Relatório Avaliação Tática

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“Ou seja, a avaliação das atividades do homem deveria ser algo rotineiro porque somente o conhecimento das suas limitações e potencialidades é que subsidiará o seu crescimento!”

Teoldo, Guilherme e Garganta, 2015

A importância assumida pela componente tática no futebol nos últimos anos, aumentou o interesse dos treinadores, principalmente os mais modernos, em relação às avaliações táticas, para auxiliar na identicação das potencialidades e limitações dos jogadores, no acompanhamento da sua evolução, no direcionamento dos treinamentos, entre várias outras funcionalidades.

A partir de um controle contínuo sobre a componente tática ao longo do processo de formação, baseado também em dados objetivos, que funcionem como mais uma fonte de informação, é possível subsidiar e empoderar decisões tomadas pelo staff técnico do clube, além de otimizar os métodos de treino e melhorar o desempenho dos jogadores e das equipes de futebol. Dessa forma, o papel da avaliação é permitir que essa informação seja utilizada com aplicações práticas no treinamento, competição e nos processos de seleção e desenvolvimento esportivo dos jogadores.
Understanding TacticUP

01 What is it?

TacticUP is an online (www.tacticup.com.br) assessment platform that allows one to know objectively and assertively both game reading and decision-making skills. Based on real match situations and resorting to artificial intelligence, the player is assessed with respect to the time he/she takes to read a play and make a decision for different situations within the game, which take place near or far from the ball.

Get an extra training day in your week:

The initial proposal of TacticUP is to provide, within four days, results that coaches usually obtain within five days! Therefore, the coach will have an extra day to improve his/her players and teams’ skills. ENJOY IT:)
From the data obtained through TacticUP, coaches are able to learn his/her squad’s real needs, with respect to their ability of reading the game and making decisions, and may, therefore, manage their training activities and interventions in a more individualized fashion, allowing time optimization and facilitating performance/knowledge improvement of his/her players in the field.

Hence, coaches may resort to this information to better organize the activities and increase specific knowledge important for the player’s development and performance, both in training and matches. During the activities, the coach can organize the dynamics of interactions between the players so that they oppose or cooperate according to their needs of improving movements in the field.

The regular utilization of TacticUP is also useful for coaches to show their supervisors (manager, director and others) the effectiveness of their work, i.e., how they were able to improve the player’s understanding and reading of the game, which consequently helped improving decision-making.
**For Management Staff**

TacticUP can be useful to management staff as well, to assess the degree of players’ understanding and reading of the game in their squad (from all age groups) and to check how training sessions are supporting a significant improvement with respect to players’ tactical evolution.

Also, the results generated are highly useful for the club, with respect to the education of their employee, as it allows to evaluate whether the coaching staff have better capacity to develop activities and provide feedbacks for certain types of tactical behaviors in the game. If such aspects are detected, management staff can indorse internal employee training, so as to obtain broader benefits from TacticUP.

Furthermore, if the tests are performed regularly, in a short period of time the management staff may have access to game reading and decision-making profiles from all the players within their squad, what would help the work of the club’s scouts, as well as the decision to select or release a player.
**C For soccer schools**

As for soccer schools, TacticUP allows generating and printing players’ individual reports, as a means to provide objective information about the development of players’ game reading and decision-making skills. Armed with this information, the coaching staff is able to support the qualification of the work under development, so as to control the activities and interventions during the sessions in a more individualized and assertive fashion, to meet the real needs of their players with respect to their education and development. Besides, the TacticUP report will be useful to show parents and guardians how effective the work being developed at the school has been, which makes it stand out from other schools.

**D For Performance Analysts**

From the perspective of performance analysis, TacticUP provides easy and quick generation of (individual and collective) players’ performance reports. Also, by acknowledging the limitations and possibilities with respect to players’ game reading and decision-making, analysts can design videos and provide information with greater emphasis on the aspects the players need to improve, thus enabling higher effectiveness in their actions.
Through the information generated by TacticUP, players are able to better acknowledge their potential, in addition to understanding the aspects they need to improve. Therefore, they are encouraged to understand their game reading and decision-making skills, as well as to compare their performance with the main players at national and international level. In addition, they will have the opportunity to send their test results to that team he always dreamed to play for.
Pros and Highlights

A. Performance Tracking
Keep track of players’ evolution over time, by staying up-to-date on their limitations and potential.

