Mental Preparation and Biofeedback to Enhance Soccer Team Performance Throughout a Competitive Season

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American Military University

SPHS697 - Sports and Health Sciences Capstone

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January 28, 2022

Intentionally left empty

DEDICATION

I dedicated this creative project to a person who was the key to my success today, I was desperate, and I thought to contact Mr. President and share with him my difficulties. I never expected that the strongest country's President could even read my email. Surprisingly I received back Mr. President Barack Obama's letter. The letter made me think positively and made my promise to accomplish my long-term goal. Today I have achieved the most short-term goal, my Master in sports science degree, concentrated in exercise science.

In a year Oct 24, 2014, 1:15 I received this honored letter from the Whitehouse signed by President Barack Obama, it says:

Dear Simo:

This is just a quick note to send my warmest regards and offer a few words of encouragement. Sometimes, we face challenges that seem almost impossible to overcome. When you find yourself struggling, be reminded of the founding promise of our Nation—that, as Americans, we believe all things are possible for all people. By setting your sights high and having faith in yourself, you can meet your greatest aspirations and inspire those around you to do the same.

I wish you all the best for the future.

Sincerely,

Barack Obama

Mr. President Barack Obama,

I appreciate your encouragement, and I've understood your message. I want to say that the USA is in my heart, and I am at the United States of America service at any time. Your words made me strong, and I feel a lot better.
God bless you
with all respect
Simo Idrissi - Colorado

AKNOWLEDGEMENT

With a sincere appreciation for the American Military University because they worked hard in passing on the information to us. Through this effort, I can accomplish this national social duty. It was hard to achieve a Master's degree in a life full of responsibilities, and my attendance at the classes was very difficult to utilize. For this, I would like to extend my gratitude to the doctors who belong to the American Military University. I was able to develop knowledge through all the master's programs courses. I thank with all my heart all my dear professors who worked hard to let me reach this cultural level, and I also thank the administrative staff of the American Military University, which provided us with the conditions for successful study.

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“Leadership is a two-way street, loyalty up and loyalty down. Respect for one's superiors; care for one's crew.”

~Rear Admiral Grace Hopper

"Be thankful for what you have - If the grass looks greener on the other side of the fence, it might be because your neighbor's septic tank is leaking"

~Dr. Daniel G. Graetzer

“Leadership is a potent combination of a strategy and character. But if you must be without one, be without the strategy.”

~General Norman Schwarzkopf

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Abstract

Team preparation in soccer (football) is continuous work. The team performance during a busy season is a big obstacle because the time of the season compresses to the limit. A busy schedule can describe a weekly situation that requires two to three games per week, which leads to maximal effort engagement. Coaches and players could face enormous challenges. A championship/league in such a situation requires tremendous efforts, leadership philosophy, long-term sustainability, meritocracy ideology, constructivism, and physical/tactical periodization plans. Preparing players requires transformational leadership, forming, storming, norming, performing, adjourning, interpersonal relation, group relation, coaches' feedback collection, self-preservation, and team support. Also, creativity and organized methods such as periodization plans can put details in a schedule mentality. Players should acquire mental preparation, arousal characteristics, group tasks, team tasks, the principles of play, neuroplasticity enhancement, fight/flight procedures, mental toughness, fatigue-related error, role-specific preparation, cross-role preparation, self-control, and player-centered management to face mental fatigue and physical demands.

Communication is an essential component of building a unified team. The verbal tool, nonverbal tool, interpersonal communication skills, the tactical variables, the rhetoric confidence, vocalizations, neutrality, high status, psychological impulsiveness, one-way application in class or a game, bilateral communication, interpersonal communication, focus communication, direct communication, so they can understand their roles and can deal with the coach regulations and tactical situations. Players understand their role and take responsibility when leadership principles work to make their teams follow up and stand by the team if performance is challenged or disrupted. So, traditional leadership characteristics don't fit leading professional soccer teams these days; vertical leadership is the correct way

due to its privileges and positive influence on players and staff. However, leadership should stem from an organized environment, which is Tuckman's stages theory. Many adult and young athletes have benefited from biofeedback, memorization enhancement, perceptual behavior, subconscious behavior, the sensorimotor stage, preoperational stage, concrete operational stage, formal operational stage, the pessimistic principles, intrinsic learning motivation. So mental and physical preparations need the management to anticipate self-efficacy and better results.

In this project, the compacted season high-intensity schedules and lack of time are an obstacle that can challenge coaches. To handle the situation and protect the team from various problems that can occur during pre-season, in-season, and at the same time formulate ideas, coaches should rely on practical elements. The Periodization plans fit the tactical situations and physical adaptabilities. A busy season is a rigorous plan that coaches should create, and this research can walk through and cover many aspects that need attention. Tactical management such as attacking, defending, and transitions are the most vulnerable aspects when coaches have less time to prepare their team in a busy season. So, a tactical periodization plan is not a new concept, but it is a tool that develops and imbues it with science. Many coaches try to adapt one formation or more, and this research compares formations such as 1-3-4-3, 1-5-4-1, 1-4-4-2, 1-4-3-3, and 1-4-2-3-1 and presents some advantages that can help coaches cope with such conditions. This research discusses a side effect of playing in high intense games that happen without any form of physical assessment utilization to prevent sudden cardiac death, heart attack, acute and chronic traumatic physical and psychological disorders, or injuries due to training and intense games. So, an adequate plan can help establish a philosophy and lead a team to satisfying results in a season that contains many games.

Key words:

Ball possession style, Benchmark Quiz, bioenergetic, building an attack through short passes (indirect play), building an attack through long passes (direct play), bilateral communication, constructivism, cognitive specific imagery, conventional theory, conceptual framework, difficult-goal theory, deep learning strategies, external validity, ego-involving climate, emotional intelligence, fatigue-related error, game tactics, goal orientation, heart attack, head coach, heterogeneous metasamples, homogeneous metapopulations, hierarchical teaching system, high-prevalence mental disorders, intra-organizational knowledge, in-season, interactive psychology, interpersonal communication, intrinsic learning motivation, involuntary arousal, involuntary memories, interpersonal relationship, long-term goal, leadership management, long-term sustainability, macronutrient, mastery approach, maximal oxygen uptake, Major League Soccer (MLS), macrocycle, metabolic, metacognition roles, mesocycles, metaposition, meritocracy ideology, microcycles, multigenerational, neuromuscular characteristics, posttraumatic stress disorder, proactive style, positive perceptions, periodization plan, pre-season, problem-solving process, psychological impulsiveness, preoperational stage, pessimistic principles, polynomial regression, principles of play, person to person defending, positive reinforcement, player-centered, prevalence of secondary traumatic stress, principal componENt analysis, post-traumatic stress disorder, ratio of perceived exertion (RPE), rational emotion behavior therapy (REBT), reactive style, SMART goals, Spanish LaLiga, self-talk, self-efficacy, statistical analysis, self-management, sustainable theory short-term goals, strategic planning, sports cooperation questionnaire, style of play, player recruitment,technical staff, soccer talent identification, technical director, subconscious behavior, sensorimotor stage, social cognitive theory, superordinate goals, small-sided game, sensorimotor, sudden cardiac death, team performance, team awareness, team competence, teaching strategies, team tactics, tactical situations, tactical formation, team exhaustion, T-TPQ, , TeamSTEPPS Observation Tool, task-involving climate, transition from attack to defense, transition from defense to attack, transformational leadership, Tuckman's theory, traditional leadership characteristics, traumatic causes, talent identification, transformational leadership behavior, tactical performance, tensiomyography, velocity/time slope, vertical leadership, verbal reinforcement, zonal defending.

Introduction

Mental preparation is a function that identifies factors related to cognitive and emotional management techniques that result in better or worse and enhance the best performance that leads to functional awareness and pleasurable emotions (Samira et al., 2020). Team performance during a busy season is always a big issue for coaches due to underperformance consequences (Ekstrand et al., 2004, Lago-Penas, 2009). Coaches may improve individual mental abilities, but they find challenges in quantifying the team performance enhancement (Schmutz et al., 2019). The challenges that any coach may encounter are different positions, group positions, ages, players' experiences, players' roles, methods of training, type of exercises, play organization difficulties rate, and the diversified pressure of the opponents (Konefał et al., 2019, Altmann et al., 2021, Redwood-Brown et al., 2019).

When a season calendar is very tight and packed, coaches are limited to finding decent ideas to organize players, recover or rest (Johnson et al., 2011). A team could drop enthusiasm during the competition under any circumstances and have poor leadership. (Victor, 2013). The built-up issues are errors in the periodization plan, pre-game preparation, game-day preparation, mental fatigue, cognitive functioning, and team designing (Kozlowski et al., 2006). A human brain never stops learning new skills processes, and it can adapt to new situations and behaviors. Improving capabilities requires organized qualitative tasks. Plasticity conditioning is a typical improvement, which occurs with perceptual, cognitive, or motor performance (Johnson et al., 2011). Coaches organize a field and create an appropriate atmosphere. Maintaining neuroplasticity means that players exercise and repeat the information until they improve their physical activity and cognitive functioning, such as decision making (Seidel-Marzi et al., 2020, Hernández-Mendo et al., 2019). Data collection

helps in upcoming performance management. The development of execution depends on what the brain has learned, physical conditioning, and long enough to direct the action (Li et al., 2020). Storing information in the brain shouldn't happen randomly if the aim is to teach players tactical roles. For example, long data is hard to register, but short information makes the process easier for storage memory to process information (Towse et al., 2019).

