

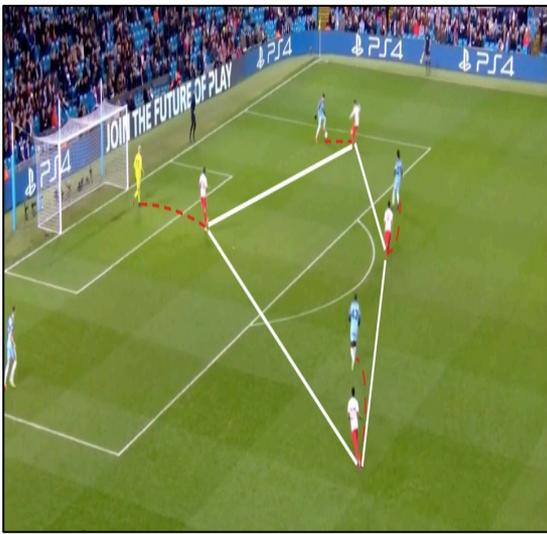


ACCESSING SOCCER PLAYERS' "OWN-WORLD" TO BETTER UNDERSTAND AND ENHANCE INDIVIDUAL AND TEAM PERFORMANCE

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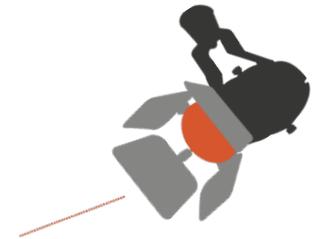
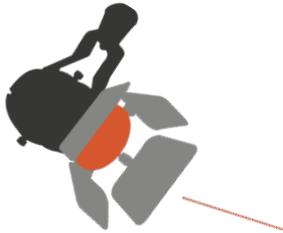
THE ROLE OF INTERPERSONAL COORDINATION IN TEAM PERFORMANCE

(Eccles, 2010)



HOW TO EXPLAIN IT ?

(Araujo & Bourbousson, 2016)



SOCIAL-COGNITIVE APPROACH
(Eccles & Tenenbaum, 2004)

ECOLOGICAL DYNAMICS APPROACH
(Silva et al., 2013)

ENACTIVE APPROACH
(Bourbousson et al., 2012)



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Eccles, D. (2010). The coordination of labour in sports teams. *International Review of Sport and Exercise Psychology*, 3, 154-170.

THE ENACTIVE APPROACH OF INTERPERSONAL COORDINATION



INTERPERSONAL COORDINATION IS EXPLAINED BY A PARTICIPATORY SENSE-MAKING PROCESS



HOW SOCCER PLAYERS COORDINATE THEIR SENSE-MAKING DURING INTERACTION ?

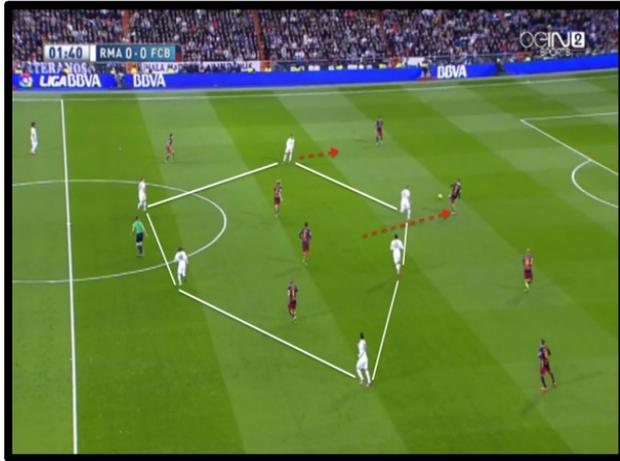


HOW INDIVIDUAL ACTIVITIES CONTRIBUTE TO OR PERTURB THE ACTIVITY OF THE OTHERS DURING INTERACTION?

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WHAT STRATEGIES FOR ENHANCING TEAM COORDINATION ?



