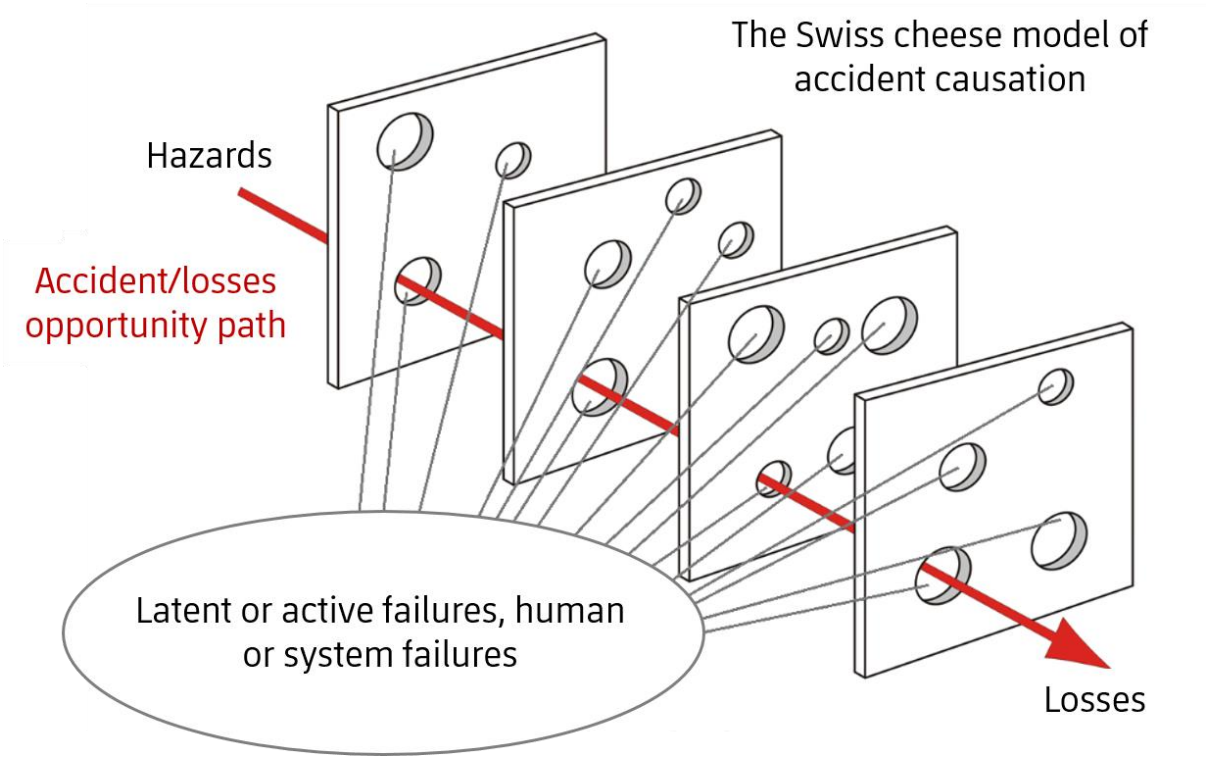
4. Final assessment

4.1 On-going team assessment

Our team's entire analysis process must consider making a modification or progress to maintain or achieve the desired objectives. Therefore, we must face this assessment process as something that is not sporadic; on the contrary, it is a continuous process and we must reconsider the factors that influence the team's performance.

The figure below illustrates **the Swiss cheese model**, a model used in risk analysis and risk management to identify risks of different threats. We hope that this will inspire you to develop your own processes at the time of assessing your team.

Figure 1: The Swiss cheese model.



Source: [Untitled image of the Swiss cheese model] (2019). Retrieved fromhttps://colectivosilesia.net/2019/06/09/reflexiones-y-culpas-sobre-la-muerte-de-andreas/

In our proposal, we will face the process from different aspects:

A. The team's overall assessment from different factors and according to **quantitative parameters.**
B. The team's overall assessment from different factors and according to **qualitative parameters.**
C. The analysis and in-depth assessment of **our own playing system**.
D. On-going assessment of the **competition** (we will see this in unit 2).

A. The team's overall assessment from different factors and according to **quantitative parameters.**

Over the competitive period, we will collect a large amount of data related to different actions from each of our players that we will measure according to certain established criteria. The quantitative elements are those that offer us a specific unit of measure based on the concept being studied at the time. They will help us to determine accurately the degree of incidence and participation of the player in the different areas.

The quantitative elements include:

- Technical and tactical issues.
  - Passes' success rate.
  - Ball recoveries.
  - Heat maps (intervention zones).
  - Efficient dribble actions.
  - Kicks.
- Issues related to physical preparation.
  - Body composition (BMI muscle mass, fat percentage, weight, etc.).
  - Lactate levels.
  - Aerobic and anaerobic thresholds.
  - Heart rates.
- Issues related to the participation in the competition.
  - Matches played.
  - Matches played with the national team.

    - Minutes played.
    - Yellow / red cards.
    - Goals scored.
- Medical issues.
    - Number and types of injuries.
    - Recovery periods (medical discharge and return to play).
    - Others.
- Number of completed training sessions, number of missed sessions.

All this information will give us an idea of:

- The amount of workload.
- The personal impact over a season.
- The degree of participation during the competitive year in relation to:
    - The team as a whole.
    - Especially, to their position teammates.

Quantitative information is very important as a big data management element. The most relevant information is linked to the conditional and recovery-regeneration field and the one that conveys measurements of aspects directly related to the football performance itself.

B. The team's overall assessment from different factors and according to **qualitative parameters**

This type of information arises as a result of the direct observation of the participants in the assessment and control process. These views are consolidated based on experience and knowledge although they are difficult to confront scientifically in terms of specific measurement. During his football development, the player uses different interrelated structures, some of which lead to measurable behaviors and some others do not.

The emotional, cognitive and psychological structures that affect those specific competitive sport ones, that is to say, the physical and conditional structure and the strategic, tactical and execution

structures, define behaviors that have a very different impact on the competitive and coexistence dynamics in a football club in the course of one year.

Thus, first, the aspects to be assessed in this qualitative order should be determined in order to specify later the elements defining the criteria to be adopted at the time of the assessment and final control.
We had pointed out that a football team is an open, dynamic, nonlinear, complex and adaptive system.