So, sports psychology techniques could lead the performance enhancement and long-short terms goals establishment (Röthlin et al., 2016). A sense of refining creativity in all its dimensions is within the scope of cognitive behavior and personality (Hossner et al., 2020, Hatzigeorgiadis et al., 2014). Psychological effects are helping in qualitative tools that remind players to work capabilities and what they could do to reshape their imagery and self-talk (Di Corrado et al., 2019). The absence of mental and cognitive factors may spoil the nature of the overall performance. Cognitive factors are instructive in determining overall performance because players depend on their roles, tasks, and understanding of the system of play (Memmert et al., 2019). Without an accurate knowledge of the details and dimensions of what the players know and understand, coaches may correct different aspects away from the perception. Coaches' familiarity with the players mental behavior, the dimensions of technical-tactical behavior (Torrents et al., 2016) procedures, the game system, (McLean et al., 2017) the training, nutrition, and subjugate them to constructivism (Dennick, 2016) can boost the effectiveness of the performance enhancement (Beck et al., 2015).

Team goals

Many theories are putting forward the ingredients for long-term or short-term goals. The factors that matter in setting goals are what clubs want from the self-management, technical staff, youth, adult players, fans, and how the team contributes to soaring economic, financial literacy, and financial growth. (Arraya et al., 2015, Lenzen et al., 2017, Fernandes et

al., 2014) What defines goal setting practically are time management, significant behavior change, and attainability. The goals themselves are combined into one formula and become one long term-goal. A large part of the long-term goals background revolves around soccer talent identification implementation and soccer athletes' development (Lee et al., 1982, Silva et al., 2015, Bidaurrazaga et al., 2019, Wetzel et al., 2018, Pichardo et al., 2018, Hunter, 2013, Epton et al., 2017, Steinmann et al., 2018, Ghiasvand et al., 2017, p 3678). The previously selected soccer players' value components to represent the team revolve around the percentage of qualifications. Qualifications' conditions depend on several factors, including skill, intelligence, physical and psychological maturity (Pertsukhov et al., 2018, Gómez et al., 2019). The dimensions of the long term-goal are not achieved without the presence of soccer players' program (planning), literally or creatively, to accomplish the closest positive percentage of the long-term goal (Lex et al., 2015). The other objective depends on the technical director or head coach (Herold et al., 2021). Unless the lack of control over leadership management due to the posttraumatic stress disorder person-centered perspective, it is the essence and the ground that raises everyone to better performance (Free et al., 2021).

Goal setting

There are no goals basis without strategic planning processes because it helps accomplish long-term goals (Cormier et al., 2017). They depend on several elements, including personalities, psychological level, collective knowledge, and intra-organizational knowledge (Schmid, 2021, Serenko et al., 2015). Even the goals connect to the value of knowledge determination, team performance, team external validity, and team satisfaction. Therefore, when intelligence can evaluate the ground and create an atmosphere that leads to results, what stimulates continuity is the overall performance ratio because the perceived

performance is evaluable. So, when the team awareness rate is high, the success continuation rate is measurable, the achievements towards the goal are stable, and the recognition of data is the fact. Team efficiency applies to all the club members (Kozlowski et al., 2006). The lack of responsibility awareness causes efficiency decline because the effectiveness lies in the correct construction method (Höpfner et al., 2021). Knowledge is the core of the accurate structure that facilitates the preparation and implementation of goals, and everyone in the team can then understand the dimensions of responsibility and decision making. (Mehta et al., 2018) The quality of the intelligence, the integration of the comprehension, and the competence or ability is the correct way to achieve the goals' steps (Veronica X et al., 2021). So, the trust factor is a duty that needs to strengthen so that the whole team can interact positively, and the aspect of the network becomes more powerful because each element trusts the qualifications of the other, and without the mixed trust, the goals can melt at any moment. (Sapp et al., 2019, Breuer et al., 2020, Ferda Erdem et al., 2003)

Goal-Setting Theory

In any organizational type in which a group of people is involved, goals consideration is a must. The goal in soccer (football) takes two curves. The first curve is understandable, demanding, and specific. The second curve is vague, complex, and unclear by team members but can activate in any way (Jeong et al., n.d.). All teams whose goals are ambiguous, despite some positive results, do not continue to improve their performance and always have a set time when their system fails due to difficult alignment (Overman, 2021). If a club endeavors to reach any short-term goal rate, and the results are not helping, they tend to change coaches. A study obtained 614 dismissed coaches by soccer clubs in England, Germany, Spain, Italy, Belgium, and the Netherlands. In the end, researchers concluded that there were no positive effects on the performance of the clubs (Frick et al., 2008, Van Ours et al., 2016). Each

league/tournament result depends on the coaches' leadership and the team performance caused by positive perceptions of players on their coaches (Hong et al., 2020). In addition, financial reasons play a role in the game results. For instance, clubs pay high wages for skillful players for positive results. However, some clubs ended up struggling and are almost bankrupt or create negative rumors due to unequal payroll (Rodríguez et al., 2010, Szymanski et al, 2000). French amateur clubs in the first and second divisions struggled with economic problems that occurred at the time of the Covid-19 pandemic, but later their financial condition became better, but on the other hand, soccer clubs in Brazil are unstable, and the gap between the levels is deep (Terrien et al., 2021, Proni et al., 2014).

Figure 1: The sustainable and conventional theories approaches.

Basic components of theory	Conventional approach	Sustainable approach
Desired performance	Enhancing task performance (as evident in assessments of efficiency, productivity, and profitability) in primarily the short term	Enhancing task and non-task performance (as evident in multiple forms of well-being for multiple stakeholders) in the present as well as the future
Attributes of effective goals	Difficult and specific	"Do your best" or "Be your best" and meaningful
Mediators (goal mechanisms)		
Avoiding distractions	Having a narrow focus enables distractions to be avoided	Having a holistic focus invites worthwhile distractions to consider
Motivating effort	Pursuing achievement of goals is energizing	Pursuing meaningful goals is energizing
Persisting in pursuit	Having goals to pursue contributes to persistence	Having mutually beneficial goals set and implemented through participatory processes contributes to persistence
Utilizing knowledge	Developing/applying knowledge that has immediate value to perform tasks	Developing/applying knowledge that has value now or in the future to perform one's tasks or assist others

Table I. Comparing conventional and sustainable goal setting theory

(Neubert et al., 2016, p. 307)

When qualities application such as wisdom, moderation, justice, and courage among the team members. Well-being, happiness, inner liberty could help in the performance process and explain why some individuals succeed more than others in the same team.

Interactive psychology, such as the conventional and sustainable goal-setting theories determination of the motivation enhancement, establishes a discovery of interactive perceptions (Han et al., 2020) and is a success in the short- and long term because their work continues more effectively than others in the group. So, this is the factor of sustainable goal-setting theory (Neubert et al., 2016).

To communicate in team meetings with staff, players, or club responsible (Van der Hoek et al., 2018). Although a large metacognition roles ratio and goal achievement are the responsibility of head coaches, they are the responsibility of the technical director, scouts, game analyzers, player developers, and players (Hidayat et al., 2018, Gaudreau et al., 2016). Therefore, the principles of the goal must be understood as related to many elements of the club, especially when the long-term goal is related to youth teams that may have limited resources and especially that the young players are age limit because four and five years in the formation is a short duration and unrestored. Coaches have a significant role in achieving player development outcomes when submitting the Sports Cooperation Questionnaire (García-Angulo et al., 2021). Players' maturity is an aspect of human capital development that may help understand the investment strategy approach (Mamoloko et al., 2019) in the formation and players development as a mastery approach. (Dysvik et al., 2010) Without physical and mental mature players, the organization of players' positions will be hard to achieve and set desired goals because of the absence of the qualifications associated with maturity in young players (Gaudreau et al., 2016).

The term "extremely difficult" doesn't relate to the ambiguity but rather to the challenges that the team must manipulate to reach the goal (Hopwood, 2018). In other words, if there are ten games, of which five are strong teams, the performance will vary in intensity

due to the type of training plans (Rosales et al., 2019). Players generally understand and use their perceptions and self-talk vaguely. Players understand and use their perceptions and generally self-talk about themselves in a certain way. But the educational and motivational effects of self-talk may be similar. The good reason for this factor is the association of self-talk, it is positively related to the self-efficacy that produces performance, but samples are not directly related to self-talk and their awareness of the performance rate (Hardy et al., 2005, Van Raalte et al., 2022). The teaching term introduction, or how the players learn their roles and tasks, does not explain the performance ratio. Because performance is related to self-talk and self-efficacy more than how players intentionally invest in performance, as was mentioned above, the principles of team learning goal utilization should be to know things more efficiently and effectively. (Wickizer et al., 2002) For this, it comes to the team's readiness for the information. Teaching strategies such as detailing, deepening, metacognition; Self-efficacy, and meta-synthesis considers different strategies, one progression that affects various developments during a learning cycle (Hattie et al., 2016).