**SOME STRATEGIES
PROPOSED IN THE
SOCIAL-COGNITIVE
APPROACH**

**BUT A NEED TO
SUGGEST AND TEST AN
ENACTIVE
INTERVENTION MODEL**

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FOCUS ON OFFENSIVE TRANSITION SITUATIONS IN SOCCER



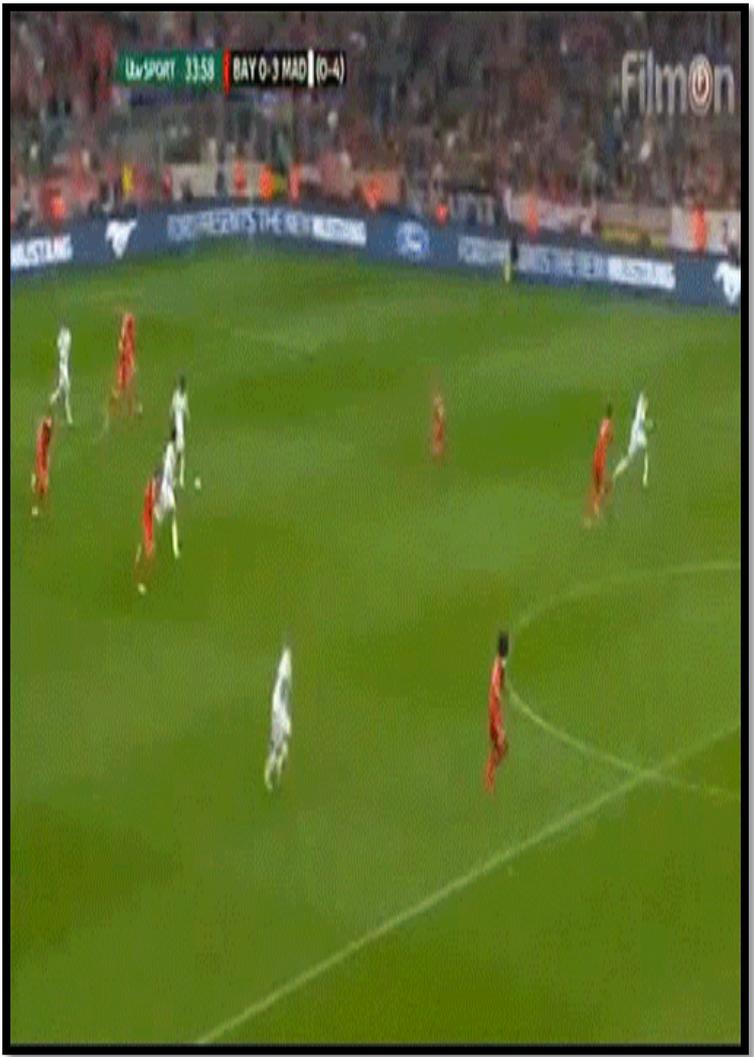
The passage from defensive to an offensive phase following a change in ball possession



A crucial moment in high-level competitive soccer (e.g., Ancelotti, 2014)



How to enhance team performance during these specific situations ?

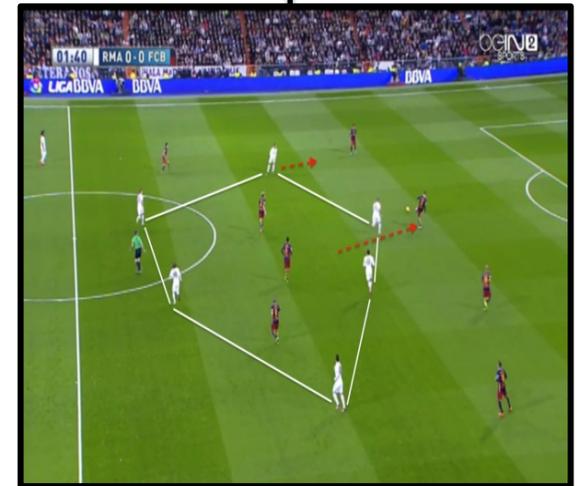


AN ENACTIVE PHENOMENOLOGICAL ANALYSIS

1. HOW EACH SOCCER PLAYERS' ACTIVITY UNFOLDS IN THE ONGOING TEAM COORDINATION ?

A. CONTINUOUS VIDEO-RECORDINGS OF THE PLAYERS' BEHAVIORS DURING COMPETITION

B. DATA VERBALIZATIONS FROM PHENOMENOLOGICAL POST-MATCH INTERVIEWS



2. HOW INDIVIDUAL ACTIVITIES CONTRIBUTE TO OR PERTURB THE ACTIVITY OF THE OTHERS ?

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DATA PROCESSING

1. RECONSTRUCTING THE PLAYERS' LIVED EXPERIENCES TO MAKE INTELLIGIBLE HIS SENSE-MAKING PROCESS IN SITUATION

Illustration of a player's unit of activity at a given moment of the situation

Extrinsic description	Phenomenological contents
The left-back defender has the ball. He passes it to right-back defender.	(S.Att.c) The opponent player to my left has the ball – I'm a little in front of the half-way line (O) Be lined up with my teammates (E) Don't let anyone through (A) Look around at my teammates (S.Att.c) Arnold is on my left – Phil is pretty close – Jim is in front of me a little off to the side

Note. A=action; O=objective; E=expectation; S.Att.c=sensorial attentional content.