- Non-linearity arises because the whole is greater than the sum of its component parts (holism).
- Each part in itself is a system (hologrammatic principles).
- Each player has defining structures that directly affect:
    - His relational capacity (open system).
    - His evolving capacity (dynamic system).
    - His adaptability to the environment in which he carries out his task and the uncertainty in which he shows his competitive capacity.

All this produces a context and environment that end up with a common habitat for him and his partners that make up the team system (or maybe we should call it ecosystem).

How do we assess the impact of the player on the team? In terms of:

- Commitment.
- Link with the objectives. Response to conflicting goals and personal interests.
- The way in which he assumes greater or lesser participation in the group.
- The way in which he faces fears, doubts, pain, etc.
- How can a defeat/failure, victory/success affect him?
- What his life is like? and how does his life affect his participation in the work group?
- Is he able to understand the basic principles of coexistence? Does he improve them?
- Does the institution's objective coincide with his personal objectives?

These uncertainties and many others determine the degree of the player's participation in a team. The answers do not have specific units of measurement, however, we must explore methods or mechanisms to collect this information.

Football is a complex issue because many of the variables that we would like to introduce as *big data* are not currently measurable or scientifically verifiable. There are measuring elements that could help us decide and establish control mechanisms for these aspects that vary depending on environmental issues, life styles and incidences that sometimes do not form part of football matters.

These basic elements would be the analysis of substances as elemental as neurotransmitters. But, even if it were possible to measure them, they should be analyzed at the right moment, that is to say, in those real situations that provide us with an accurate response to the incidence in which they are involved. Unfortunately, technology has not yet advanced to those instances, although it probably will.

These aspects will be subject to the observation, discretion and interpretation capacity of the coach and his *staff*. This is where the coach and his team are especially important because they have to assess the player individually in the general context of the group and, at the same time, this is where significant mistakes are made. That is why our role as analysts must aim to reduce the scattering between what happens and our interpretation of it. Achieving this will often make the difference between success and failure.

Qualitative analysis requires knowledge about football and players (people). Qualitative analysis is the human response to the quantitative value of scientific research. Moreover, it is the ability to understand the reality of the player within the environment in which he works. Sometimes, it is difficult to learn about the interests of the individual and this is a real obstacle to the analysis.

In other sports, the measurement parameters are clearly defined and the variables can be so specific that there is a narrow gap in their impact on the study of the individual's performance. However, the importance of qualitative aspects in football is decisive. These have the qualitative advantage of seeing what others cannot see and doing what others are not able to do; they even have the emotional advantage of discovering what the player does not know he has within himself and becoming the athlete he never thought he could be (everyone will have in mind the name of a coach, psychologist, captain or player who inspired and influenced us significantly).

How do we measure and assess this? Obviously from experience and studying disciplines adjacent to humanism linked to football and also from what we learned and lived.

Qualitative analysis is our great challenge as analysts, that is, we cannot misread quantitative aspects.

C. The analysis and in-depth assessment of **our own playing system**.

In this section, we will share our own and other author's perspectives of this analysis and assessment that will help you define your own position. This should be adapted to the context in which we work. Therefore, as a starting point, we can consider two important aspects that, depending on that context, can be developed in one way or another:

- Structure: attack (start,progression,finishing), defense (high,mid and low block).
- Performance: individual and group behaviors, tactical stimuli, set pieces, etc.

First, we will describe some points that can be addressed when analyzing your own playing system. As we keep repeating, we would like to emphasize that these points must be personalized and individualized depending on particular circumstances and contexts.

We also want to point out that the assessment and analysis of a playing system starts when we verify each and every of its constituent parts. That is why, we will accompany you throughout the detailed review process from two different perspectives:

C.1 Analysis and assessment of the playing system carried out at a general level.
C.2 Analysis and assessment of the specific position within the game cycle.

C.1 Analysis and assessment of the playing system carried out at a general level.

In this analysis we will determine two criteria:

- Analysis and assessment of the system according to the space in the playing field.
- Analysis and assessment of the system according to the game cycle.

1. The spatial distribution of the playing field.

1.1 Considering the **longitudinal** component of the playing field

- Analyzing the defensive characteristics that were developed when defending the flanks and identifying recurrent weaknesses and why they appear. Thus, there are possible premises to protect, in a general sense, such weaknesses and to face the decision taken and subsequent actions.
- Analyzing the offensive characteristics that were developed when attacking from the flanks and going over the tactical principles and technical actions that usually prevail in our wing play. Strengths and weaknesses of our attacking play.
- Analyzing the defensive characteristics that were developed when defending central corridors:
  - What spaces and positions do we consider relevant?
  - How do we close such spaces and when do we show weaknesses in this zone?
- Analyzing the offensive characteristics that were developed when attacking central corridors:
  - How do we interact and relate within central corridors?
  - How do we solve positional superiority situations?
  - How do we get there and which spaces do we usually occupy?
  - What are the difficulties encountered in these spaces?

Considering the **cross-cutting** component of the playing field

- Movements, decisions and generic actions carried out by each line from the defensive perspective. Forwards, midfielders and defenders according to:
  - The traditional playing system.
  - The type of defense.
  - Starting position in which we begin to defend.
  - Shiftings, interventions (timing), defensive assistance, etc.
- Basic principles in each process of defensive development.
- Defending-attacking transition:
  - What position do we take when we recover the ball?
  - Where do we usually recover the ball?
- Movements, decisions and generic actions from the offensive perspective. How do the team's different lines generally behave according to:

- A prevailing attack.
- Individual or collective counter-attacks and where do we usually launch them.
- Dominant associations and societies. More fragile associations and societies.
- Useful spaces and spaces that we leave out.
- From analyzing the spaces we attack the most, we can assess the individual actions and their consequences.
- How do we respond to our offensive process' breakdown?
- How do we reorganize our team? Attacking-defending transition.

2. The game cycle (attack, defense and SP - set pieces-)

2.1 Defense

- Usual alignment and possible variants.
- Type of defense and traditional positioning from which we begin to develop the basic principles that determine our defense.
- The defensive goal that we seek: to press and leave the initiative up to the opponent.
- Determine who the participants are and who are the ones that participate in each defensive action:

At the start of the defensive process:

- Who is going to defend the owner of the ball and when?
- How and how many players pressure the build-up play?
- Covering and defensive assistance.
- How do we shift from the spaces in which the ball is and how many players do we need to do this?
- What spaces do we leave out to position players in the active zone of the game?
- Remedial actions.
- Recurring defense in the flanks and its differences with regard to the central corridor's defense.
- Actions and principles regarding the ones who are close to the owner of the ball. Does marking over players or attention to specific spaces prevail?
- Which players and where do they apply the defensive vigilances? How many players do we need to do this?