Figure 2: Varimax rotation with analyzes the principal component that describes the mastery approach goal.

Items	IM	MAP	TI	PAV	PAP
IM5: My job is so interesting that it is a motivation in itself	*0.88*				
IM4: My job is very exciting	*0.85*				
IM2: The tasks that I do at work are enjoyable	*0.84*				
IM3: My job is meaningful	*0.80*				
IM1: The tasks that I do at work are themselves representing a driving power in my job	*0.77*				
IM6: Sometimes I become so inspired by my job that I almost forget everything else around me	*0.73*				
MAP3: I enjoy challenging and difficult tasks where I will learn new skills		*0.90*			
MAP2: I often look for opportunities to develop new skills and knowledge		*0.87*			
MAP1: I am willing to select a challenging work assignment that I can learn a lot from		*0.84*			
MAP5: I prefer to work in situations that require a high level of ability and talent		*0.82*			
MAP4: For me, development of my work abilities is important enough to take risks		*0.69*			
TI3: I will probably look for a new job in the next year			*0.90*		
TI2: I may quit my present job during the next 12 months			*0.86*		
TI5: I will likely actively look for a new job within the next three years			*0.84*		
TI1: I often think about quitting my present job			*0.83*		
TI4: I do not see many prospects for the future in this organization	−0.31		*0.61*		
PAV3: I am concerned about taking on a task at work if my performance would reveal that I had low ability				*0.88*	
PAV4: I prefer to avoid situations at work where I might perform poorly				*0.83*	
PAV2: Avoiding a show of low ability is more important to me than learning a new skill				*0.80*	
PAV1: I would avoid taking on a new task if there was a chance that I would appear rather incompetent to others				*0.72*	
PAP3: I enjoy it when others at work are aware of how well I am doing					*0.84*
PAP2: I try to figure out what it takes to prove my ability to others at work					*0.82*
PAP4: I prefer to work on projects where I can prove my ability to others					*0.79*
PAP1: I am concerned with showing that I can perform better than my co-workers					*0.75*
Eigenvalues	6.34	3.92	3.66	1.92	1.40
Per cent of variance	26.44	16.36	15.26	8.01	5.85

Notes: Factor loadings less than 0.30 are not shown; italic loadings included in the final scales; IM = intrinsic motivation; MAP = mastery-approach goal; TI = turnover intention; PAV = performance-avoidance goal; PAP = performance-approach goal

Table I. Principal component analysis with varimax rotation

(Dysvik et al., 2010, p. 329)

Goal difficulty

Applying the difficult-goal theory can involve the team's more sensitive responsibilities, and players may find constant challenges. These challenges succeed with players who are more mature, competent and know their roles and tasks than those who are

less mature and skillful. Also, the results that appear with the difficult-goal reflect in the processes associated with lower behavior in a group that includes a high-accuracy performance, compared to a higher behavior in a group with low performance (LePine, 2005).

Figure 3: multigenerational cohort characteristics.

Table 1. General Characteristics by Cohort

Generation	Years Span	Defining Events	Characteristics	Workforce
Veterans	1925-1945	The Depression World War II	Respectful Loyal Adheres to rules Works hard	Most have retired; make up 3% of the nursing workforce.
Baby Boomers	1943-1960	Vietnam War Kennedy Assassination Walking on the Moon Martin Luther King, Jr.	Enjoys recognition Work oriented Team player	Make up 32% of the nursing workforce.
Generation Xers	1961-1979	End of Vietnam War Watergate Kent State Massacre Roe vs. Wade	Self-reliant Questions the rules Values independence	Make up 39% of the nursing workforce. In the next decade will account for at least 50% of the workforce.
Millennials	1980-2000	Iran Hostage Crisis Iran Contra Affair MTV Children using computers	Technology expertise Accepting of divergent values Prefer healthy work-life balance	Just entering the workforce. Comprise 26% of the nursing workforce.

(Moore et al., 2016, p. 2/11)

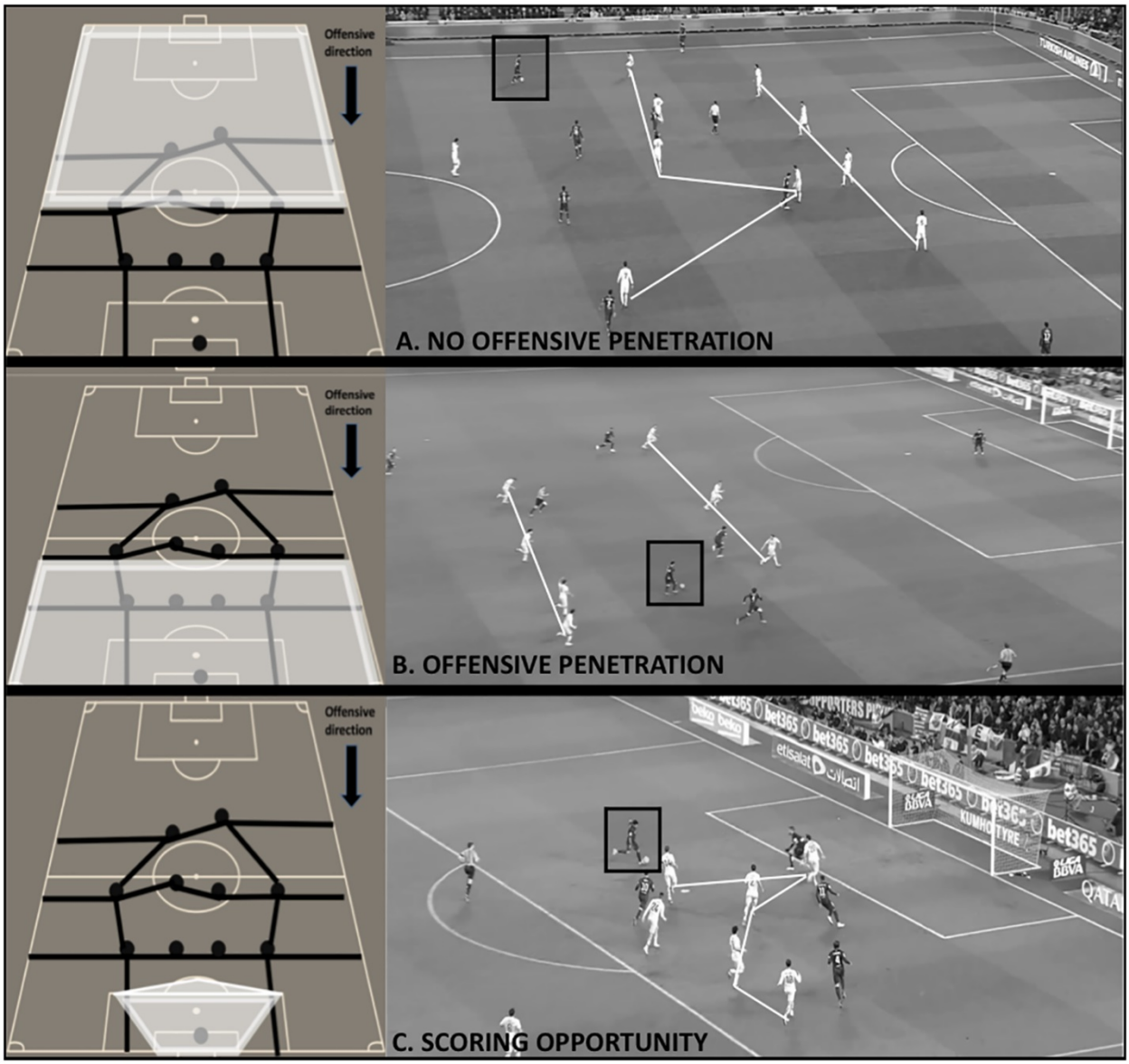
Goal orientation is a matter that stems from the intentions of the players involved in the achievement tasks. Also, mastery goals and performance have become standard terms because the meaning is how players build their desire to learn, understand and develop new skills. After all, in the process of self-improvement (Pintrich, 2003), in the supporting idea of

the challenges' success and behavioral value, more mature players seek to master the roles and tasks dimensions to increase their efficiency to face challenges which make them multigenerational (Moore et al., 2016, Gastin et al., 2014, Rađa et al., 2019). Targeting players who implement the master objectives deep learning strategies (Lv et al., 2021) that enhance conceptual understanding (Murphy et al., 2018, Wessel, 2019) and conceptual framework (Checkland, 2007) can be a solution for performance because matured players do not see the correct tasks as valuable, so they seek immeasurable information to enhance their capabilities (Hornstra et al., 2017). Therefore, the various challenges command attention to the boredom and frustration issues and whether they mitigate by perceived independence. The results interpretation is subject to the interaction effects limitations between boredom manipulation and emancipation in the self-boredom case because boredom has potential consequences (Hooft et al., 2018). These matters explain the players' interactions with the goals and reasons for achieving better results. It can cover the different team formations and tactics in each game from the details of the previous plan, changing players' roles instead of integrating the same tactic, and the task mechanisms can evolve to parallel the dynamics of the new task. For example, a right defender has an offensive, or a midfield has a defensive role (Goes et al., 2021, González-Rodenas et al., 2020).

