



# STANDARD QUALITY

GLOBAL CONNECTION



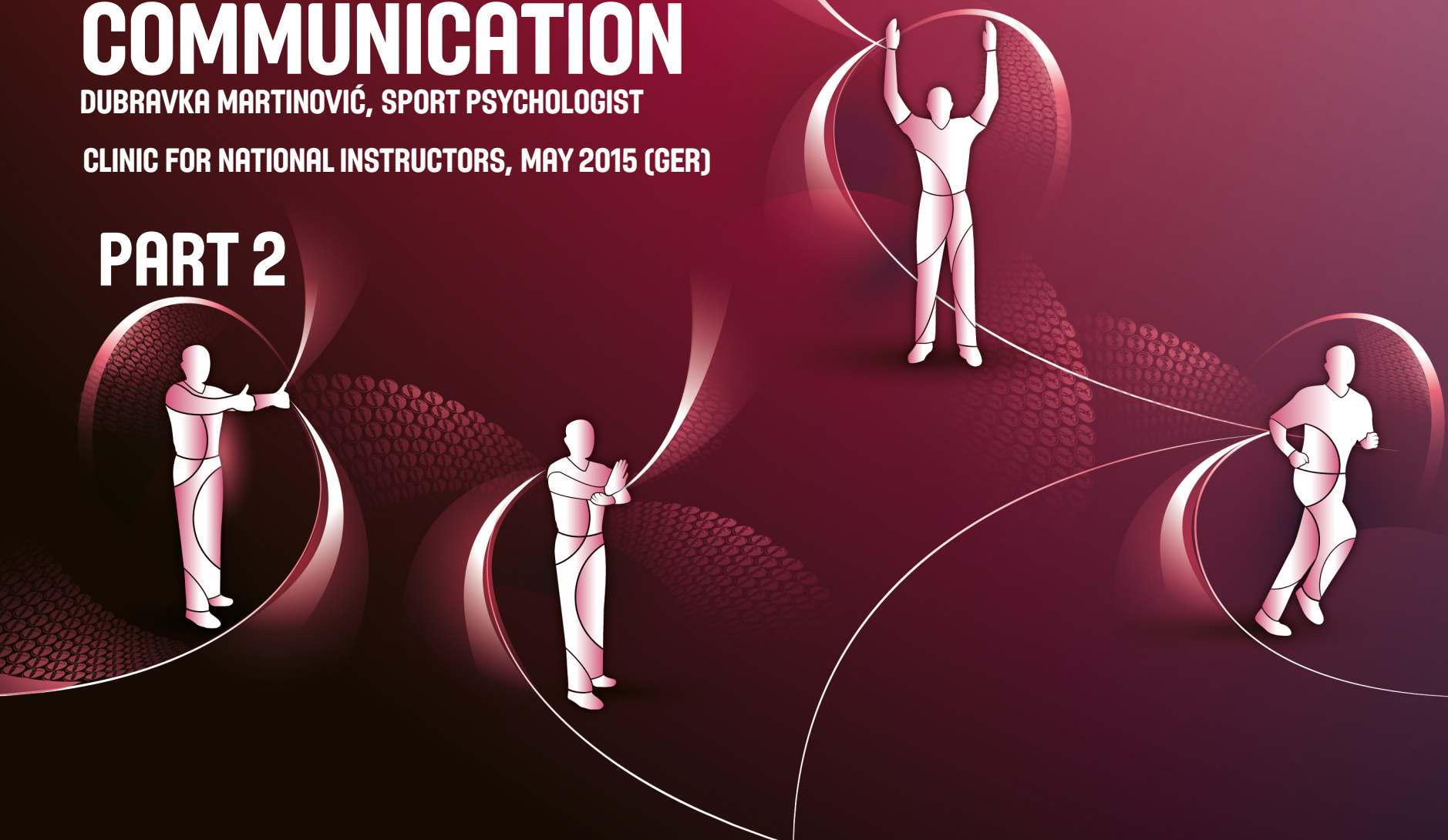


# COMMUNICATION

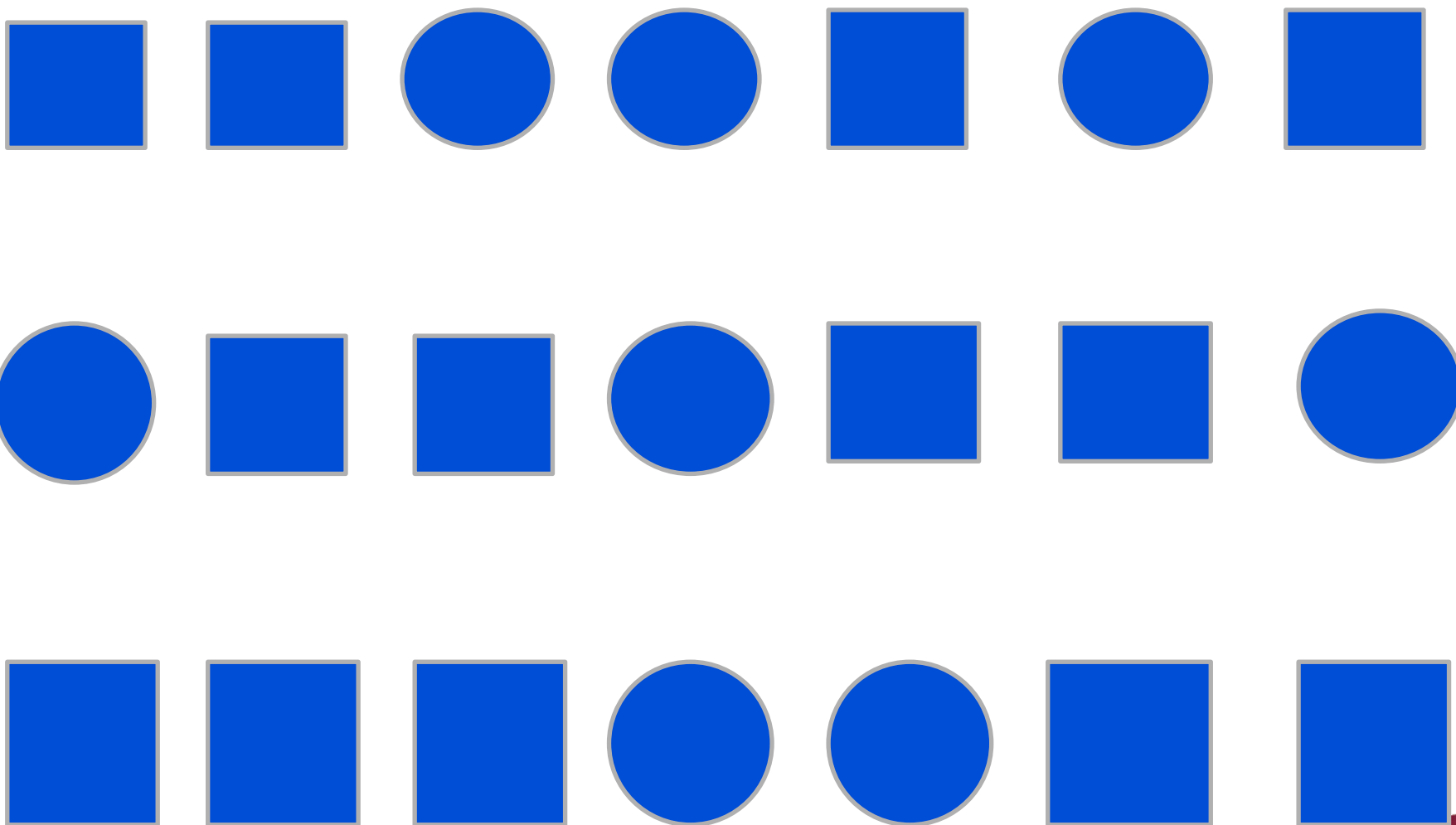
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CLINIC FOR NATIONAL INSTRUCTORS, MAY 2015 (GER)

## PART 2



# **COMMUNICATION DURING THE ANALYSIS**





# PERFORMANCE VIDEO ANALYSIS

# EVALUATION REPORT



## GAME REPORT FOR MATCH OFFICIALS

Must be sent within 48 hours after the game

COMMISSIONER/OBSERVER/REFEREE:

COMPETITION:

GAME NO.