- What happens when we recover the ball in the zone where we start attacking?
- How do we usually solve or how do we like to solve different defensive situations and with whom we would like to do it?

In the subsequent development of the defensive process:

- How many and who develop the defensive process after it starts?
- How many players usually position between the ball and their own goal?
- Where do we return to defensive shape if we are beaten?
- When do we activate and how? Stimulations and behaviors.
- How can we reactive the players who were beaten?
- What are the specific zones in which we cause positional superiorities?
- How many players apply attacking vigilance to reactivate themselves after recovering the ball?
- How do we plan the counterattack once we recover the ball?
- How do we plan to counterattack? Are we going to do it collectively or individually?
- When and why do we stop the counterattack to develop a more organized attack?
- How many players do we need to develop this attack? What preferential zones are we going to choose to carry it out?

2.2 Set pieces during the defensive phase:

- Corner kick. Analyze:
  - Type of defense: zonal defense, man-to-man defense or the combination of both of them.
  - How many players mark certain opponents? How many players concentrate on relevant spaces and what those spaces are? How many players stay during clearance?
  - Do players stay behind during the attack? How many and where do we position them?
  - Answers depending on how players hit the ball. Hitting a short, long, open, close ball, recurrent specific actions. Distracting moves.
  - Movements into the area. Distracting moves, blocking, usual specificities.
  - Usual response after the throw-in.
- Indirect free kicks. Analyze:
  - All the previous elements considered for corner kicks during lateral indirect kicks.
  - Positioning during indirect kicks near our area.

    - Space between the goal and the defensive line.
    - Player's positioning during short kicks, how many of them mark and close relevant spaces and how many are left behind when attacking.
    - Usual response after free kicks.
- Direct free kicks. Analyze:
    - According to the position when kicking we consider: the number of players in the wall, the type of wall (uniform or split wall).
    - Number of players marking the opponents.
    - Number of players closing relevant spaces.
    - How many players are left behind when attacking?
    - More common response after free kicks.
- Throw-ins. According to the positioning (near or far from the goal) Identify:
    - How and how many players shift together from their positions to the active zone?
    - Type of marking.
    - Do we want to anticipate the interception of the throw-in or do we want to wait to later press the owner of the ball?
    - Do we create positional superiorities?
    - How can we mark those players far from the active zone?
    - What spaces do we leave out that can be used by the opponents?
    - Are we reactive or proactive during throw-ins? Where and which players?
    - Usual response after recovering the ball.

2.3 Attack:

- Spatial distribution.
- Usual alignment and possible variants.
- How do we occupy predominant spaces?
- Predominant attack. Does the direct play predominate over the combined play or vice versa?
- Determine who the participants are and who participate in the development of each offensive process' stage:

At the start of the attack:

- Does the short or long play prevail?
- If short plays prevail:
  - How many and which players participate when we start attacking? What technical actions prevail and how do players without possession usually move?
  - What spaces do they occupy if we attack from the flank?
  - What spaces do they occupy if we attack from the center corridor?
  - What significant moves do players who are ahead of the ball do?
  - Do we look deep as a first option?
  - How do we adjust or correct certain actions after losing the ball?
- If long plays prevail:
  - Where are throw-ins heading preferably?
  - How do players that participate position?
  - What actions prevail later?

During the attacking plan:

- How many and which players plan the attack?
- How many players move ahead and behind the ball?
- When does the pace of play change?
- Do short or long plays prevail? Do they alternate?
- How does the previous line push the following one?
- Do we leave many spaces between lines?
- Types of vigilance performances. Are these vigilances made in relevant spaces or to control specific opponents?
- How many players do we leave behind the ball?
- Does the play from the central corridor prevail?
- Does the play from the flanks prevail?
- How do players from the previous line join the attack?

After the attack:

- How many players finish the action?
- How many players go to the finishing zone?
- How do they position in the area and which players are usually there?

- How do we define and finish the action?
- Does collective action prevail over the individual one or vice versa?
- Do central corridors' actions or finishing from the flanks prevail?
- How many players stay during clearance and how do they position?
- What usually happens when we recover the ball after clearance?
- How many players make vigilances? How do they make them?
- What happens when we lose the ball?
  - How do we return to defensive shape?
  - Do we defend the ball and/or the opponent's team offensive players?

In the counterattack (defending-attacking transition):

- Where do we recover the ball? Do we recover it near the opponent's goal, in the midfield or in our own field?
- According to the place where we can recover the ball, how do we spread out?
- How do we finish the play?
- Does individual or collective counterattack prevail?
- How long do counterattacks or their usual development last?

2.4 Set pieces during the attacking phase:

- Corner kicks. Analyze:
  - Who does the corner kick?
  - How does the player do it? Does he change his foot or do it with his regular foot? Open or close corner kick? Short or long?
  - Is the action previously defined?
  - Do we improvise a deceptive action?
  - How many players do we incorporate to the finishing zone?
  - Most effective finishers.
  - How are they distributed?
  - What kinds of movements do we make to finish the play?
  - Usual actions: blocks, fakes, deceptive actions, etc.
  - How many players stay during clearance?

    - What do we do when we recover the ball after clearance?
    - How many players make vigilances?
    - How do we make them?
    - Scored goals during corner kicks.
- Indirect free kick. Analyze:
    - We include everything related to corner kicks.
    - Does the short or long free kick prevail?
    - How do we position during lateral free kicks?
    - How do we position during central free kicks?
    - How do we make the free kick? Do we direct it outwards or into the area?
    - What recurrent actions can we identify after the free kick?
    - What recurrent actions can we identify after the first attempt on goal if we do not score?
- Direct free kick. Analyze:
    - Who is the usual kicker and what recurrent actions do he carry out when he kick?
    - Specific plays and situations in which they are carried out.
    - Previous deceptive actions and situations in which they are carried out.
    - When do we turn direct free into indirect free kicks?
    - How do we solve clearances?
    - How do we position during clearances?
    - How many players participate in clearances?
    - How do players activate when the goalkeeper deviates or clears the ball?
    - How do we make vigilances?
- Throw-in. Analyze:
    - Who does the throw-in?
    - According to the positioning (near or from from the goal):
        - How do we make the throw-in?
        - Do we seek to continue the play or a direct finishing action?
    - How many players usually participate?
    - Positioning.
    - What kind of vigilances do we make in the zones to control opponents in a far distance?
    - If the throw-in is made near our goal:

- Do we make direct throw-ins?
- How do we make them?
- Which players move forward?
- What happens next?