The goal-setting system differentiates between adults and youth players. The youngest players are, the more goal-specific should be (de Albuquerque et al., 2021, Merkel, 2013). Therefore, when the team plays with the top teams in a tournament or a league, it will be difficult to predict the outcome (Vestberg et al., 2012). The approach goal objectives are to enhance the desire and secure the previous positive state with what will happen in the upcoming game. So, they will have a positive passion and a great challenge to overcome their psychological limits. Losing one or two games out of five will become more challenging,

mentally and physically. So, goal deviation is a sensitive situation because past defeats are negative experiences, so existence is perhaps preoccupied with unwanted feelings (Cooper, 2018).

Figure 4: This image has three cases. The first case is that the defending team (white) did not leave empty spaces, and the team in ball possession has not yet found a solution to the penetration. The second case expresses that the ball possession penetrates the zone behind the four midfielders of the opposing team, thus making the attacking team four players against three defenders of the opposing players. The third case was the success of the penetration, and the operation was the termination of the targeted attack. Both teams' players are adhering to the role and tasks.



(González-Rodenas et al., 2020)

Goal specificity

What distinguishes the goal specificity is that it is a multi-dimensional box that contains many ports that could host one particular task. The long-term goal is a large block that collects all these boxes. Therefore, the goal specificity may be dealt with separately, and each objective has a task characteristic that takes them to the long-term goal accomplishment (Cook et al., 2016, Aghera et al., 2018, Wallace et al., 2018, Smith et al., 2013). Therefore,

mental functions learn best by digesting a task. Each task is assigned rules to get used because the brain's hippocampus processes a new data memory (Anand et al., 2012). Information stored in memory denoted encoding, consolidation, and retrieval. The human brain can connect the puzzles of all the tasks after repeating them many times. Different practical training sessions could help players use everything they have learned before if organized in repeated sessions (Blomstrand et al., 2021, Frank et al., 2014). Then, the formation of the background application can help players innovate events because players have understood the challenges that drive them to contribute to athletic performance (Liu et al., 2012). So, the advantage of goal-specificity is information that could help in the long and short term, especially the periodization plan organization (Lorenz et al., 2015). So, these goals measurement case is the intervene to determine the result and performance (Hedin et al., 2018). Analytical processes always are necessary events that predetermine the success achievement, the proportional dimensions that provide a statistical process, and any feedback process later (Jonny et al., 2010).

Goal measurable

Goal setting is divided into parts and adopted as a translatable component of a quantitative measurement of the quality of goals and actions (Aghera et al., 2018). So, creating a goal time is essential, sufficient, and would adhere to the SMART goals, a case that means the determination of the short and long-term goals. That is why goals relate to quantifiable or measurement characteristics (Cormier., 2017, Hedin et al., 2018). The professional soccer league format in the United States, in the Major League Soccer (MLS) in normal conditions, 19 clubs play 17 home games and 17 away games, the thirty-four total games in 34 weeks. MLS regular league seasons start the April 16-18 (Jonathan et al., 2015, MLSsoccer.com, 2021). In other cases, in the Spanish LaLiga professional soccer 2008-2009

and 2017-2018 seasons, 20 teams played in each season 380 games in 15 weeks. Thus, the league would take 17 weeks (Moreno et al., 2019, Lago-Peñas et al., 2011). At the first wave of the outbreak of COVID-19. As a definition of this virus, COVID-19 attacks the respiratory system, it is mild, but its severity varies in the elderly. This virus travels to another healthy person through inhalation and lasts between two to fourteen days as an incubation period in the body. Then the body becomes exposed to fever, cough, sore throat, shortness of breath, fatigue, malaise, and the symptom will not occur. Another sign that could indicate covid-19 is losing the sense of smell and taste. (Lechner et al., 2021) The isolation targets the infected people to cope with the epidemic spread. People who have not yet been exposed to this virus were isolated and placed in-home quarantine. (Singhal, 2020) Other researchers look upon the possibility to assess symptoms with covid-19 with the nutrition recipes list. So, the research mentioned that there is an effect on the symptoms of covid-19 when intake of doogh and yogurt also they find a great promise in the dietary intake nutrition to manage or prevent covid-19. (Mohseni et al., 2021)

The Spanish authorities imposed a twelve-week suspension on the Spanish professional championship (LaLiga), so clubs had to quarantine all players to homes for eight weeks, and in the last four weeks, players re-train for four weeks of pre-season preparation. When the LaLiga started, the pressure imposed by COVID-19 made the calendar congested. Within 39 days, each team played 11 games which were 3.5 games per week. This pressure changed the game regulations, as players' substitution became five subs and the water break time added to each half (Brito et al., 2021, Gustavo et al., 2020). So, based on the explanation above, the measurement goal has an additional set, another pre-season program, which duration is four weeks, and then the pre-season starts. The long-term goal become eleven gameday in 39 days. However, if the new four-pre-season weeks add to the 39 days, the

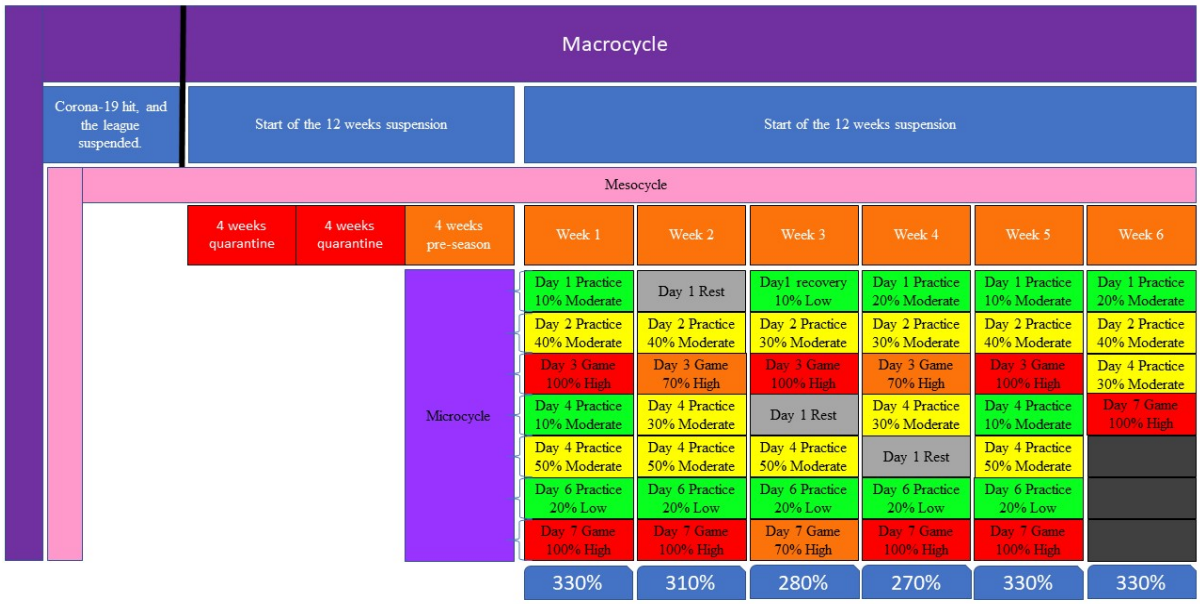
duration could take ten weeks. In the case of 10 weeks become a measurable estimation to achieve the long-term goal that can translate into macrocycle plan which can break into mesocycles and microcycles (Naclerio Ayllón et al., 2013).