DATE:

HOME TEAM:

GUEST TEAM:

REFEREE:

ROLE OF THE REFEREE: R ☐ U1 ☐ U2 ☐

PHYSICAL PRESENTATION / PROFILE:

*(Body proportional to height, good shape)*

PREGAME / DEBRIEF:

*(Value of participation, ability to self evaluate, giving / receiving feedback)*

MECHANICS / MOVEMENTS:

*(Agility, speed, positioning, mechanics according to the game)*

COMMUNICATION / PERSONAL CONDUCT / TEAMWORK:

*(Verbal / Non verbal communication, eye contact, body language, approachable)*

CONTACT SITUATIONS / CRITERIA / VIOLATIONS:

*(Level of play calling, consistency, fairness, feel for the game)*

CONTROL OF THE GAME / GAME MANAGEMENT:

*(Leadership, courage, handling pressure from game participants, common sense)*

POINTS REQUIRING IMPROVEMENT FOR THE NEXT GAME:



# GUIDELINES FOR VIDEO ANALYSIS OF BEHAVIOR AND BODY LANGUAGE :



- Does the referee's body language show confidence and alertness?
- Has the referee's actions inflamed the situation?
- Has the referee remained calm and is in control?
- Does the referee make an appropriate use of the whistle?
- Does the referee make the calls according to the rules?
- Does the referee make the signals according to the guidelines for referees?
- ...



**FIBA**

We Are Basketball

# **FEEDBACK MODELS AND TECHNIQUES**

- General view and analysis of the game
- Analysis of the key moments and the situations during the game

1. Self – evaluation!\*



2. Feedback

\* The last memory effect





While giving a feedback it will be good to use the following structure:

- + • Tell them what they did well
- • Tell them what they did wrong
- ? \* • Ask them about the solutions for preventing bad performance again, adding some concrete instructions if needed

# BOOST FEEDBACK MODEL



- **B**ALANCED: focus not only on areas for development, but also on strengths.
- **O**BERVED: provide feedback based only upon behaviours / performance that you have observed.
- **O**BJECTIVE: avoid judgements and relate your feedback to the observed behaviours (not the personality).  
Be descriptive.
- **S**PECIFIC: back up your comments with specific examples of the observed situation (behaviour / performance).
- **T**IMELY: give feedback soon after the observed situation.

- Constructive feedback increases self awareness, offers options and encourages development.
- CF is an essential activity for helping trainees reach their maximum potential at their particular stage of training.

(Hesketh & Lidlaw, 2002)

- It can be :
  - Positive – reinforcing good performance and behaviours
  - Negative – correcting and improving poor performance and negative behaviours
- It should be: descriptive, timely, honest, useful, respectful, clear, issue specific, supportive, motivating, action oriented, solution oriented, confidential and collaborative.

(Hamid & Mahmood, 2010)<sup>12</sup>

## When giving feedback be:

- ✓ Specific
- ✓ Objective
- ✓ Constructive

- Praise should be:

- Honest
- Occasional
- Immediate
- Concrete

They act as a positive reinforcement!

- Criticism should be focused on:

- Negative behaviour
- Improper performance

- Distinguish the person from the behaviour! ➡ Main purpose of criticism is to change negative behaviour!

P-C ratio 3:1; 1:1

# Privacy and confidentiality ! ! !

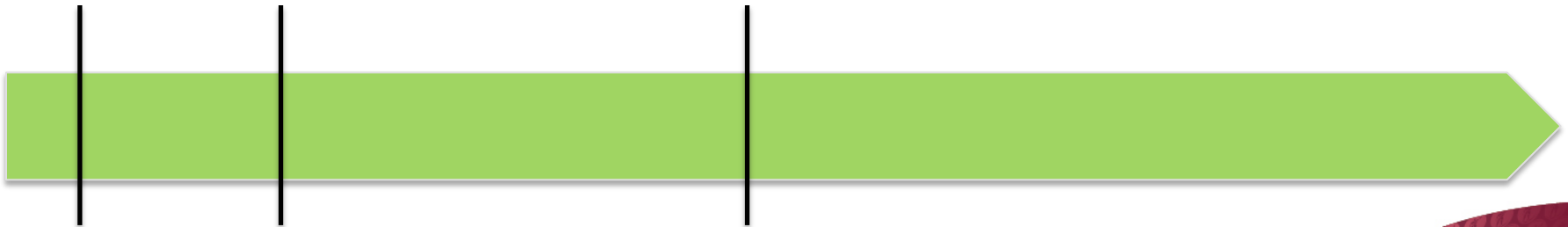




- In any field of performance mistakes\* are normative!