- *Penalty.* Analyze:
  - Usual kickers.
  - Goal rates.
  - How do they kick? Recurring actions (goal zone, effects, laterality, etc).
  - How do we prepare the clearance?
  - How do we make vigilances?

In the following table, we can check the collection of statistical reports of a team from La Liga about the efficiency of set pieces (SP) both in the attacking and defending phase.

Table 1: Collection of statistical reports of La Liga teams (2018-19).

	COLLECTED DURING THE SEASON	THE TEAM'S AVERAGE PER MATCH	THE LEAGUE'S AVERAGE
SET PIECE – OFFENSIVE PHASE			
Attacking actions (N°/N°OF GOALS/%SCORED GOALS/%KICKS)	80/3/4%/38%	10/0,4/4%/38%	9,6/0,3/3%/31%
ATTACKING CORNER KICKS (N°/N°OF GOALS/%SCORED GOALS/%KICKS)	45/0/0%/31%	5,6/0/0%/31%	4,9/0,1/3%/33%
ATTACKING FRONTAL FREE KICKS (N°/N°OF GOALS/%SCORED GOALS/%KICKS)	12/0/0%/83%	1,5/0/0%/83%	1,1/0,0/4%/58%
ATTACKING LATERAL FREE KICKS (N°/N°OF GOALS/%SCORED GOALS/%KICKS)	14/0/0%/14%	1,8/0/0%/14%	1,4/0,0/1%/27%
ATTACKING FAR FREE KICKS – TOWARDS THE ATTACKING ZONE (N°/N°OF GOALS/%SUCCESS/%KICKS)	1/0/0%/100%	0,1/0/0%/100%	1,4/0,0/2%/15%
ATTACKING THROW-INS – ATTACKING ZONE (N°/N°OF GOALS/%SCORED GOALS/%KICKS)	5/0/0%/0%	0,6/0/0%/0%	0,8/0,0/1%/11%
ATTACKING PENALTIES (N°/N°OF GOALS/%SCORED GOALS/%KICKS)	3/3/100%	0,4/0,4/100%	0,1/0,1/78%
SET PIECE – DEFENSIVE PHASE			
DEFENSIVE ACTIONS (N°/N°OF GOALS/%SCORED GOALS/%NEUTRALIZED GOALS)	52/3/94%/75%	6,5/0,4/94%/75%	9,6/0,3/97%/69%
DEFENSIVE CORNER KICKS (N°/N°OF GOALS/%SCORED GOALS/%NEUTRALIZED GOALS)	24/2/92%/71%	3/0,3/92%/71%	4,9/0,1/97%/68%
DEFENSIVE FRONTAL FREE KICKS (N°/N°OF GOALS/%SCORED GOALS/%NEUTRALIZED GOALS)	1/0/100%/0%	0,1/0/100%/0%	1,1/0,0/96%/41%
DEFENSIVE LATERAL FREE KICKS (N°/N°OF GOALS/%SCORED GOALS/%NEUTRALIZED GOALS)	6/0/100%/83%	0,8/0/100%/83%	1,4/0,0/99%/73%
DEFENSIVE FAR FREE KICKS- IN THE DEFENSIVE ZONE (N°/N°OF GOALS/%SCORED GOALS/%NEUTRALIZED GOALS)	17/0/100%/88%	2,1/0/100%/88%	1,4/0,0/98%/85%
DEFENSIVE THROW-INS – DEFENSIVE ZONE (N°/N°OF GOALS/%SCORED GOALS/%NEUTRALIZED GOALS)	3/0/100%/67%	0,4/0/100%/67%	0,8/0,0/99%/89%
DEFENSIVE PENALTIES (N°/N°OF GOALS/%SCORED GOALS)	1/1/0%	0,1/0,1/0%	0,1/0,1/22%

Source: Prepared by the author using Mediacoach software (Mediacoach Live, 2018).

C.2 Analysis and assessment of the specific position within the game cycle.

The following example deals with the description of specific tasks each player carries out, that is, the role of each player when they play in a specific position (forward, outside midfielder, offensive midfielder, defensive midfielder, fullbacks, center backs).

The other approach to this description of players' roles or tasks is the moment or the sub-phase of the game cycle in which that player that plays in a specific position is:

- Defensive organization (attacking-defending transition).
- Organized defense (defense).
- Counterattack (defending-attacking transition).
- Organized attack (attack).

This text can be used to carry out an individual analysis of the player based on both criteria (specific position and sub-phase or moment in the game cycle). We will literally describe Cano Moreno's proposal (2009).

A. **FORWARDS**

- In defensive organization:

- Change roles (from attacker to defender) to be ready to press at the start of the opponent's attack.
- Avoid those first interactions in the opponent's spaces where the opponent team recovered the ball.
- Try to make an effort to reconstruct the defensive block in case the ball is not recovered immediately.

- In organized defense:

- Orient the opponent team's possibilities of progression in case of manifesting open defensive style, avoiding changes in the direction of circulation.
- Give continuity to the previous game situation pressing the player who is in the external corridor and owns the ball (possibility of creating a defensive 2 vs 1 in collaboration with the player who is in the center of the field).
- Avoid interactions within the defensive line by positioning close to the longitudinal axis in case you choose an alternative defensive style (close). Control center midfielder closely.

- During the counterattack:

- Ensure by means of an appropriate detachment or movement the counterattack's possibilities (do not forget that the first criteria must be depth).
- Assess the protection of the ball during transition.
- Ensure the presence of players in finishing zones at the time of finishing the action.

- In organized attack:

- Provide maximum depth to the team, facilitating the intervention of adjacent partners by engaging both center backs.
- Possession detachment within the defensive line (assess the protection of the ball based on appropriate responses/adaptations).
- Assist adjacent players.
- Penetration detachment behind last defenders.
- Continuous predisposition to occupy finishing spaces given the possibility of receiving the ball in the area (manifesting penetration detachment).

B. **OUTSIDE MIDFIELDERS**

- In defensive organization:

- Change roles to press at the start of the opponent's attack.
- Avoid those first interactions in the opponent's spaces where the opponent team recovered the ball.
- Try to make an effort to reconstruct the defensive block in case the ball is not recovered immediately.
- Do not separate from the defensive block.