DATA PROCESSING

2. SYNCHRONIZING AND CONNECTING EACH PLAYER'S UNITS OF ACTIVITY TO GRASP HOW SOCCER PLAYERS COORDINATE THEIR SENSE-MAKING ACTIVITIES

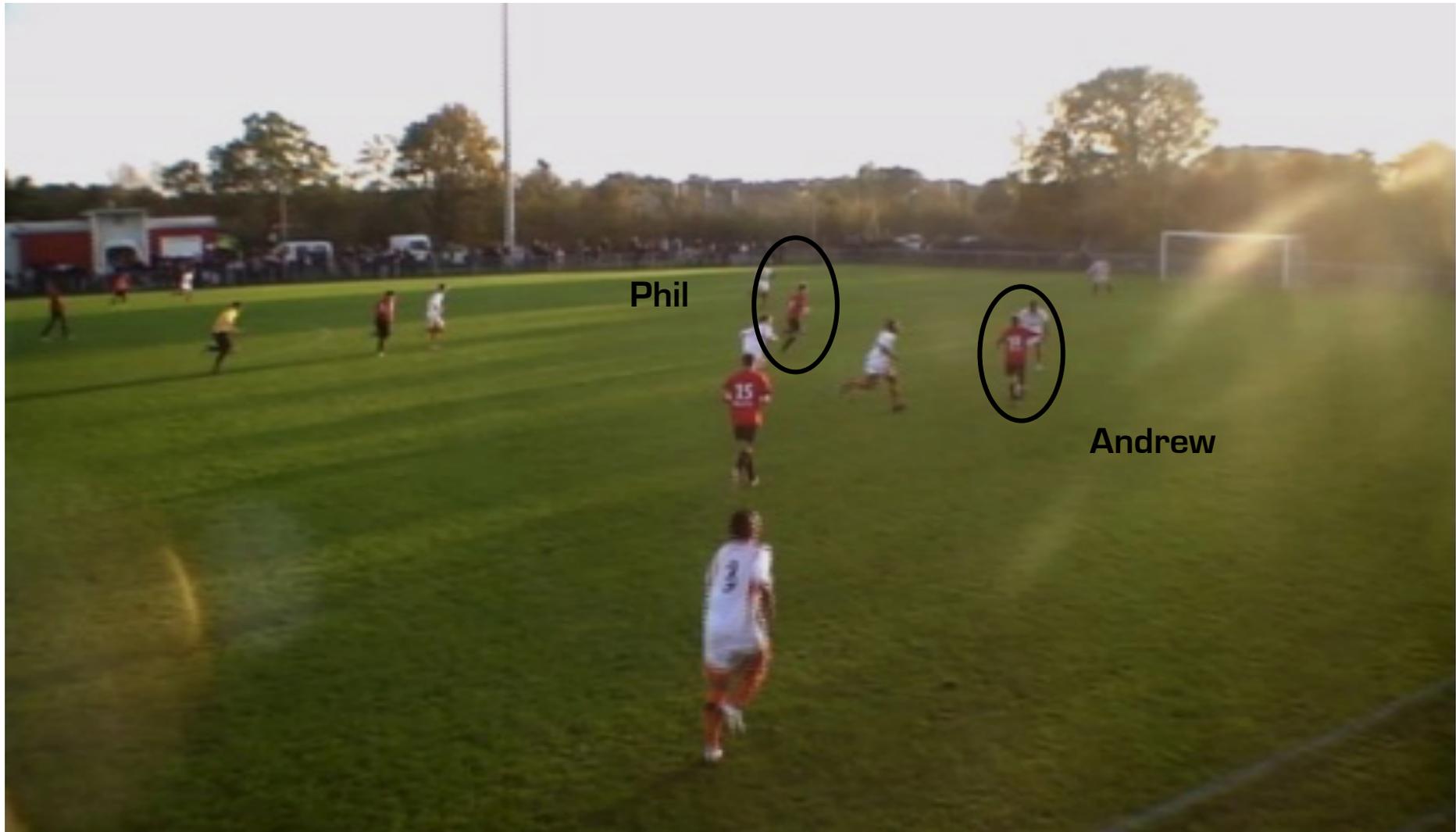
Illustration of a collective unit of activity at a given instant of an unfolding situation

