



# Handball Queensland Performance Pathway Plan

2020-2025

Guideline & Advisory Document  
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**For Club, State and National Teams**

Handball Queensland

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## Handball Queensland – Player Pathways

*\*For alignment with Player Pathways refer to the Stages of Progression in the HQ Framework. Colours matching the stages (FTEM).*

FUNdamentals	Learn to Train	Train to Train	Train to Compete	Train to Win	Active for Life
<p><b>Technical</b>  Taught basic skills:</p> <ul style="list-style-type: none"> <li>• Jumping and catching</li> <li>• Pass (hand &amp; fist)</li> <li>• Kick</li> <li>• Pick up</li> <li>• Solo</li> <li>• Dispossession</li> </ul> <p><b>Tactical</b></p> <ul style="list-style-type: none"> <li>• Concepts of fair play and friendly competition</li> <li>• Spatial awareness</li> <li>• Defense – regaining possession</li> <li>• FUN games</li> <li>• Modified games</li> <li>• Introduction to team games</li> <li>• Awareness of basic positional roles.</li> </ul> <p><b>Psychological</b></p> <ul style="list-style-type: none"> <li>• Self-confidence •</li> <li>• Positive attitude to</li> </ul>	<p><b>Technical</b></p> <ul style="list-style-type: none"> <li>• Major skill learning phase of all basic skills</li> <li>• Evasion 1v1, 4v4 etc.</li> <li>• Handling skills (dribbling, passing &amp; catching)</li> <li>• Decision making – creating space</li> <li>• Delivery and use of the ball with shot and teammate</li> </ul> <p><b>Tactical</b></p> <ul style="list-style-type: none"> <li>• Basic rules of 7 a-side game</li> <li>• Awareness of opposition</li> <li>• Identify &amp; address strengths &amp; weaknesses</li> <li>• Team play – basic attack &amp; defense</li> <li>• Support play</li> <li>• Spatial awareness under pressure</li> </ul> <p><b>Psychological</b></p> <ul style="list-style-type: none"> <li>• Build confidence/motivation</li> </ul>	<p><b>Technical</b></p> <ul style="list-style-type: none"> <li>• Introduce additional skills i.e. breaking through defense, counterattack, shooting around the block, men up / down situations, etc.</li> <li>• Develop confidence and ability to perform skills using both hands</li> <li>• Angles of run, screens or picks</li> <li>• Timing of pass</li> <li>• Penalties (and for GK penalty stops)</li> </ul> <p><b>Tactical</b></p> <ul style="list-style-type: none"> <li>• Appreciation of consequences of actions</li> <li>• Understand game plans</li> <li>• Implement patterns of play</li> <li>• Develop positional requirements</li> </ul> <p><b>Psychological</b></p> <ul style="list-style-type: none"> <li>• Goal setting (long and short term)</li> </ul>	<p><b>Technical</b></p> <ul style="list-style-type: none"> <li>• Perform multi-functional roles – play maker, point / tip, wings, GK</li> <li>• Close correction of mistakes; technical and rule based with constructive criticism</li> <li>• Competition – stimulating training</li> </ul> <p><b>Tactical</b></p> <ul style="list-style-type: none"> <li>• Awareness of oppositions tactical strengths and weaknesses</li> <li>• Use of conditioned games to assist in teaching of tactical moves</li> <li>• Adaptation of different situations i.e. environment, opponents etc.</li> </ul> <p><b>Psychological</b></p> <ul style="list-style-type: none"> <li>• Taught how to pre-prepare for matches; pre</li> </ul>	<p><b>Technical</b></p> <ul style="list-style-type: none"> <li>• Reinforcement of skills</li> <li>• Minimise weaknesses in individual game by correction of error using feedback &amp; self-analysis</li> <li>• Consolidate &amp; enhance strengths</li> <li>• Competition specific training</li> <li>• Skill development within small sided games</li> </ul> <p><b>Tactical</b></p> <ul style="list-style-type: none"> <li>• Implement performance analysis</li> <li>• Ability to adapt tactical strategies during a game</li> <li>• Consideration of tactical developments within the game</li> <li>• Identify opponents game plan and develop counter tactics which are practiced</li> </ul> <p><b>Psychological</b></p> <ul style="list-style-type: none"> <li>• Concentration/Focus</li> <li>• Capable of teamwork</li> </ul>	<p><b>Technical</b></p> <ul style="list-style-type: none"> <li>• Retain skills</li> </ul> <p><b>Tactical</b></p> <ul style="list-style-type: none"> <li>• Retain recreational involvement</li> </ul> <p><b>Psychological</b></p> <ul style="list-style-type: none"> <li>• Re-adjustment to noncompetitive</li> </ul>