- In organized defense:

- Avoid interactions that involve superiority ("invite" a direct opponent to receive in spaces that facilitate pressing).
- Press the direct opponent keeping him from progressing, breaking through and interacting with ease.
- Complete the midfielders' line during shifting.
- Avoid breaking through situations in lateral corridors helping the fullback to create a defensive 2 vs 1, change the opponent and move.

- During the counterattack:

- Ensure by means of an appropriate detachment or movement the counterattack's possibilities (do not forget that the first criteria must be depth).
- As protagonists of the first wave, occupy as soon as possible preferential progression spaces.
- Assess the protection of the ball during transition.

- Ensure the presence of players in finishing zones at the time of finishing the action.

  - In organized attack:

- Keep maximum width and depth to separate defensive units.
- Facilitate through the previous game situation the possibilities offensive midfielders and strikers have of receiving the ball within the defensive line.
- Possession detachment expanding intervention spaces to ensure the progression. Assertive responses/adaptations that involve maintaining possession of the ball and continuity.
- Penetrate taking advantage of the errors made by the direct opponent or the penetration gaps between the last defenders.
- Unbalance the opponent directly by the lateral corridors (break through) or by assisting the player that joins the play (move to enable the fullback to penetrate, overlap running).
- Interact efficiently with our partners' finishing detachment in the area.
- Occupy finishing spaces when the ball is received from the opposite side.

C. **OFFENSIVE MIDFIELDERS**

  - In defensive organization:

- Change roles to press at the start of the opponent's attack.
- Avoid those first interactions in the opponent's spaces where the opponent team recovered the ball.
- Try to make an effort to reconstruct the defensive block in case the ball is not recovered immediately.
- Do not separate from the defensive block.

  - In organized defense:

- Avoid that players positioned inside the defensive block and comfortably receive the ball (Circulate and press the opponent's center midfielders).
- If you own the ball, prevent center backs from progressing and press unmarked so that he does not interact with the direct opponent.
- If there is an imbalance, create groups that help the fullback (2vs 1, changing the opponent, moving).

- Avoid continuity by winning the ball from clearance. In order to do this, occupy relevant spaces in the playing field.
    - During the counterattack:
- Possession detachment to facilitate the counterattack's direction.
- Interact assertively and occupy preferential spaces to progress.
- In case you do not participate in the first attacking wave, you must progress to ensure that the second wave is created.
    - In organized attack:
- Detachments in order to receive the ball inside the opponent's defensive line.
- Assertive responses/adaptations that involve maintaining possession of the ball and continuity.
- Interact with players who position in the lateral corridors and facilitate their intervention.
- Join penetrations that partners in more forward positions created
- Penetrations gaps created by outside midfielders' and strikers' moves.
- Ensure the presence of players at the time of finishing the attack.

D. DEFENSIVE MIDFIELDERS

- In defensive organization:

- Cover the forward block that is trying to immediately recover the ball controlling those offensive players that can make efficient transitions.
- Keep the opponent away to make easier for that block to return and reduce progression spaces to avoid the counterattack.
    - In organized defense:
- Cover the outside and offensive midfielders' line.
- Avoid that strikers and attacking midfielders comfortably receive the ball in those spaces by creating a defensive 2 vs 1 in collaboration with the respective center back.
- Avoid possible imbalances providing defensive support to fullbacks: overlapping if they are beaten, changing the opponent or movement if you face a numerical superiority as a consequence of the incorporation of players.
- Avoid comfortable mid-range goal attempts.

- During the counterattack:

- Possession detachment to facilitate the counterattack's direction.
- Interact assertively and occupy preferential spaces to progress.
- The possibility of participating in the second wave (in that case, take advantage of spaces created by the first wave's interactions).
- If you do not participate in the first or second wave, you must progress to bring the different lines of the team closer and facilitate the following organized attacking process or defensive organization.

- In organized attack:

- Possession detachment and movements to make it easier for strikers, offensive and outside midfielders to receive the ball inside the defensive line.
- Possession detachment behind the line of flight to ensure the continuity of the play by changing the direction of the ball.
- Balancing movement to bring players closer and facilitate the game cycle.
- Possibility of mid-range goal attempt.

E. FULLBACKS

- In defensive organization:

- As members of the forward block, they must control potential receivers to ensure the recovery of the ball directly or indirectly.
- They must stop the game in case of significant imbalances.
- As members of the defensive block, they must control receivers far from their position avoiding being beaten or moved.
- If offensive players receive the ball and there is a possibility of counterattacking, they must return avoiding penetrations behind the line to an efficient shooting distance position and "allow" interactions with lateral corridors.
- They must control opponents' finishing detachment.

- In organized defense:

- Shifting avoiding width and depth gaps between them and their nearest partners.
- If the ball is near own position closely control the direct opponent avoiding comfortable ball reception. If the opposite player receive the ball in behind, they

must avoid that he turns around and progress. In this defensive context they can apply the "give-and-go" pass.

- Control the opponent (correct direction) if we are far from the owner of the ball. Avoid penetration detachment and movements.
- If there is an imbalance, create groups (1 vs 1 specialists and numerical superiority due to the incorporation of players). Defensive 2 vs 1. Overlapping (defensive overlapping), changing the opponent and moving.
- As the direct opponent of the owner of the ball, avoid interacting with the offensive player positioned in the area.
- Control the opponent in the area if there is a possibility that he receives the ball.
    - During the counterattack:
- If the ball was recovered during the defensive organization and in own intervention spaces, there is a possibility of directing a counterattack or participating in the first wave.
- Interact with players who detach and penetrate or partners in forward positions and occupy preferential spaces to progress.
- Possibility of participating in the second wave (in that case, take advantage of spaces created by the first wave's interactions).
- If you do not participate in the first or second wave, you must progress to bring the different lines of the team closer and facilitate the following organized attacking process or defensive organization.
    - In organized attack:
- Try to beaten the direct opponent either to receive and progress or to facilitate ball circulation between center backs, defensive and offensive midfielders.
- Penetrate taking advantage of spaces created by outside midfielders' moves.
- Overlap running behind the partner who owns the ball or in behind the direct opponent of the player owning the ball.
- Interacting with offensive players in forward positions that detach and penetrate.
- Possession detachment behind the line of flight to ensure the continuity of the play by changing the direction of the ball.
- Balancing movement to bring players closer and facilitate the game cycle.
- Possibility of mid-range goal attempt.