B. Objectivity
Obtain objective and scientifically verified data about on the important components related to your player’s movement across the field.

C. Optimization of Training Time
Get to know your players’ potential and limitations regarding game reading and decision-making, so as to better organize training dynamics and improve match performance.

D. Performance Enhancement
More assertive sessions that meet players’ needs will allow them develop faster and more solidly, thus improving their performances in training and matches.

E. Time Saving
Access reports immediately following the assessment through the platform, and use right away according to your needs, be it training optimization or definition of strategies for the matches.

F. Custom Reports
Generate individual or collective reports according to your needs for planning sessions to enhance your player’s performance.
04 Interpreting the Results

How to Read the Information?

The results from TacticUP are displayed graphically, allowing the visualization of the player’s complete profile with respect to his/her game reading and decision-making skills. Information are organized so as to enable the visual and quick extraction of information regarding the player’s offensive and defensive actions near or far from the ball (see Figure 1).

The graphic is organized as follows:

i) the left side displays the results regarding the defensive actions;

ii) the right side displays the results regarding the offensive actions;

iii) the upper side displays the results regarding the actions performed near the ball;

iv) the bottom part displays the results of actions performed far from the ball.

Therefore, it is possible to interpret the graphical information through a subdivision in “quadrants”:

i) the upper left quadrant displays the results of the defensive actions near the ball;

ii) the upper right quadrant displays the results of offensive actions near the ball;

iii) the left bottom quadrant displays the results of the defensive actions far from the ball;

iv) the bottom right quadrant displays the results of the offensive actions far from the ball.

Figure 1. Graphic Information Scheme.
Individual Assessments

i. Analysis of Athletes’ Performance

Considering the results of the player in Figure 1, it is possible to observe that, overall, he/she displays better game reading and decision-making skills in the offensive actions, than in the defensive ones. Also, he/she also exhibits greater ease in actions near the ball, when compared to those far from the ball. In a more detailed interpretation of the results, it is possible to observe that this player has difficulties in offensive actions far from the ball, such as actions of movements behind the last line of defense (Mobility) and also in actions regarding the organization of the attacking lines behind the ball line, thus allowing the team to play in a cohesive and balanced fashion, across their longitudinal and transversal lines (Defensive Unity). On the other hand, he/she displays fair game reading and decision-making skills in the offensive actions in which the player gets closer to the player in possession, thus generating offensive options through passing lanes or space in the opponents’ defense for the player in possession to progress (Defensive Coverage).
ii. Graphical Comparison of Athletes’ Response Time

Figure 2 displays the results of response time, grouped according to each tactical principle, in addition to the general (Offensive, Defensive and Overall) indexes of a player. The results are organized according to the proximity of the actions of these principles, whereas those nearer the ball are located in the left side, and those more distant, in the right side. Also, the offensive principles are represented by the blue bars, while the defensive, by the red ones. Therefore, from the visualization of this data, it is possible to observe that, generally, such a player has the ability to respond more quickly in defensive, rather than offensive, actions. An example of offensive difficulty may be observed more clearly in the offensive actions in which the player assessed performs actions with the ball, be it progressing with the ball towards the goal or goal line (Penetration) or even temporization (Length and Width with the ball). These difficulties result in limitations in the performance of these offensive actions within the field, since the speed of play is higher in situations nearer the ball. Thus, it is recommended that training for this player should take into account the situations in which he/she has time pressure to perform actions related to this principle, so as to be able to perform these actions with lower response time.

Figure 2. Result of the Individual Response Time.
Collective Assessments

i. Comparative Analysis of Athletes' Performance

TacticUP collective results allow to examine the differences and similarities between athletes. Figure 3 displays results regarding game reading and decision-making skills of four athletes from the same team, which play as defensive midfielders. Through these results it is possible to verify, despite playing in the same position, these players display rather distinct profiles, which will certainly influence their functions, and individual and collective performances in the field.

Among these four athletes, we observe that players 1 and 3 display a more offensive profile, especially in situations near the ball, when compared to players 2 and 4. Hence, armed with this information, we have an indication that players 1 and 3 may be better at performing the role of defensive midfielders who participate more qualitatively at the offensive phase.

On the other hand, players 2 and 4 display a more defensive profile, whereas both are able to perform rather well their defensive actions near the ball. Player 4 may be particularly pointed out due to his/her high performance in defensive actions far from the ball. Given these results, the coaching staff can control the functions these players will perform in training and matches, based on their potentialities and limitations. Also, this information will help the coach developing more assertively his/her players’ potentialities during the training sessions, and for the games, select those who are better adapted to his model of play and that, consequently, have better performance within the field.