Extrinsic description	Phenomenological contents		
	Flynn	Jim	Phil
The left-back defender has the ball. He passes it to right-back defender.	<p>(S.Att.c) The opponent player to my left has the ball – I'm a little in front of the half-way line</p> <p>(O) Be lined up with my partners</p> <p>(E) Don't let anyone through</p> <p>(A) Look around at my teammates</p> <p>(S.Att.c) Arnold is on my left – Phil is pretty close – Jim is in front of me a little off to the side</p>	<p>(S.Att.c) The left-back defender has the ball</p> <p>(A) I think that I shouldn't stay in front alone</p> <p>(O) Return to the defensive block</p> <p>(A) Move back to midfield</p> <p>(S.Att.c) In front of Phil and Flynn who form part of a line of 4 midfielders.</p>	<p>(S.Att.c) The left-back defender has the ball</p> <p>(A) Look to where my immediate opponent is</p> <p>(S.Att.c) He's pretty far from the action</p> <p>(O) Back off from my direct opponent so the opponent ball carrier can make the pass</p> <p>(S.Att.c) The ball carrier decides to get the ball out</p> <p>(E) He's going to move the game to the other end</p>

Note A=action; O=objective; E=expectations; S.Att.c=sensorial attentional content. Noted in bold are team members' objectives at the given moment when the given participant is acting.

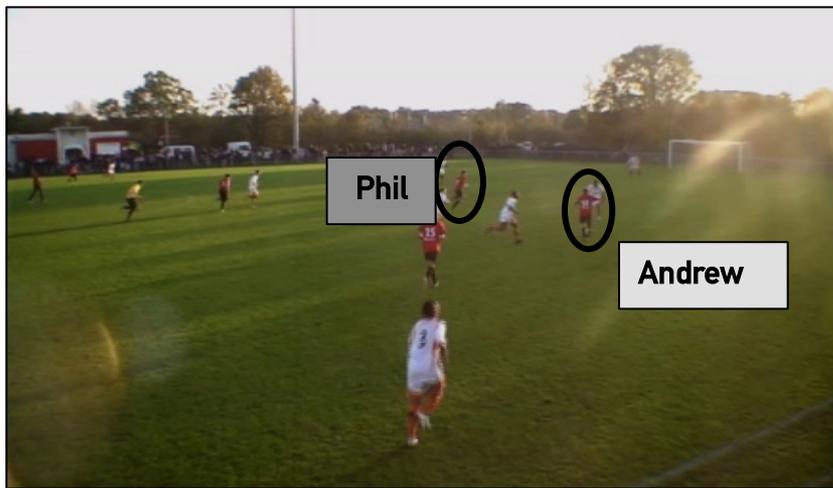
SOME RESULTS OBTAINED WITH AN ENACTIVE PHENOMENOLOGICAL FRAMEWORK

ILLUSTRATION : STADE RENNAIS – LAVAL (U19 French National Championship)



The studied team is in red. It attacks in this direction ----->





THE BREAKDOWN IN THE PARTICIPATORY SENSE-MAKING AS POSSIBLE EXPLANATION OF THE LOSS OF THE BALL ?

When Andrew gets the ball, I quickly look around. I can see that the second central defender is some way away. Behind me, I pretty much know automatically from the first glance what is going to happen. Because we've got an extra man, that second defender is going to come on us;