F. CENTER BACKS

- In defensive organization:

- As members of the defensive block, they must control receivers far from their position avoiding being beaten or moved.
- They must stop the game in case of significant imbalances.
- If offensive players receive the ball and there is a possibility of counterattacking, they must return avoiding penetrations behind the line to an efficient shooting distance position and "allow" interactions with lateral corridors.
- They must control opponents' finishing detachment.

- In organized defense:

- Shifting avoiding width and depth gaps between them and their nearest partners.
- Press the direct opponent who got unmarked in ball possession. If the opposite player receives the ball in behind, they must avoid that he turns around and progress. In this defensive context they can apply the "give-and-go" pass.
- Control the opponent (correct direction) if we are far from the owner of the ball. Avoid penetration detachment and movements.
- If there is an imbalance, create groups (1 vs 1 specialists and numerical superiority due to the incorporation of players). Defensive 2 vs 1. Overlapping (defensive overlapping), changing the opponent and moving.
- As the direct opponent of the owner of the ball, avoid interacting with the offensive player positioned in the area
- Control the opponent in the area if there is a possibility that he receives the ball.

- During the counterattack:

- Interact with partners who are in a better position to direct the counterattack.
- If you do not participate in the first or second wave, you must progress to bring the different lines of the team closer and facilitate the following organized attacking process or defensive organization.

- In organized attack:

- Your position must provide width during ball circulation.
- Assess the risk of each play.
- Select as soon as possible (do not rush) the right pass.

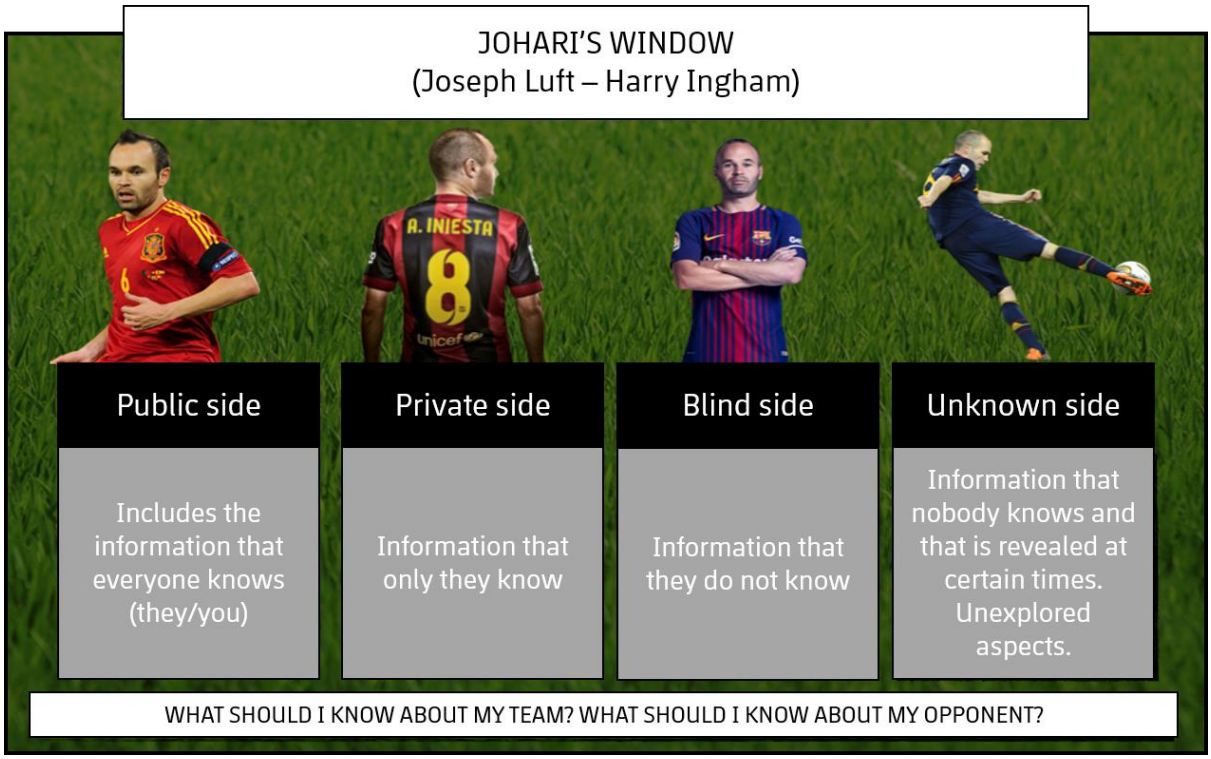
- Beat the defensive line's pressure by interacting with your partners.
- Change the direction of the ball constantly.
- Possibility of moving specifically with the ball (conduction) if there is no direct opposition.
- Interacting with offensive players in forward positions that detach and penetrate.
- Possession detachment behind the line of flight to ensure the continuity of the play by changing the direction of the ball.
- Balanced circulation to bring players closer and facilitate the game cycle. (Cano Moreno, 2009, p. 173-183)

The analysis and evaluation, both of the game system at a general level, and of each of the players according to their specific position, as well as their behavior in the game cycle, will help us to have a better understanding of our team allowing us to address the following issues:

- Know our strengths and possibilities, that is to say:
  - What we can **see** and **is** present (visible strengths).
  - What we can **see**, but **it is not present** (invisible strengths and possibilities).
- Synchronization between:
  - What my team actually does (current reality).
  - What my team can do (aptitude).
  - What my team is willing to do (attitude).
- Roles of each player in the group:
  - Assess the leaderships and how they influence the group.
  - Identify players that influence the desired dynamics positively or negatively.
- Individual motivations of each of the players. Each player is different; therefore, the motivations that move them and the goals they pursue are different too.

You should take into account the concept **"Johari's window" in Spanish "la ventana de Johari"** that we explain in figure 2 (Torrijos Gijón, 2013).

Figure 2: Johari's window (La ventana de Johari)



Source: Prepared by the author based on Escudero Gonzalo. Unpublished file.

The study of all these factors, and others that we can take into consideration, will lead us to take decisions related to:

- The modification of the team.
- The modification of the playing system.

4.2 On-going competition assessment

If we think it is important to evaluate our team throughout the season, we must also consider evaluating the context in which players interact with each other. In this context the competition takes a leading position.

