement and adapt projects that lead to new knowledge and procedural solutions. |
| <b>Training</b>       | <b>Plan</b>     | This coach has no skills applicable for this task under this activity.   | This coach is able to design training session plans (mostly technical and tactical), based on handball characteristics, demands, and sports science principles, and help more experienced and qualified coaches in the design of annual training plans.   | This coach is able to design training sessions plans (technical, tactical, physical and mental) and annual training plans (mostly technical and tactical), based on handball characteristics, demands, and sports science principles, and help more experienced and qualified coaches in the design of pluri-annual training plans (physical and mental). | This coach is able to design training sessions plans (technical, tactical, physical and mental) and annual, and pluri-annual training plans (technical, tactical, physical and mental) based on handball characteristics, demands, and sports science principles.  |
|                       | <b>Organise</b> | This coach is able to organise the handball players, and the equipment and the facilities needed for the training session under supervision while ensuring a safe environment.   | This coach is able to organise the handball players and the equipment and the facilities needed for the training while ensuring a safe environment.   | This coach is able to organise the handball players, and the equipment and the facilities needed for the training while ensuring a safe environment.  | This coach is able to organise the handball players and the equipment and the facilities needed for the training while ensuring a safe environment.  |
|                       | <b>Conduct</b>  | This coach is able to conduct the training of handball players at this level under supervision while ensuring a safe environment.  | This coach is able to conduct the training of handball players at this level while ensuring a safe environment.   | This coach is able to conduct the training of handball players at this level while ensuring a safe environment.   | This coach is able to conduct the training of handball players at this level while ensuring a safe environment.  |
|                       | <b>Evaluate</b> | This coach is able to evaluate the training of handball players at this level under supervision.   | This coach is able to evaluate the training of handball players at this level .   | This coach is able to evaluate the training of handball players at this level .   | This coach is able to evaluate the training of handball players at this level .  |
| <b>Competition</b>    | <b>Plan</b>     | This coach has no skills applicable for this task under this activity.   | This coach is able to design match and tournament/event plans and schedules based on handball characteristics, demands, and sports science principles, and help more experienced and qualified coaches in the design of annual competition plans.   | This coach is able to design match and tournament/event as well as annual competition plans and schedules based on handball characteristics, demands, and sports science principles, and help more experienced and qualified coaches in the design of pluri-annual competition plans.   | This coach is able to design match and tournament/event, annual and pluri-annual competition plans and schedules based on handball characteristics, demands, and sports science principles.  |
|                       | <b>Organise</b> | This coach is able to organise the handball players and the equipment and the facilities, as well as decide on the rules and regulations needed for the competition under supervision while ensuring a safe environment. | This coach is able to organise the handball players and the equipment and the facilities, as well as decide on the rules and regulations needed for the competition while ensuring a safe environment.  | This coach is able to organise the handball players and the equipment and the facilities, as well as decide on the rules and regulations needed for the competition while ensuring a safe environment.  | This coach is able to organise the handball players and the equipment and the facilities, as well as decide on the rules and regulations needed for the competition while ensuring a safe environment.   |
|                       | <b>Conduct</b>  | This coach is able to conduct the competition of handball players at this level under supervision while ensuring a safe environment.   | This coach is able to conduct the competition of handball players at this level while ensuring a safe environment and respecting the rules and regulations.   | This coach is able to conduct the competition of handball players at this level while ensuring a safe environment and respecting the rules and regulations.   | This coach is able to conduct the competition of handball players at this level while ensuring a safe environment and respecting the rules and regulations.  |
|                       | <b>Evaluate</b> | This coach is able to evaluate the issues related to the handball competition at this level under supervision.   | This coach is able to generally evaluate the issues related to the handball competition at this level.  | This coach is able to generally evaluate the issues related to the handball competition at this level.  | This coach is able to generally evaluate the issues related to the handball competition at this level.   |
| <b>Management</b>     | <b>Plan</b>     | This coach has no skills applicable for this task under this activity.   | This coach is able to plan the management of the career of handball players, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.   | This coach is able to plan the management of the career of handball players, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.   | This coach is able to plan the management of the career of handball players, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.  |
|                       | <b>Organise</b> | This coach has no skills applicable for this task under this activity.   | This coach is able to organise the management of the career of handball players, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.   | This coach is able to organise the management of the career of handball players, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.   | This coach is able to organise the management of the career of handball players, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.  |