<p>sport • Self esteem</p> <ul style="list-style-type: none"> <li>• Enthusiasm and commitment</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Agility, Balance (static &amp; dynamic), Co-ordination</li> <li>• Importance of warm up and cool down</li> <li>• Running, jumping, speed</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>• Taught value of playing in a team</li> <li>• Taught value of being on time</li> <li>• Co-operation – positive response to discipline structure</li> <li>• Identification with positive role models</li> <li>• Awareness of Health &amp; Safety issues</li> </ul>	<ul style="list-style-type: none"> <li>• Build concentration</li> <li>• Achieve success and be praised for it – set short term goals/targets</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Advanced Agility, Balance &amp; Coordination</li> <li>• Flexibility and mobility</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>• Ambition – commitment to develop</li> <li>• Good health and hygiene</li> <li>• Inclusion of sport in lifestyle</li> <li>• Accepts discipline structure</li> <li>• Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Motivation</li> <li>• Sportsmanship encouraged and fostered</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Develop fitness (aerobic and anaerobic)</li> <li>• Importance of proper hydration at training emphasised</li> <li>• Speed and acceleration</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>• Role model for younger children</li> <li>• Established self-identity</li> <li>• Life balance</li> <li>• Importance of rest and recovery</li> <li>• Nutrition and hydration</li> </ul>	<p>match, quarter / half time &amp; post match</p> <ul style="list-style-type: none"> <li>• Use if imagery &amp; relaxation in match preparation</li> <li>• Individualised warm up routines</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Explanation of training system: how to train for speed, strength, endurance etc.</li> <li>• Periodisation training program</li> <li>• Establish recovery routines</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>• Increased knowledge of nutrition and hydration issues</li> <li>• Integration of sport, career and life goals</li> <li>• Coping with setbacks / failures</li> </ul>	<p>and taking advice</p> <ul style="list-style-type: none"> <li>• Coping strategies – regaining focus during a match</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Maintenance and improvement of fitness to optimise performance • Careful planning and phasing of training</li> <li>• Well establish recovery routines</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>• Openness to further development opportunities</li> <li>• Positive use of influence/power</li> <li>• The pursuit of excellence</li> <li>• Full integration of sport, career and life goals (AMS if possible)</li> </ul>	<p>environment</p> <ul style="list-style-type: none"> <li>• Relaxation</li> </ul> <p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Keep active through sport participation</li> </ul> <p><b>Personal</b></p> <ul style="list-style-type: none"> <li>• Re-set goals</li> <li>• Sport taking less of a focus on life</li> </ul>
<p>FUNDamentals, introduction, new to sport (in school, club or association programs), may be one off</p>	<p>Club or school level involvement, sign up to club or program more permanently</p>	<p>Represent Sport in club or school and pathways for high ambitions, more less on a short time frame based</p>	<p>Represent State, region or districts or higher levels of involvement consistently</p>	<p>Identified for national teams and represent country at highest levels possible in sport</p>	<p>Stay active and involved - role model, sponsor, stakeholder, parent/carer, administrator role.</p>