Analyzing and evaluating the competition will require the study of it based on:

- Where my club is (1st division, 2nd division, etc.) or if it is the National Team (qualifying phase, World Cup, American Cup, Euro Cup, etc.).
- The level of demand that this category requires generally depends on the category, but also on the country where the competition is organized (there are marked differences between the 1st division of some countries and others).
- The playing style or styles that predominate in that competition.
- The football culture of the city or country that my team represents.
- The expectations created by the game and the results obtained.
- The material and human resources I have.
    - Facilities, training field, water services, gyms, etc.
    - Training material.
    - Doctors, physiotherapists, physical readapters.
    - Coach assistant, physical trainers, goalkeeper trainers, analysts.

In-depth knowledge of our team and opponents will give us an important but not enough advantage to be competitive.

Our opponents also analyze themselves and our team that is why it is not enough to do this work; we must also make progress and improve our performance. In order to do this, it is important to carry out a day-to-day analysis, that is to say, an analysis that helps us to:

- Get to know our team better.
- Improve our opponents' observation process.

- Improve training.

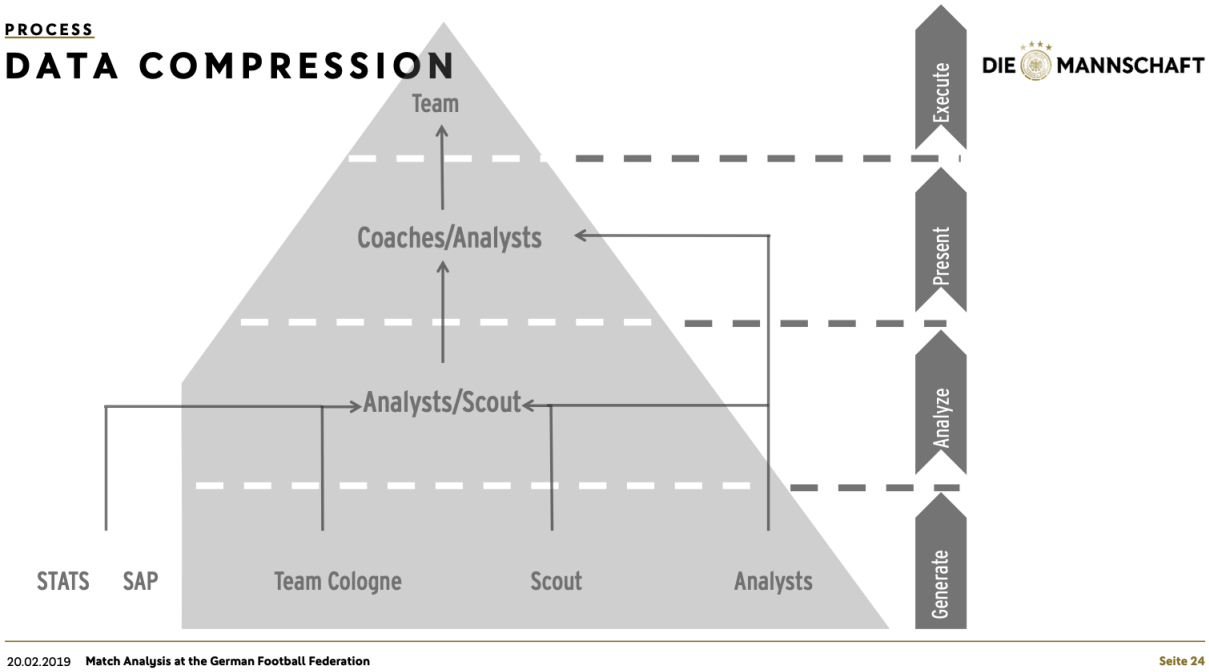
This kind of statistical data can help us, at any given time, to get us where we are at that moment and analyze the situation we are facing in relation to the competition average and set pieces.

This type of reports can reveal a lot of information.

> In a few years, we have gone from the concept that Francis Bacon coined "information is power" to an "information saturation" situation. Nowadays, information reaches all the corners of the world and in real time. This is a real achievement for society. However, if this information overload is not well filtered or properly analyzed, it can cause at least four harmful effects: little value, inefficiency, ineffectiveness and confusion for decision-making. (Toledo Fortes, 2018, http://www.pmfarma.es/articulos/2436-metricas-avanzadas-como-resultado-de-un-proceso-de-big-data.html).

For this reason, it is important to carry out a filtering and selecting process to know what is useful for us. In this process, the role of the analyst is essential since he knows what the team is going through, so he becomes the key person to process that information.

Figure 3: Filtering and information selecting process.