In a soccer game, players can use a 2- to 4- seconds long-sprint run every 180 seconds (Andrzejewski et al., 2013). A soccer game is 90 to 120 minutes duration (Hills et al., 2017), and if players use 2- to 4- seconds long- short-sprint runs in 180 seconds, that means players are to commit more than 30 times to such resistance activities behavior. In this case, the blood lactate concentrations, and when soccer players take the 24 hours of rest, a study proved that the same player could decrease performance and increase a higher blood lactate concentration. So, 48 or 72 hours are the correct duration of rest (Monteiro et al., 2019). However, to manipulate this and stop players from triggering random long-sprint runs, embed tactical situations, especially in transitions to attack or to defense, and pick only the momentums but not every time. For instance, 30 times can become 18 times which explains that a player will use a long-sprint run every 300 seconds. So, controlling the use of 2- to 4-seconds long-sprint runs duration is absolute to overcome fatigue during a mesocycle program. Put the game into resistance rest intervals in each reactive behavior, and players can take 2 to 3 minutes which is sufficient for resistance activities and to restart against the long-sprint run (Senna et al., 2016). There is no arguable situation that says a game should be high intensity up to 100%. Players can stand, walk, jog, and take high-intense activities in a queue, so roles also can change. Sometimes right or left defenders can integrate into attacking mood to give the right or left wings a rest time (Di Mascio et al., 2013). If the physical and mental arrangement settles the tactical aspect of the game, then the effort can arrange, players can get more rest and recovery, a soccer game's maximal oxygen uptake can reach 70%. Up to this level, players' glycogen can remain stable for 90 minutes, and any extra duration could

decrease the storage of intramuscular glycogen in the muscles (Field et al., 2020). The tactical formation of 4-3-3, for instance, is an increase in maximal and mean running speed and frequency of high-intensity activities, but 4-4-2 has less physical and mental effort and less distance when compared with 3-5-2 or 4-2-3-1 because players in these tactical formations are obliged to run in long distances (Memmert et al., 2019). The specificity and measurable goals are better solutions to adjust the readiness and the velocity of lactate threshold and how players stay healthy (Schwesig et al., 2019). If high-intensity aims for games' winning without the overall level recognition of each player, they could fall into injuries such as anterior cruciate ligament because fatigue can cause lower limb injuries. (Mohammed Firhad Raja Azidin et al., 2020) So, a game loss could happen because of forgetting that players transpire to physical and mental inferiority (Whiteley et al., 2021). So, to avoid mental and physical fatigue organizational activities are the settlement that can lead to a better performance. The macrocycle is the program that covers the long-term goal, the mesocycle is the goal setting, and the microcycle is the specificity and measurable goals (Mujika et al., 2018).

Case study 1

Figure 5: The organization of the pre-season and in-season in a busy season should have more rests and recovery. Players are to keep safe, and game-winning is the purpose. If any decline rate happens to players' physical or mental aspects, performance can decrease fast.



But so far, the topic of the professional championship has been transformed into numbers that can help determine the quantitative factors (Bailey, 2019, Aghera et al., 2018). So, instead, converting concepts to quantitative that relies on the first to the last day recognition is the first step in the measurable long-term goal, that should adhere to the realistic and achievable methods whether it is ten weeks in the Laliga case or 34 weeks in MLS should consist of social cognitive theory to enhance self-efficacy. Identifying the last day on which the announcement of the league winner could happen, and this factor may be vague. However, the heterogeneous metasamples and metapopulations from homogeneous samples and populations integration are a way to understand the rates. It may depend on a hypothetical factor. The measurement hypothetically is one day at the end of the league/tournament or two weeks before the league/tournament. So, the goal-setting time-bound is the first day to the last day duration help in the macrocycle, mesocycle, microcycle mechanism. Furthermore, executive control could have a new curve leaning towards a diminution of flexibility and sub-optimal when players' tasks face complex situations. So,

combining these steps could help avoid players' mental fatigue, overtraining, or playing over-limit games per week that lead to injuries and even team exhaustion (Jennings et al., 2018, Figueredo et al., 2013, Willoughby, 1993, van der Linden et al., 2003, Tiede et al., 2021).

Other things that could help determine goal measurable elements are the technology to collect players' physical activity data, the physical activities. The qualitative data could turn to numbers such as the amount of water each player consumes, hours of recovery, hours of fun, the number of errors in each game, the number of correct decisions made by the team, groups, and individuals (Allahbakhshi et al., 2020, Henriksen et al., 2018). For instance, schedules and other factors, hours of travel, cause 469 types of illnesses (Schwellnus et al., 2012). The results of a thematic analysis study showed that the keys to effective coaches are their ability to understand and recognize their feelings. These are related to the coaches' effectiveness, the interaction of coaches with their players, the development of emotional intelligence, overcoming stress, pressure, and fatigue related to work (Magrum et al., 2019).

Goal evaluation

The mechanisms of goal evaluation should not be the end of every process or event. However, it should be considered a metaposition, or the contemplative pause determined by a situation outside the atmosphere (Litfin, 2020). When the evaluation controls the dimensions that lead to the long-term goal, many points need to be modified, developed, deleted, or a consideration that needs application. Statistical analysis results indicated a relationship between a statistically significant correlation, the motivation for developing the strategic plan, and evaluating the strategic plan (Sadeghifar et al., 2014). These are reflections that contribute to defining values and performance. To know which skill to rank could lead to a particular conclusion is difficult. Creating a monitoring program that collects measuring

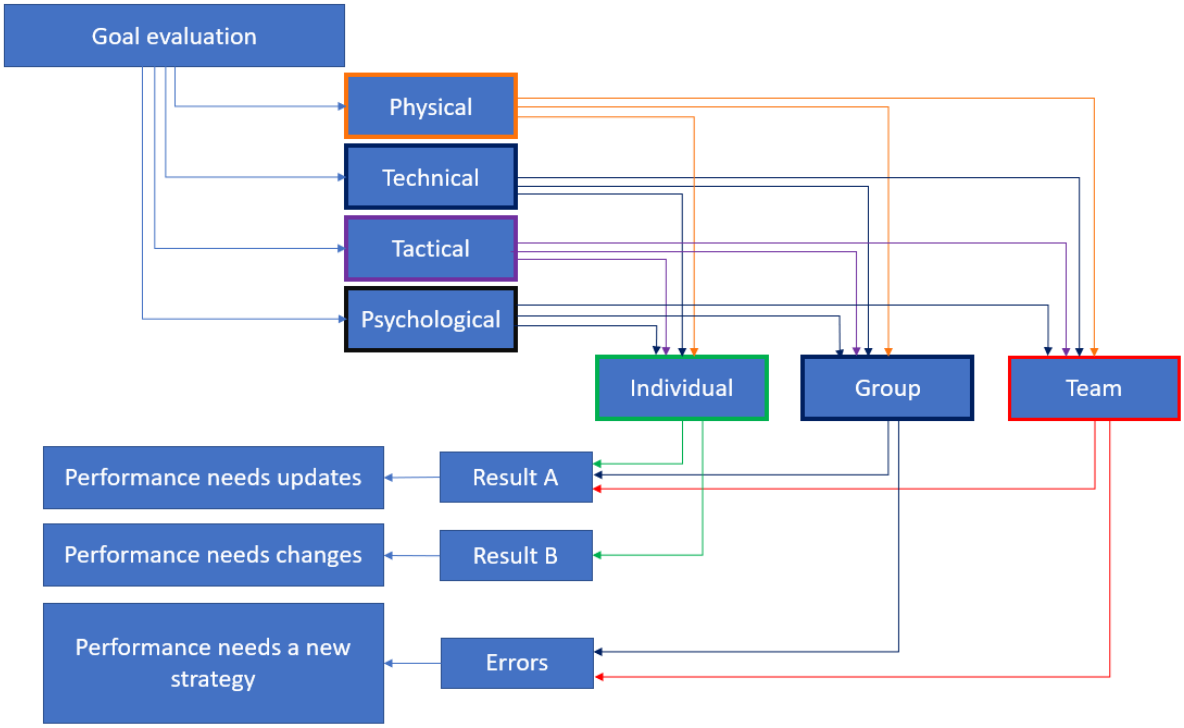
soccer skills data, facilitates the evaluation process, produces qualitative and quantitative trends, helps systematic graphical curves (Ali, 2011, Baron et al., 2017). Thus, managing three games in one week in the Spanish LaLiga season is a process that needs a sensitive program. So, can anyone know what would happen to the team performance if the objective dimension evaluation process were not pre-established? Many questions indicate the type of affected efforts by the enhanced difficulties that occur by the three games. So, the data collection measure process must continue every session or game. If coaches do not constantly monitor, the innovation modality may not contribute to the capabilities' development and the long-term vision waste due to teamwork failures (Lacerenza et al., 2018).

Evaluation is the element of intelligence that transcends divergent priorities, including the process of creating a new atmosphere and new ideas for managing the problem-solving process. Decisions always need to be modified because the results of decisions are not affected quickly as a positive form but may accelerate the negative effect that contributes to weakening performance. Therefore, the evaluation determines the velocity/time slope, and such methodological aspect guides towards sources that can bring knowledge and create a practical engagement (O'Connor et al., 2019, Onyura, 2020). A team needs renewal information, communication (Ganapathi, 2012), and the new information presentation before every game. The team preparation factor is always related to the coaches' attitudes and learning management (Gast et al., 2017).

Case Study 2

Figure 6: The physical, technical, tactical, and psychological elements are the sources available to evaluate and rank. The four elements application can find individual abilities, group, and team functions. Professional players' measurement could monitor the performance

and the rank players to the A and B, and group and team to the A or error categories. The utilization of this figure can affect the youth too, but the management should apply differently due to the development process.