|                       | <b>Conduct</b>  | This coach has no skills applicable for this task under this activity.   | This coach is able to manage the career of handball players, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.   | This coach is able to manage the career of handball players, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.   | This coach is able to manage the career of handball players, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.  |
|                       | <b>Evaluate</b> | This coach has no skills applicable for this task under this activity.   | This coach is able to evaluate the management process of the career of handball players, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation .  | This coach is able to evaluate the management process of the career of handball players, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.   | This coach is able to evaluate the management process of the career of handball players, the performance of other coaches, the integration of sport science experts, and all people related to the sports organisation.  |
|                       | <b>Plan</b>     | This coach has no skills applicable for this task under this activity.   | This coach is able to plan the education of the handball players, of the coaches, and of other related people (parents).  | This coach is able to plan the education of the handball players, of the coaches, and of other related people (parents).  | This coach is able to plan the education of the handball players, of the coaches, and other related people (parents) and experts.  |

|                          |          |   |   |   |   |
|--------------------------|----------|---|---|---|---|
| Education                | Organise | This coach has no skills applicable for this task under this activity.  | This coach is able to organise the education of the handball players, coaches, and of other related people (parents).   | This coach is able to organise the education of the handball players, coaches, and of other related people (parents).   | This coach is able to organise the education of the handball players, coaches, and of other related people (parents).   |
|                          | Conduct  | This coach has no skills applicable for this task under this activity.  | This coach is able to educate the handball players, coaches, and other related people (parents).  | This coach is able to educate the handball players, coaches, and other related people (parents).  | This coach is able to educate the handball players, coaches, and other related people (parents).  |
|                          | Evaluate | This coach has no skills applicable for this task under this activity.  | This coach is able to evaluate the educational process of the handball players, coaches, and other related people (parents).  | This coach is able to evaluate the educational process of the handball players, coaches, and other related people (parents).  | This coach is able to evaluate the educational process of the handball players, coaches, and other related people (parents) and experts.  |
| Activities/job functions | Tasks    | Learning Outcome - Competency 2: Knowledge (know-what)  | Learning Outcome - Competency 2: Knowledge (know-what)  | Learning Outcome - Competency 2: Knowledge (know-what)  | Learning Outcome - Competency 2: Knowledge (know-what)  |
| General Knowledge        | General  | This coach can recall and comprehend basic general knowledge, limited to facts and main ideas when working with handball players  | This coach applies a wide range of practical and theoretical knowledge that includes processes, techniques, materials, instruments, equipment, and terminology. The coach can evaluate outcomes in terms of strategic approach used.  | This coach can use broad and detailed theoretical and practical knowledge specialised in coaching and show awareness of limits to knowledge base. Some knowledge is at the forefront of coaching and will involve a critical understanding of theories and principles.  | This coach uses highly specialised theoretical and practical knowledge some of which is at the forefront of coaching to critically analyse, evaluate and synthesise new and complex ideas. The coach can extend or redefine existing knowledge or professional practice in coaching.  |
| Training                 | Plan     | This coach has basic general knowledge and main ideas on the planning tasks for the training activities of handball players.  | This coach knows the fundamentals of session planning (mostly technical and tactical), the basic elements of LTSD related to the level of performance of the sportspeople, the basic demands of handball and the fundamental principles of sports science.  | This coach has an in depth knowledge of all the principles of session planning (technical, tactical, physical and mental), all the elements of LTSD related to the level of performance of the handball players, all the demands of handball and the principles of sports science.  | This coach has an in depth knowledge of all the principles of session and annual planning (technical, tactical, physical and mental), all the elements of LTSD related to the level of performance of the handball players, all the demands of handball and the principles of sports science.   |
|                          | Organise | This coach has basic knowledge on group and individual organisation, equipment distribution and facilities assignment to provide an effective and safe training session.  | This coach has general knowledge on group and individual organisation, equipment distribution and facilities assignment to provide for an effective and safe training session.  | This coach has an in depth knowledge on group and individual organisation, equipment distribution and facilities assignment to provide for an effective and safe training session.  | This coach has an in depth knowledge on group and individual organisation, equipment distribution and facilities assignment to provide for an effective and safe training session.  |