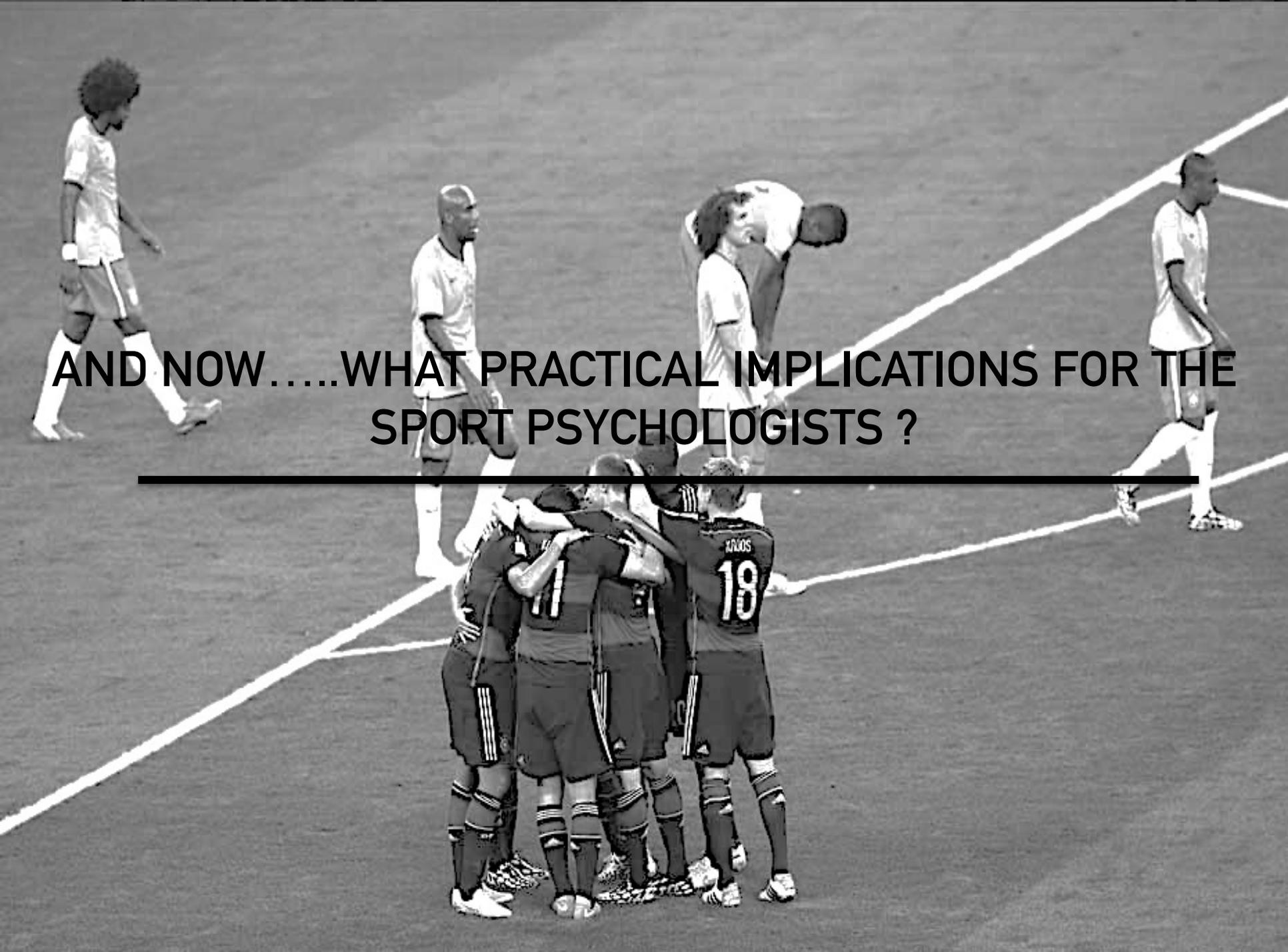
I'm thinking that a one-two will help us to keep that extra man advantage...

(Phil's experience, Stade Rennais vs. Laval)

I'm looking out for what Phil is going to do, and the defender too. The defender is 3–4 meters in front of me. Phil's on my left and the other central defender is pushing into the middle of the pitch. I think there might be a chance to attack the goal. I attack the defender at full speed. I've got the ball on my right foot and

I think that Phil is going to make a lateral run in behind him to move into that space.

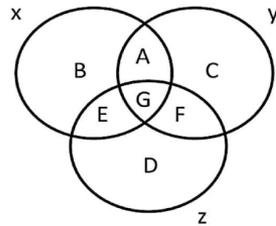
(Andrew's experience, Stade Rennais vs. Laval)



**AND NOW.....WHAT PRACTICAL IMPLICATIONS FOR THE
SPORT PSYCHOLOGISTS ?**

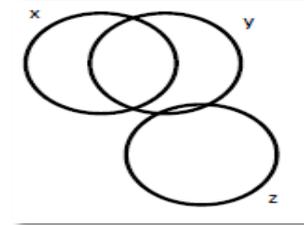
1. STRATEGIES TO IMPROVE THE EFFECTIVENESS OF TEAM COORDINATION

THE DESCRIPTION OF THE COORDINATION PROCESS DURING COMPETITION SUGGEST THE ADOPTION OF A QUALITATIVE CONCEPTUALIZATION OF SHARING



FLOWER MODEL

(Eccles & Tran, 2012; Pain & Harwood, 2009)



CHAIN MODEL

(Bourbousson et al., 2012; Gesbert & Durny, 2017)

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HOW TO PROMOTE THE DEVELOPMENT OF SHARED FIELD OF POSSIBLE ACTIVITY BETWEEN SOME PLAYERS IN FUTURE INTERACTIONS ?