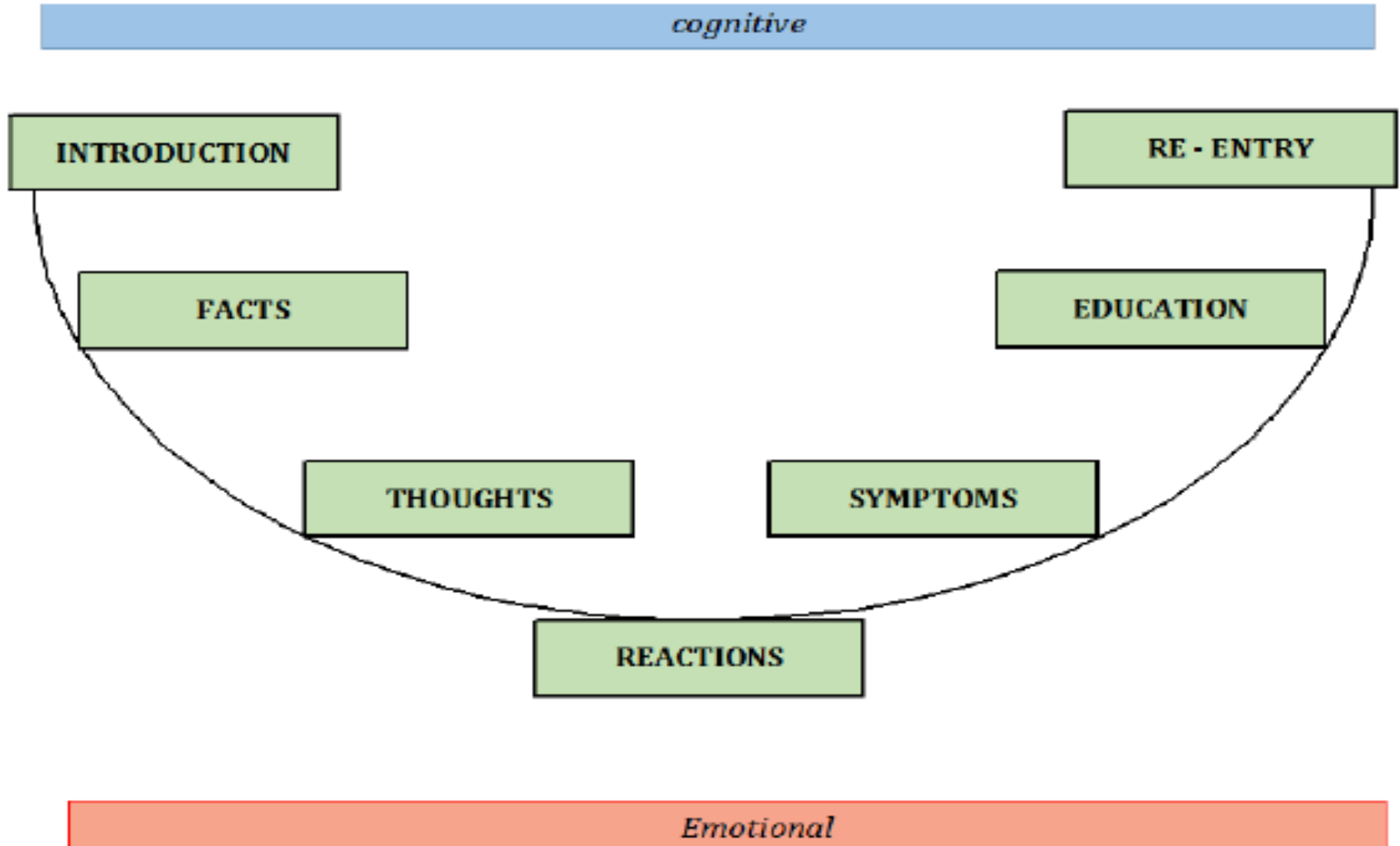
\*Number , frequency, refocus time

- Seconds vs Minutes



"Don't make a  
permanent decision  
for your temporary  
emotion."

Yeager & Roberts, 2015; Kajtna 2015



*cognitive*

**TIME AND PLACE**

**FACTS**

What?  
When?

**SOLUTIONS &  
PREVENTION**

**EXAMPLES &  
CLARIFICATIONS**

**THOUGHTS**

**SYMPTOMS &  
BEHAVIOUR**

Most intensive T?  
Most frequent T?

**REACTIONS**

*Emotional*

- Try to use “boost words” – skill, solution, gain, improve, advancement, training, focus, performance, try, you will, you do, usually, sometimes, develop, . . .



We remember:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 90% of what we see, hear and do!

As much as you can try to encourage them  
to learn through experience – through  
trying and doing it!

While communicating be:

- ✓ Precise
- ✓ Specific
- ✓ Honest
- ✓ Affirmative

**THANK YOU FOR YOUR ATTENTION!**



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