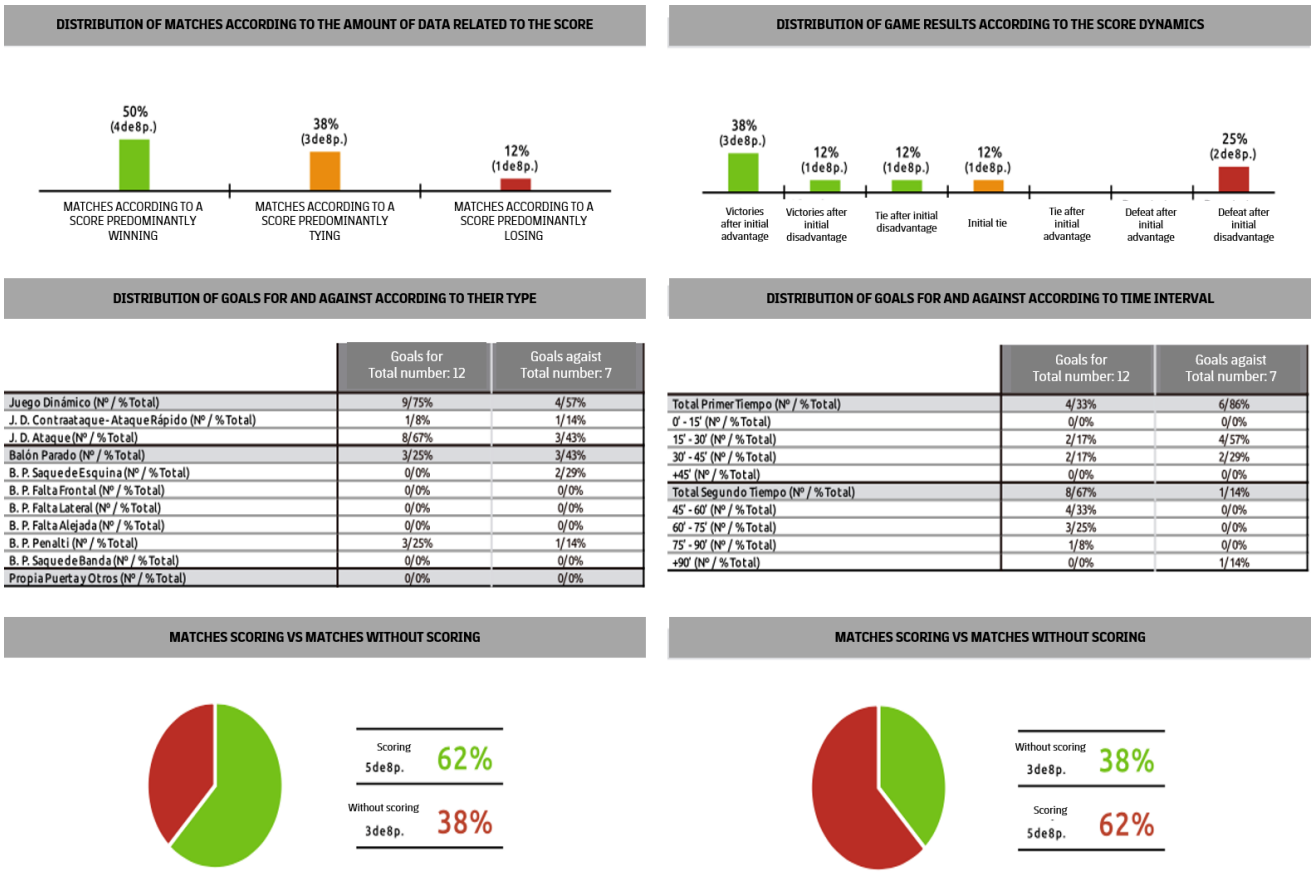


Source: Clemens, 2019, p. 24.

Figure 3 shows an analysis based on many criteria:

- Predominant large amount of data related to the score.
- The score's dynamics.
- Goals (for or against) according to:
  - Their type: (attack, counterattack, SP, own goal).
  - The match's interval (0-15' / 15'- 30' / 30'- 45 / +45' /45'- 60', etc.).

Figure 4: Analysis of statistical data from La Liga teams (2018-19).



	Goals for Total number: 12	Goals agaist Total number: 7
Juego Dinámico (Nº / % Total)	9/75%	4/57%
J. D. Contraataque - Ataque Rápido (Nº / % Total)	1/8%	1/14%
J. D. Ataque (Nº / % Total)	8/67%	3/43%
Balón Parado (Nº / % Total)	3/25%	3/43%
B. P. Saque de Esquina (Nº / % Total)	0/0%	2/29%
B. P. Falta Frontal (Nº / % Total)	0/0%	0/0%
B. P. Falta Lateral (Nº / % Total)	0/0%	0/0%
B. P. Falta Alejada (Nº / % Total)	0/0%	0/0%
B. P. Penalti (Nº / % Total)	3/25%	1/14%
B. P. Saque de Banda (Nº / % Total)	0/0%	0/0%
Propia Puerta y Otros (Nº / % Total)	0/0%	0/0%

	Goals for Total number: 12	Goals agaist Total number: 7
Total Primer Tiempo (Nº / % Total)	4/33%	6/86%
0' - 15' (Nº / % Total)	0/0%	0/0%
15' - 30' (Nº / % Total)	2/17%	4/57%
30' - 45' (Nº / % Total)	2/17%	2/29%
+45' (Nº / % Total)	0/0%	0/0%
Total Segundo Tiempo (Nº / % Total)	8/67%	1/14%
45' - 60' (Nº / % Total)	4/33%	0/0%
60' - 75' (Nº / % Total)	3/25%	0/0%
75' - 90' (Nº / % Total)	1/8%	0/0%
+90' (Nº / % Total)	0/0%	1/14%

Source: Prepared by the author using Mediacoach software (Mediacoach Live, 2018).

Competition, they say, puts us in the place we deserve. However, we know this not always true. Competition has an unpredictable partner: fate. If to this we add uncertainty, then a higher degree context opens up and leads us to the world of complex thought.

When evaluating competition, we will determine the difference between what we believe we could have achieved and what we have actually achieved, that is, expectations and certainties.

Competition is the direct confrontations with the opponent and the result is the final consequence that is engraved on the league table, but it is another measuring element that shows us if we have been near or far from the estimated number. Thousand things happen during the match that we cannot predict and that condition what we expected to happen in contrast to what finally happens.

Having said that, competition implies assessing ourselves as a team in relation to our opponents and the competitive context during both positive and negative dynamics.

What have positive dynamics produced? What have negative dynamics produced? The answers to these questions will bring us closer to the correct evaluation of the competition and our role in it.

- Did we win many matches because we have enjoyed a qualitative advantage and this have compensated us for other weaknesses?
- Did we lose many matches because the main player was injured?
- Did they stop paying us?
- Did the club change its owners and take with them future expectations?

As you see, there are many issues that have a particular impact on the interrelation of the members of a team, on the interactions that cause the system to develop higher or lower performance capacities depending on who is the participant. Lorenz's storm theory tells us that a minimal variation in a secondary element could cause a real catastrophe in the overall functioning of the system. These circumstances can lead to competition being a disaster or a success. This will certainly alter or enhance the intrinsic value of our team.
Assessing the competition in qualitative or quantitative terms leads us, as in the case of each player's evaluation, to a context in which elements can be measured in relation to other elements that can be estimated and subsequently verified. The competition develops taking into account the second approach and we must define the subsequent answers according to that.

Each season is different and each player will join differently to each exercise. Even though the athlete is the same, actually he is not because he is a dynamic and adaptive system. As Heraclitus

of Ephesus said: "No man ever steps in the same river twice, for it is not the same river and he is not the same man". (Chisholm, p. 89).

This leads us to reflect that general and specific objectives must first be estimated and subsequently developed in a different way and according to each situation since the reality in football is and will be complex. Despite having high end technology, we will not know what will happen until it happens.

The evaluation of competition is a corporate exercise that must be carried out from different levels of responsibility; here is where the ability to succeed lies, that is, in the power of cohesion of the criteria for decision-making (executive and sports management, technical staff etc.).

The evaluation is influenced by variables that are currently not measured with certainty and, therefore, it is difficult for us to present them as defined parameters under a specific unit of measure. In this way, we can conclude that despite the great technological advances, those of us who are awaiting what qualified specialists who join us in this collective sport competition's adventure have to offer, must assume that there is certain degree of uncertainty in the process and we must learn to live with it.

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