|                          | Conduct  | This coach has a basic knowledge of session structure (warm-up, main part, cool down), drill progression/adaptation/differentiation (optimal challenge), skill development contents and methods (technical, tactical, physical, mental), safety principles (first aid), use of equipment, teaching aids, rules, space and facilities (adapted), teaching methodology principles (explanation, demonstration, practice and correction), effective communication procedures (verbal and non-verbal), leadership and coaching styles use (command, co-operative, etc.), motor learning principles (practice, feedback, etc.), psychological (positive learning environment), and organisation procedures (class formation, time management) needed for the training session. | This coach has a general knowledge of session structure (warm-up, main part, cool down), drill progression/adaptation/differentiation (optimal challenge), skill development contents and methods (technical, tactical, physical, mental), safety principles (first aid), use of equipment, teaching aids, rules, space and facilities (adapted), teaching methodology principles (explanation, demonstration, practice and correction), effective communication procedures (verbal and non-verbal), leadership and coaching styles use (command, co-operative, etc.), motor learning principles (practice, feedback, etc.), psychological (positive learning environment), and organisation procedures (class formation, time management) needed for the training session. | This coach has an in depth knowledge of session structure (warm-up, main part, cool down), drill progression/adaptation/differentiation (optimal challenge), skill development contents and methods (technical, tactical, physical, mental), safety principles (first aid), use of equipment, teaching aids, rules, space and facilities (adapted), teaching methodology principles (explanation, demonstration, practice and correction), effective communication procedures (verbal and non-verbal), leadership and coaching styles use (command, co-operative, etc.), motor learning principles (practice, feedback, etc.), psychological (positive learning environment), and organisation procedures (class formation, time management) needed for the training session. | This coach has an in depth knowledge of session structure (warm-up, main part, cool down), drill progression/adaptation/differentiation (optimal challenge), skill development contents and methods (technical, tactical, physical, mental), safety principles (first aid), use of equipment, teaching aids, rules, space and facilities (adapted), teaching methodology principles (explanation, demonstration, practice and correction), effective communication procedures (verbal and non-verbal), leadership and coaching styles use (command, co-operative, etc.), motor learning principles (practice, feedback, etc.), psychological (positive learning environment), and organisation procedures (class formation, time management) needed for the training session. |
|                          | Evaluate | This coach has a basic knowledge of assessment and evaluation procedures of the lesson: creating conditions for diagnosis, using methods of observation of performance, using assessment/diagnosis procedures, using intervention strategies, using feedback principles. This coach also has a basic knowledge of assessment and evaluation procedures of handball players awareness of standards, skill development and contents (technical, tactical, physical and mental), motor learning, as well as the elements included above. This coach has a basic knowledge of self-performance evaluation during training.  | This coach has a general knowledge of assessment and evaluation procedures of the lesson: creating conditions for diagnosis, using methods of observation of performance, using assessment/diagnosis procedures, using intervention strategies, using feedback principles. This coach also has a general knowledge of assessment and evaluation procedures of handball players, awareness of standards, skill development and contents (technical, tactical, physical and mental), motor learning, as well as the elements included above. This coach has a general knowledge of self-performance evaluation during training.   | This coach has an in depth knowledge of assessment and evaluation procedures of the lesson: creating conditions for diagnosis, using methods of observation of performance, using assessment/diagnosis procedures, using intervention strategies, using feedback principles. This coach also has an in depth knowledge of assessment and evaluation procedures of handball players, awareness of standards, skill development and contents (technical, tactical, physical and mental), motor learning, as well as the elements included above. This coach has an in depth knowledge of self-performance evaluation during training, and also knows how to evaluate the performance of other coaches.  | This coach has an in depth knowledge of assessment and evaluation procedures of the lesson: creating conditions for diagnosis, using methods of observation of performance, using assessment/diagnosis procedures, using intervention strategies, using feedback principles. This coach also has an in depth knowledge of assessment and evaluation procedures of handball players: awareness of standards, skill development and contents (technical, tactical, physical and mental), motor learning, as well as the elements included above. This coach has in depth knowledge of self-performance evaluation during training, and also knows how to evaluate the performance of other coaches.   |

|             |          |  |  |   |   |
|-------------|----------|--|--|---|---|
| Competition | Plan     | This coach can recall and comprehend basic general knowledge, limited to facts and main ideas on the planning tasks for the competition activities of competitive sportspeople   | This coach has a general knowledge of match and tournament/event planning and scheduling, of the sportspeople competitive needs, of the competitive demands of the sport (travel), and the sport science principles (planning, periodisation, nutrition, hydration, recovery, psychology) needed to design match or competition/event plans. | This coach has an in depth knowledge of match and tournament/event planning and scheduling, of the handball players needs, of the competitive demands of the sport (travel), and the sport science principles (planning, periodisation, nutrition, hydration, recovery, psychology) needed to design match or competition/event plans. Additionally, this coach has a general knowledge of the same contents as related to annual tournament/event planning and scheduling. | This coach has an in depth knowledge of match and tournament/event planning and scheduling, of the handball players needs, of the competitive demands of the sport (travel), and the sport science principles (planning, periodisation, nutrition, hydration, recovery, psychology) needed to design match or competition/event plans. Additionally, this coach has an in depth knowledge of the same contents as related to annual tournament/event planning and scheduling. |