So, the objective of performance appraisal is a matter of observation. The physical, technical, tactical, and psychological dimensions need to determine their developments. An individual player controls the percentage of the performance output, but the player may make mistakes. For this, the player's mistakes determine the results A or B. If the player was able to complete discipline and apply the four factors, "result A" will lead to an improvement in the level of performance, and the utilization of the daily training can cover the process of the correction, but if the performance decreases in one of the four dimensions, the "result B" is the one that leads to performance needs changes. In this case, coaches prepare a report on the player and subject the player to consequences to correct the group or team performance. This player can become a substitute or dismiss from the team. This system can apply to the

professional level only. The youth level is not aggressively seeking the game result in the contrast players learn performance principles, and coaches can arrange the situation and find a better solution for the player. The performance in amateur is about either enjoyment or preparation to become semi-professional. However, the system could combine them and apply the goal evaluation principles. Winning in youth is a philosophy and can be debated, but psychologically teaching players how to win can help them grow with that mentality but winning should cover the aspect of players' knowledge development and not only winning games. The performance of an individual player needs development, and if the player is negligent, the issue leads to achieving the long-term goal timing decay, and if there is any delay, the achievement of the goal is unrestorable. When the evaluation of a group within the team covered, for example, the last four defenders, or midfield or attackers, the process does not depend on performance needs change because this is associated only with individual players. If the individual players' performance needs change process applied, the group or team could become disciplined, and any weakness could adhere to substitution either players or the system. The results A and B have different faces. The development of performance intends to change the dimensions of the severity of physical factors, the proportion of the mental base, tactical factors, and the level of psychological aspects are related to training sessions. But if the result B is the subtracted factor, then the four factors are the cause of poor performance, and for this, coaches must reconsider a look into their attacking and defending philosophy and the way players train to correct or change the rules of the general program to coordinate groups and make the abilities a quality performance. The four elements define the capabilities and goal measurement, and the team organization needs a system and a plan. If it comes to the physical, endurance exercises may help build players, and resistance and speed

exercises will raise the level of strength, and when they play on the field, the tactical problem solving could show the team level of interaction.

Exercises could adjust the characteristics of the players, and maturity is one aspect that can help increase the level of performance. Players will receive a ball pass from friends and could use the body to shield the ball, dribble, or pass the ball to another friend, and the skill potential will appear with the ball and without the ball. Build the play from the back, wings penetration with a short pass and long curved passes into the square. However, the opponent makes the game challenging. The evaluation of the tactical aspects divides between the coach's organization and the player's application. Coaches collect the data to identify the points that made the process difficult. For mental factors, players make decisions, but are their problem-solving beat the opponent's organization? An opponent with a high intelligence level means more pressure on the team, and then would players survive while deciding how to apply the tactical situations. Planning and updating the tactical situations from game to game is helpful and could overcome the opponent if the players understand it.

Communication

When organizing long- and short-term goals, the data is collected, analyzed, evaluated, and the solutions built up. The result at the end requires sharing the information with the team. For senders and receivers, the communication process is to understand the principles because there are differences in the samples engaging in the communication. For instance, adopting the T-TPQ, Benchmark Quiz, TeamSTEPPS Observation Tool is a consideration that could improve teamwork (Curtsinger, 2018). What makes communication essential are the verbal and nonverbal tools (Park et al., 2018) and the other material integration that develops communication concepts patterns (Vogel et al., 2018). In soccer

professionalism, interpersonal communication skills may not help address the tactical variables of the team, so the process should focus on team dialogue, and the same thing applies to amateur teams (Crawford et al., 2020, Kumar et al., 2014). When a plan is ready, the aim should target team sharing, and the rhetoric confidence must convince or lead the team (Novak, 2016).

The general concepts presentation should not be the communication process without explaining the merits or pillars of the conversation without steps for coordinating the measures with the previous meetings. Therefore, the communication process needs clear vocalizations in response to neutrality and high status (Leongómez et al., 2017). Psychological impulsiveness may spoil the communication background if the topics are processed unresponsively. The team leadership depends on the unified front perspective and team sharing information through organizational communication (Baumann, 2017).

Aristotle's perspective on how a receiver understands the concepts' objectivity that leans towards the one-way method could also affect any direct or indirect sign used in the presentation (SZYMON, 2015). The hearers watch the coaches share a tactical aspect of defending as a team. In pre-season training, players were familiar with the system of four defenders, four midfielders, and two strikers, but in a new meeting that covered the arrangement of the three games per week. A presentation session started showing images in the wall slideshow. Players could see the presentation and hear the coach talking about defending as a team. However, the content displayed on the wall refers to three defenders, four midfielders, and three attackers. In this case, the process of internal inquiries about the new changes may take time before they return to what the coach shares with them, especially since one of the players has been layoff from the roster and changed with another player and

position (Chatterjee et al., 2017, Bennett et al., 2012, Pedaste et al., 2015). So, the objectivity of defense as a team could take another communicative course, and accordingly, the communication process, especially confidence in leadership's management jeopardized.

For example, a one-way application can't progress due to unclear or complex comprehension (Rogers, 2015). This process does not work with organizational communication but tends or immediately turns into bilateral or interpersonal communication, even if indirectly. Some of the players can continue to think about the process of structural changes, and this will create self-talk doubts. Therefore, the visualization must go with conversation and be organized on a verbal and non-verbal basis so that the self-talk's negative process does not become a new data-sharing obstacle. Focus communication determines the process of understanding, evaluating, and reconstructing (Cooren et al., 2020). The controllable objectivity that could lead to confidence must take a communication skill that does not change the mechanism of the sharing topic (Ha et al., 2010). The categorization of the objectives can help set a package of information on an orderly and chronological basis. Therefore, sharing new information should be customized according to a specific meeting. Such a direct communication system leads a receiver to trust confidently what the speaker is saying. The updated factors are presented on the unblemished, conciliate with the base, and the speech identifies the slide show or something else. (Corwin et al., 2018, Chatterjee et al., 2017)

Figure 7: Data analyzing and themes conceptual relationship

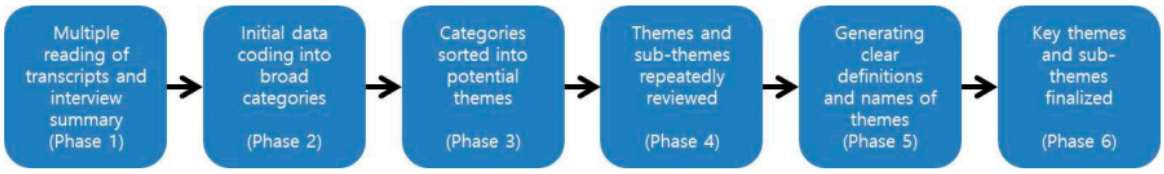


Figure 1. Data analysis process.

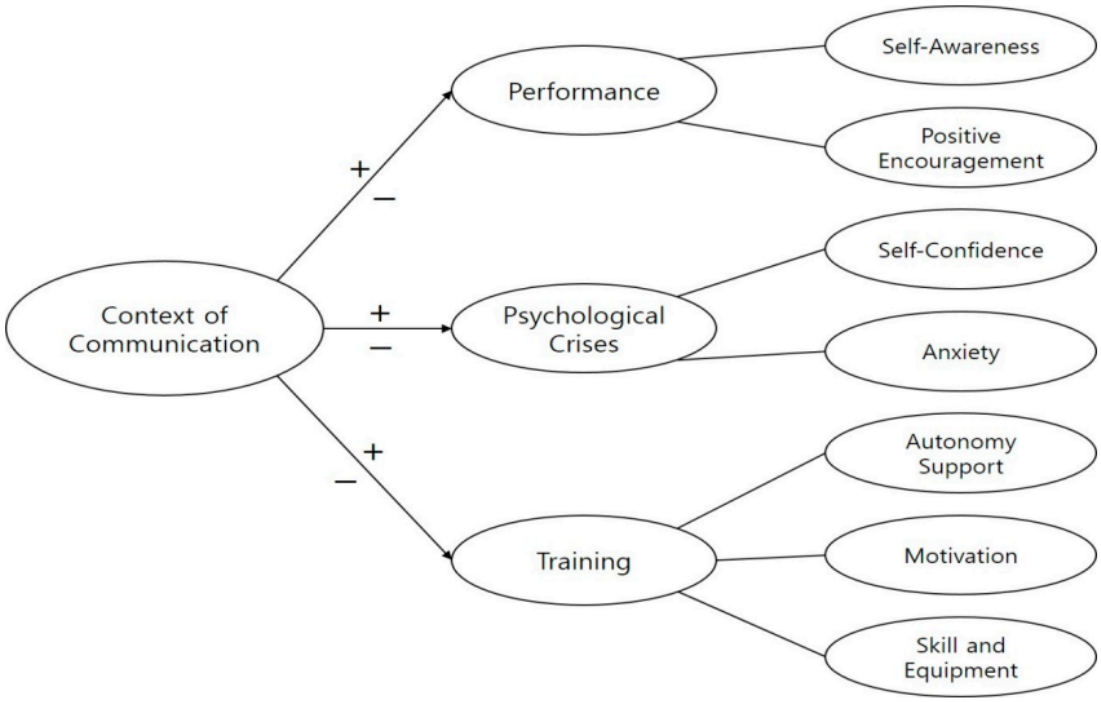


Figure 2. Conceptual map of the relationship between themes and subthemes.