Figure 3. Results from Different Defensive Midfielders.
ii. Comparative Analysis of Athletes’ Performance and Decision-Making Time According to the Tactical Principle

Another way to visualize collective results is by displaying athletes’ decision-making time and performance according to the tactical principle. Displaying information in such a way enables a more global idea on how the team is faring with respect to a collection of movements within the field, as well as obtaining more detailed information on how a given player is playing in comparison to his/her teammates.

In Figure 4 it is possible to observe that the athletes within this team display, in general, better performance in the principle of Offensive Coverage (variation between 51 and 87 points) in comparison to the defensive principle of Defensive Coverage (variation from 19 and 74 points). This indicates that they display greater ease in actions of offensive support near the player in possession, by generating passing lanes or space within the opponents’ defense for the player in possession to progress (Offensive Coverage), rather than in actions of defensive support “behind the back” of the first defender (Defensive Coverage). This information allows obtaining an objective indication of the characteristics already developed by the athletes, thus backing the coaching staff to plan their work in training for aspects that need to be developed, individually or collectively.

Figure 4. Athletes’ Performance and Response Time for the Principles of Offensive and Defensive Coverage.
Also, it is possible to obtain more detailed information of each athlete when compared to their teammates. Through Figure 4 it is possible to verify, for instance, that players 6 and 7 display similar performance values for the principle of Offensive Coverage. However, with respect to response time, we observe that player 6 responds much faster to these game situations when compared to player 7. This information indicates that, although player 7 is able to make correct decisions in these situations, he needs more time to read a situation and appropriately respond to it. Armed with this information, the coaching staff may control more specifically and assertively the training tasks for the learning and development needs of the player/team. For example, changes in training that encourage strong and pressurizing marking over player 7 will allow to stimulate more assertively the behaviors he/she needs to develop/learn.
Periodic Assessments

Periodic assessments with TacticUP allow to keep track of the development of players’ game reading and decision-making. Figure 5 displays the assessments of two players in three distinct moments over the year. Through these results it is possible to verify that player 1 has two offensive skill already consolidated (indicated by the blue circle), as they maintained or slightly varied their performance over time. Also, it was possible to verify an evolution on the ability to provide offensive support to the player in possession by generating passing lanes or movements near the ball (Offensive Coverage); as well as in movements behind the back of the last line of defense (Mobility), generating more space to team’s movement and/or moving towards a more appropriate space to score the goal. As for player 2, it was also possible to observe two consolidated defensive skills (indicated by the blue circle) that are related to the player’s capacity to balance his/her team’s defensive sector (Defensive Balance) and increase protection of the goal (Concentration). In addition, a decrease was observed in his/her capacity to provide offensive support to the player in possession, be it through the creation of passing lanes or through movements near the ball (Offensive Coverage). Armed with these results it is possible to conclude that training has been effective for maintaining / consolidating performances related to some movements in the field and, on the other hand, may be used to foster activities and feedbacks that seek to improve the understanding of some movements in the field that still display instability of game comprehension (see player 2’s example) and, consequently, of performance within the field.

Figure 5. Assessment of two players in three different moments over the year.
**Coach’s Opinion About the Player**

From the assessments made through TacticUP it is possible to ask the coach/coaching staff to also perform an assessment of the athlete’s ability to read the game and make decisions (see Figure 6). By comparing these results, it is possible to verify the congruence between the coach’s point of view and the athlete’s real capacity. For instance, Figure 6 displays on the left side a graphic that represents the player’s current profile, and on the right side the coach’s perception of this athlete regarding these same capacities. By analyzing these two graphics one notes a divergence between the coach’s vision and the athlete’s game reading and decision-making skills with respect to some movements within the field, such as situation of direct opposition from the defender on the player in possession (Delay). In this case the coach judged that his/her athlete has difficulties in reading these situations of the game and making assertive decisions. However, the player possesses high capacity to read these situations and respond assertively. With this information, the coach can acknowledge the athlete’s real potential to perform movements of this kind in the field and, therefore, adjust his/her needs/guidance aiming to improve this player’s performance, as his/her demands were below/underestimating the player’s real capacities.

*Figure 6. Comparison between Assessment Performed by TacticUP and by the Coach.*