|             | Organise | This coach has a basic knowledge of competition organisation, equipment and facilities required, handball rules, safety issues, regulations and competition formats needed for the organisation of competition.                    | This coach has a general knowledge of competition organisation, equipment and facilities required, handball rules, safety issues, regulations and competition formats needed for the organisation of competition.  | This coach has an in depth knowledge of competition organisation, equipment and facilities required, handball rules, safety issues, regulations and competition formats needed for the organisation of competition.   | This coach has an in depth knowledge of competition organisation, equipment and facilities required, handball rules, safety issues, regulations and competition formats needed for the organisation of competition.   |
|             | Conduct  | This coach has a basic knowledge of competition implementation, use of equipment and facilities, application of sports rules, safety issues, application of regulations and competition formats needed for conducting competition. | This coach has a general knowledge of competition implementation, use of equipment and facilities, application of sports rules, safety issues, application of regulations and competition formats needed for conducting competition.   | This coach has an in depth knowledge of competition implementation, use of equipment and facilities, application of sports rules, safety issues, application of regulations and competition formats needed for conducting competition.  | This coach has an in depth knowledge of competition implementation, use of equipment and facilities, application of sports rules, safety issues, application of regulations and competition formats needed for conducting competition.  |
|             | Evaluate | This coach has a basic knowledge of competition assessment and evaluation, awareness of competitive standards, competition/match charting systems needed for evaluating competition.   | This coach has a general knowledge of competition assessment and evaluation, awareness of competitive standards, competition/match charting systems needed for evaluating competition.   | This coach has an in depth knowledge of competition assessment and evaluation, awareness of competitive standards, competition/match charting systems needed for evaluating competition.  | This coach has an in depth knowledge of competition assessment and evaluation, awareness of competitive standards, competition/match charting systems needed for evaluating competition.  |
| Management  | Plan     | This coach can recall and comprehend basic general knowledge, limited to facts and main ideas on the planning tasks of the management activities of handball players.  | This coach has a general knowledge of planning activities (goal setting, task assignment, etc.) for managing handball players and a basic knowledge of planning the management of coaches.   | This coach has an in depth knowledge of planning activities (goal setting, task assignment, etc.) for managing handball players and a general knowledge of planning the management of coaches, and other people related .   | This coach has an in depth knowledge of planning activities (goal setting, task assignment, etc.) for managing handball players and a general knowledge of planning the management of coaches, and other people related .   |
|             | Organise | This coach has basic general knowledge on the organisation tasks of the management activities of handball players.   | This coach has a general knowledge of the organisation of the management of the career of handball players (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the handball organisation.                              | This coach has an in depth knowledge of the organisation of the management of the career of handball players (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the handball organisation.   | This coach has an in depth knowledge of the organisation of the management of the career of handball players (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the handball organisation.   |
|             | Conduct  | This coach has basic general knowledge on the management of handball players.  | This coach has a general knowledge of the management of the career of competitive handball players (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the handball organisation.                                      | This coach has an in depth knowledge of the management of the career of handball players (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the handball organisation.   | This coach has an in depth knowledge of the management of the career of handball players (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the handball organisation.   |
|             | Evaluate | This coach has basic general knowledge on the evaluation of the management activities of handball players.   | This coach has a general knowledge of the evaluation of the management of the career of handball players (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the handball organisation.                                | This coach has an in depth knowledge of the evaluation of the management of the career of handball players (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the handball organisation.   | This coach has an in depth knowledge of the evaluation of the management of the career of handball players (contracts, sponsorship, etc.), the performance of other coaches (staff analysis and administration), the integration of sport science experts, and all people related to the handball organisation.   |