A link with Team Resilience researches by allowing to the players to draw on lived setbacks (e.g., breakdown in coordination) in order to enact individual and combined knowledge to efficiently coordinate during future interactions (Morgan, Fletcher & Sarkar, 2017)

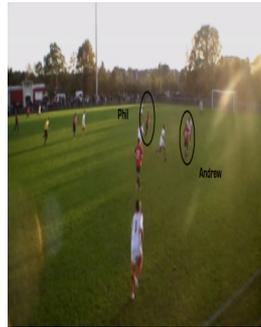
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2. A NEW FORM OF DEBRIEFING FOR PERFORMANCE ANALYSIS ?



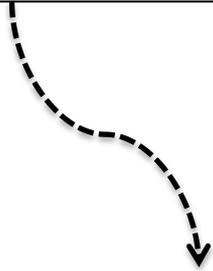
From the use of video as support to prescribe what the player should have done...



To the use of video as trace of the player's past activity helping him to re-enact one's experience and reflect on it (Hauw, 2009)

3. OPTIMIZING LEARNING FOR TALENT DEVELOPMENT

PSYCHOLOGICAL CHARACTERISTICS OF DEVELOPING EXCELLENCE (MacNamara, Button & Collins, 2010)



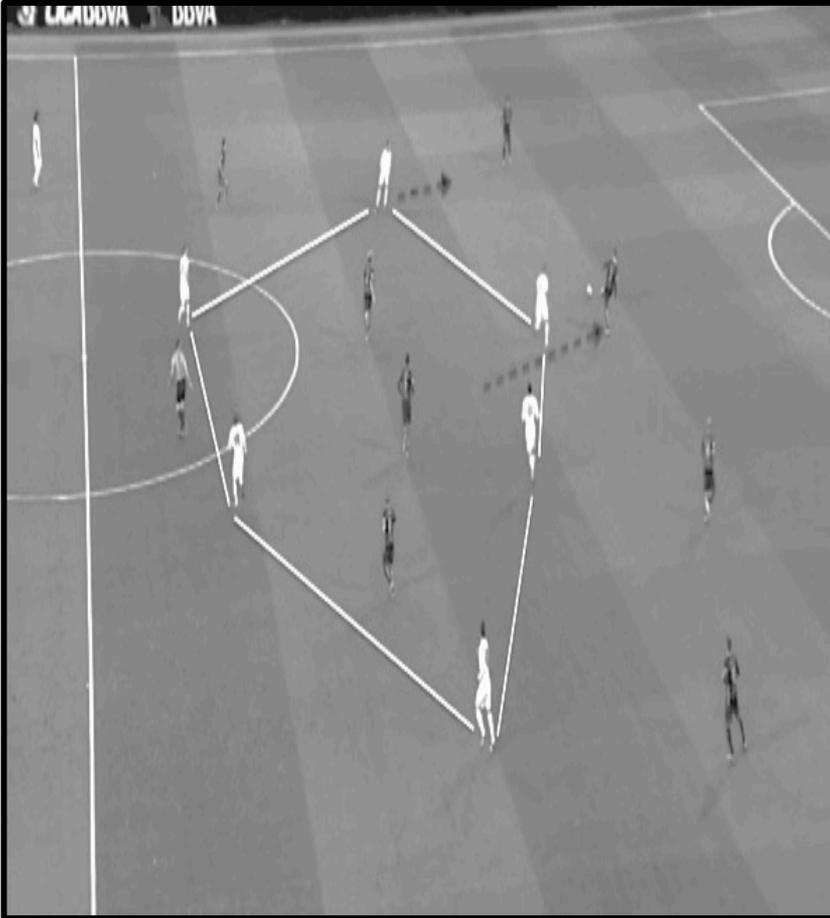
EVALUATING PERFORMANCES AND WORKING ON WEAKNESSES

- *Ability to accurately recognize weaknesses and work on them*
- *Understanding of the underlying factors affecting good and bad performances*

PCDE Skills

- Commitment
- Focus and distraction control
- Realistic performance evaluation
- Self-awareness
- Coping with pressure
- Planning and self-organization
- Goal setting
- Quality practice
- Effective imagery
- Actively seeking social support





**THANK YOU FOR YOUR
ATTENTION ...**

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