(Kim et al., 2020)

Individual method

The health institution of the government of the United Arab Emirates conducted a study, and they investigated the relationship between family physicians and their patients. From October 2016 to July 2017, about 1122 patients and 170 doctors participated in this study. The data collection method started with opening the list of doctors that patients want to visit without previous appointments. The samples were over 18 years old, and they did not specify the ages of each class. In the data collection process, the researchers shared two questionnaires' assignments. The first design was for family physicians, and the second form

was for patients. The two samples filled out the questionnaire assignments. The result they found was that the process of one-to-one or interpersonal communication between doctor and patient was taking long, and this obstacle disrupted other factors (Albahri et al., 2018). The soccer coaches may find it troublesome to discuss roles or tasks with players during a busy season. The distribution process of communication between assistant and fitness coaches can be effective behavior and characteristics that focus on interpersonal communication (Szedlak et al., 2015). Pre-season is an opportunity to organize individual sessions, communicate with them, teach them new roles, tasks, methods, and support them mentally. During pre-season, players could have sessions related to the mental field, especially dealing with new organizations, stressful situations, psychological factors (Perroni et al., 2019). A short interference dialogue in a live game could decrease the wrong decisions (Kaya, 2014). If the player continues in the first half with more or the same mistakes, the process has become clear that the player may have misunderstood the tactical aspects, and the head coach must collect the data and find solutions. When solutions are ready to apply, they could present to the communication mediator, the assistant coach, or the physical trainer. At the end of the first half, the assistant coach can share the new solutions immediately with the player until they reach the meeting room. The process may take a minute, and the player can rejoin the team. The head coach then would start to share instructions with the team to avoid the barriers of the first half (Barbero et al., 2017, Spink et al., 2018). When the team starts the second half of the game, coaches must help analyze what players are doing and whether the mistakes have decreased. The head coach focuses on the team's performance and tracks mistakes (James et al., 2012, Smith et al., 2022). If players show signs of low physical performance (Mota et al., 2020) or make multiple mistakes again, a substitute player must be prepared to change with the player (Del Corral et al., 2008). The individual monitorship of

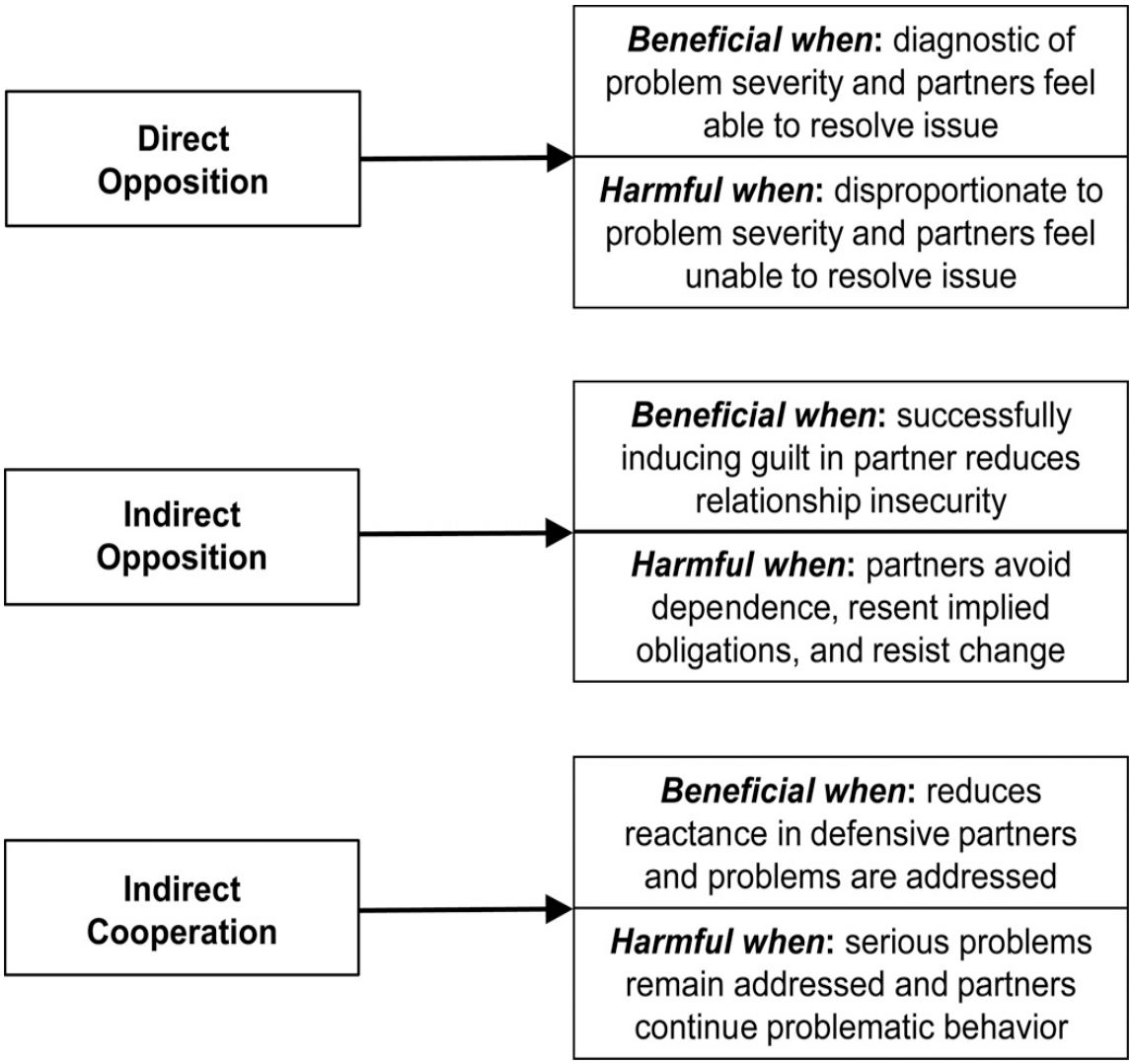
the warm-up should apply, and coaches may monitor each player's heart rate. Never look at the team warming up because every player should be disciplined and move based on the pacing rate. Therefore, when a substitute player wants to enter or before the start of a game, the warm-up helps increase the body temperature, activates muscle groups, stimulates the nervous system, and increases joint mobility of everyone on the team for 20-30 minutes. All warm-up exercises should be dynamic and stretch the muscles according to the weather (Devore et al., 2006, Abade et al., 2017).

Group method

A study gathered 60 students, divided them into 12 groups, and they assigned one leader to each group, trying to investigate leaders' communication influence. This study focused on four rules of speech theory for the actions of Bach and Harnisch. These rules are constative, directive, commissive, and acknowledgment. This classification has roles in the language communication effective process. The research result found that only four leaders succeeded in using the rules of Bach and Harnisch, and the four successful groups were more committed to time. The remaining eight groups failed the task they did not meet the conditions for the specified characteristics. The researchers defined the theory as meaning connection and behavior to the spoken language because it contains actions (Mohd et al., 2021). So, the time and the act in the verbal speech process always determine the level of communication. Verbal communication in the case of soccer games depends on the speed of decision-making because time does not allow long thinking, but successful automated decisions based on solving the pressure rate imposed by the opponent (Blaser et al., 2019). Non-verbal communication consists of direct and indirect factors. The implementation of the communication process depends on verbal factors, which explains the signs that the group needs to receive that lies in the process of reading and interacting. The presence of direct or

indirect communication signals that individuals of the group could use due to a particular moment that needs group interaction. The communication process during pre-season may depend on the verbal and non-verbal elements. The problem that pertains to each group within the team lies in the difficulties of group communication or the issue of speaking out loud, so the group needs to read the event to receive communicative information (Blaser et al., 2019, Vermeir et al., 2015).

Figure 8: The three aspects explain a method that expresses the positive and the negative paths. Each path leads to a specific result.



(Overall et al., 2017)

The organization depends on the elements of specialization, which means that each group should have multi roles to play in any game. In soccer, a goalkeeper with the defenders makes up the defense group. The number of defenders can contain 4 to 5 players with the goalkeeper, and the number of individuals varies due to developments in the team's formation. For example, one goalkeeper, three defenders, four midfielders, and three attackers, which translate to 1-3-4-3, also can be 1-5-4-1, 1-4-4-2, 1-4-3-3, 1-4-2-3-1, and so on. So, the goalkeeper and the defenders are a defensive group. In the center, several players are called the center midfielders, and there is a group whose role may be the wings, and there

are forward attackers (Los Arcos et al., 2017, Kattuman et al., 2019, Memmert et al., 2019). The dialogue process between each group can be completely different. For example, one of the defenders' tasks is to manage offsides and use it in their privilege, so the defensive bloc needs to move up to the opposite direction of the opponent attackers, any verbal or non-verbal miscommunication or wrong interference from other groups may spoil the offside events (Gilis et al., 2009, Wühr et al., 2015).