| Education   | Plan     | This coach can recall and comprehend basic general knowledge, limited to facts and main ideas on the planning tasks of the educational activities of handball players.   | This coach has a basic knowledge on the planning activities for the education of handball players and coaches.   | This coach has a general knowledge on the planning activities for the education of handball players, coaches, and a basic knowledge on the same activities for other people related to handball.  | This coach has an in depth knowledge on the planning activities for the education of handball players and coaches, and other people related to handball.  |
|             | Organise | This coach has basic general knowledge on the organisation tasks of the educational activities of handball players.  | This coach has a basic knowledge on the organisation of educational activities of handball players and coaches.  | This coach has a general knowledge on the organisation of the education of handball players, coaches, and a basic knowledge on the same activities for other people related to handball.  | This coach has an in depth knowledge on the organisation of educational activities of handball players and coaches, and other people related to handball.   |
|             | Conduct  | This coach has basic general knowledge on the education of handball players.   | This coach has a basic knowledge on the education of handball players and coaches.   | This coach has a general knowledge on the education of handball players, coaches, and a basic knowledge on the same activities for other people related to handball.  | This coach has an in depth knowledge on the education of handball players and coaches, and other people related to handball.  |



|                                 |                                  |  |  |  |  |
|---------------------------------|----------------------------------|--|--|--|--|
|                                 | <b>Evaluate</b>                  | This coach has basic general knowledge on the evaluation of the educational activities of handball players.  | This coach has a basic knowledge on the evaluation of the educational activities of handball players and coaches.  | This coach has a general knowledge on the evaluation activities for the education of handball players, coaches, and a basic knowledge on the same activities for other people related to handball.   | This coach has an in depth knowledge on the evaluation of the educational activities of handball players and coaches, and other people related to handball.  |
| <b>Activities/job functions</b> | <b>Types</b>                     | <b>Learning Outcome - Competency 3: Personal, ethical, professional (to be)</b>  | <b>Learning Outcome - Competency 3: Personal, ethical, professional (to be)</b>  | <b>Learning Outcome - Competency 3: Personal, ethical, professional (to be)</b>  | <b>Learning Outcome - Competency 3: Personal, ethical, professional (to be)</b>  |
| <b>All</b>                      | <b>Autonomy / responsibility</b> | This coach has little or no autonomy or responsibility. This coach completes work or tasks under direct supervision and demonstrates effectiveness in simple contexts. This coach can take limited responsibility for improvement in performance in work in familiar groups. | This coach has little autonomy or responsibility. This coach can take responsibility for completion of tasks and demonstrate some independence in role in work in stable context but with some changes in factors. This coach can manage role under guidance in predictable work contexts. This coach can supervise routine works of others and can take some responsibility for training and educating other coaches. | This coach has considerable autonomy and responsibility. This coach can manage projects independently that require problem solving. This coach shows creativity and initiative in developing projects and managing people and processes that include review self-performance, training others to develop team performance. | This coach has full autonomy and responsibility. This coach demonstrates leadership and innovation in contexts that are new, complex and predictable that require the solving of problems that involve many interacting factors. This coach can review strategic performance of teams.   |
|                                 | <b>Learning</b>                  | This coach accepts and seeks guidance on learning.   | This coach takes responsibility for own learning and demonstrates self-direction in learning   | This coach evaluates own learning and identify learning needs.   | This coach demonstrates autonomy in the direction of learning, capacity for sustained commitment to development of new ideas or processes, and a high level understanding of learning processes.   |
|                                 | <b>Communication / social</b>    | This coach can respond to simple but detailed written and oral communication. The coach can demonstrate social role for self and can adjust it to different social settings.   | This coach can produce and respond to detailed written and oral communication even in unfamiliar contexts. The coach can take responsibility for using self understanding to change behaviour.   | This coach can communicate ideas, problems and solutions to different audiences using a range of techniques involving qualitative and quantitative information. This coach can express a comprehensive internalised personal world view manifesting solidarity with others.  | This coach can communicate project outcomes and methods with authority through engaging in critical dialogue with different audiences. This coach can scrutinise and reflect on social norms and relationships and lead action to change them.   |
|                                 | <b>Professional / vocational</b> | This coach can demonstrate awareness of procedures for solving problems by using the information provided.   | This coach can solve problems using and integrating well known information from expert sources taking account of relevant social and ethical issues.   | This coach can formulate responses to abstract and concrete problems. The coach can demonstrate experience of operational interreaction within a complex environment. The coach can make judgements based on social and ethical issues that arise in work.   | This coach can solve problems by integrating complex, incomplete and unfamiliar knowledge sources. The coach can perform critical analysis, evaluation and synthesis of new and complex ideas and strategic decision making based on these processes. The coach can demonstrate experience of operational integration within a complex environment. The coach can promote social, and ethical advancement through actions. |