The wing players' roles specialize in cross passes and penetration into the final third, while another wing player leans towards defending more than attacking, and the forwards' roles are to finish an attack with a score. So, the process of reading the event is means of critical communication. It can be tiresome to communicate with the groups while playing. If coaches talk with one player to explain to friends, the issue could take time. Such a method plays a negative role in the process of youth development (Schwesig et al., 2019, Amatria et al., 2019). The youth's environment reflects factors that may not fall within the scope of health concepts, and since the youth's previous minimal experiences, the process of evaluating the potentially-painful health, psychological and social situations they face differs in its contents from that of adult players. Maladaptive conditioning responses that do not accept stressful events stimulate the biological and psychological capacity associated with chronic pain in young (Bennett, 2019, Nelson et al., 2020). Other things that will help coaches understand their youth players in the communicative dimensions are the healthy development of youth body image and self-esteem. Young people undergo biological and psychological changes such as puberty and physical adjustments during their formative stages (Voelker et al., 2015). What is the strategy that helps in the communication success with the groups? When groups train with their various specialties, they digest the tactical foundation that contributes to organizing the events. Although each group specializes in something, the

relationship of groups is the process of changing roles. For example, a midfielder can become a defender, a right defender can become a right-wing, or a forward can become a midfielder.

Groups' connection through the communicative process is sensitive, and it takes time for players to understand and apply it in the games. A few pieces of training or games can't develop such a habit because it can become an aspect of unconscious behavior that leads to negative or positive automated actions, and these factors need time to develop (Park et al., 2018). Therefore, in any game, coaches can use the communication factor in explaining the system or developing the tactical aspects and wait for groups to apply it by their means. Dialogue can be a form of reading the reaction, using direct or indirect references during any event that occurs in a very short circumstance that takes less than a few seconds. The individuals of each group understand their role and the communicative value. So, coaches understand how successful the groups are in performing their communicative tasks (Jergas et al., 2015, Aksnes et al., 2019).

Team method

The communication process understanding depends on special abilities that vary among all people. Therefore, for information to reach everyone, it needs factors that regulate the delivery of message' packages (Bambaeeroo et al., 2017, Julie, 1983). The team individuals maybe grow up in social circles far beyond what coaches could imagine. Professional, amateurs, and youth players' perceptions and social backgrounds differ according to their maturity, intentions, knowledge, and the ability to distance themselves from the coach's world or philosophy through the false consensus. The possibility that the players are mentally or socially similar is weak, and for this reason, facilitating the

communicative data would help because if players do not understand the subject, they ask questions (Bruine et al., 2020, Pallotti et al., 2015, pp 191-192).

The most important thing in communication is the openly share the requirement that helps accomplish the mission, education, the time, and equipment needed to reach the goal (Developing, 2007). Players' recruitment indicates intellectual stability performance degrees, which play a sensitive role in the successful cognitive abilities. A study in the intelligence factors and the assessment of genetic and environmental influence found that childhood and pre-adolescence intelligence exposed to environmental effects and the development that occurs is flexible. When children grow to adulthood, genes control the intelligence stability rate. Environmental factors interfere with health and influence education (Bartels et al., 2002, Opstoel et al., 2020). Intelligence is an aspect of soccer. Research made in Deutschland on behavior, intelligence, and brain function of 209 twin pairs and results showed that genetic influences played a role in the continuity of general cognitive abilities (Antonelli-Ponti et al., 2019). The existence of mental factors helps, especially in the player formation and the communication level with the adult players. There is a relationship between conscious and unconscious decision-making that connects with the ego.

When egoism intervenes, players move away from the essence of the topic and relates to other factors far from the contents of the dialogue. There is a relationship between the freedom of decision-making that the brain produces in the form of egoism. Reality and logic interact with patterns of brain influence, generating conscious and unconscious reactions. Since the factors that lead to incorrect decisions result from unconscious behavior due to lack of taming. The process must be tamed so that the brain can control the possibilities more precisely (Lumer, 2018). Coaches cannot rely on players understanding without assessing

their knowledge through the hierarchical teaching system and mentorship by allowing knowledge transformation between players (Wang et al., 2014). Some consider that the basis of the subconscious mind is illogical or empty of influence content due to its unintended causes of human behavior, but the dimensions of the subconscious mind are much more flexible to learn.

Clarity can come with time, and intuition can become active and control the surrounding (Adrian, 2012, Bargh et al., 2008). The core of organizational communication, in general, is the opposite of building consensus, so coaches' dialogue process with the team, group, or individuals differs (Geldenhuys et al., 2018). For example, defensive behavior and performance success is the ball possession behavior ratio (Almeida et al., 2016). Teaching tasks depend on transferring experience or transferring information better to players. As for the adult team, the players understand their role, but they need an organizational scheme that they could apply on the field (Práxedes et al., 2018).

Cognitive functions

Brains functions use encoding competition to learn visually and auditorily and cover memorization, intelligence, psychological and mental behavior (Einarsson et al., 2014, Saults et al., 2010). There are even neurological and psychological disorders related to cognition (Brandt et al., 2021). The development of a brain occurs in an environment and learns true and false perspectives and becomes a tradition or a habit that affects the intelligence process (Brassil et al., 2019). Although heredity is the cause of intelligence, upbringing is a part of the cognitive process (Tedgård et al., 2019). Perceptual and subconscious behaviors stem from the same brain. Therefore, the behavior translates cognition keys, and still, intelligence stems from the environment or genetic factors. There are always solutions in the case of

rehabilitation, especially when the ground is related to memory that allows learning new things. The contemporary technology in this era allows the re-adjustment of perception by multiple solutions (Robbins, 2011). The process of cognitive behavior has a connection with intellectual development, and Jean Piaget conducted studies on this subject and summarized his work in four stages. With this perspective, the age of 0 to 2 years old is the first stage, which he called the sensorimotor stage, and the observation was that the children learn with their movements and their five senses. What is seen or touchable, they continue to realize that the object exists regardless of not seeing it, so they search for it. If the same thing appears again, children try hard to retouch it or put it in their mouth, and the objective becomes a cognitive learning process. Children at the first stage do not learn touching things only but language, communication, and motor factors, from crawling to trying to stand up. At the end of 24 months, early representative factors are thoughts that begin to emerge. The preoperational stage could happen at the age of 2 to 7 years, and children could think symbolically, but they can lean towards egocentricity. Their comprehension tends to see things from the perspective of others. Language became evident, and communication may promote the concepts of their speech trials. The problem that may apply to them is that their thinking is still clinging to specific factors. They may appear physically active, like to play, and their concept of starting equal sizes may not be logical. If they put an amount of water in a short and wide cup and put the same amount in a long and narrow cup, the proportion of water is not considered equal, but they will look at the full cup more. The age of 7 to 11 years is the concrete operational stage and is the beginning of logical thinking. The quality concept is easy because this stage differentiates between a short and wide cup from a long and narrow cup. They do not specify the proportion of water differently from adults. Reasoning began to

address the issue of literal ideas. At this age, the social circle grows and begins to reduce self-centeredness.

The formal operational stage is 12 to 16 years. At this stage, the process of self-centeredness almost disappears, and other things that shape the personality begin. Teen starts to challenge and impose their ideas, interfering in all the topics that other people use critically or differently, so the challenge element becomes a necessary object of their behavior. At this stage, there are other matters related to reasoning, finding solutions, believing in science, and discussing it (Ghazi et al., 2014).

The theory says children to adolescent intelligence depends on the influence of the surrounding environment because the effects are flexible, and when children become adults, genes control cognitive behavior at a constant rate (Bartels et al., 2002). Piaget says in his theory that what controls children learning process up to the age of sixteen is what they assimilate through the senses and developments that occur in the mental development process that makes them enhance their intelligence capabilities (Ghazi et al., 2014).

Cognitive behavior enhancement affects adults positively. The pessimistic principles haven't been an issue today. The capabilities development of integrity, independence, and functional capacity of the elderly was well-received. The advances in psychological sciences today have contributed to improving the quality of life of the elderly (Hertzog et al., 2008). So, when a base is built that includes all ages and encourages the development of mental dimensions, the issue is no longer an arguable theory, generalized imitation conditioned reinforcement, and rule-governed behavior must-have application perspective type (Fryling et al., 2017). Learning is a positive stimulus that affects everyone and not only children. That is why young people can learn principles with their coaches, adolescents apply positive emotion

and intrinsic learning motivation, and adults integrate into organized plans that facilitate their performance (Holzer et al., 2021).

Data collection

The considerable individual, group, and team events in a live game or training session are physical, mental, or psychological data and soccer analytics (Pappalardo et al., 2019). Time management can cause a moderate negative relationship with distress; it also helps in job performance, academic achievement, and wellbeing. This information can determine the quantitative and qualitative (Aeon et al., 2021). The team's performance collapses due to players' roles, tasks, and identification of events need reasoning, which reflects in the grounded theoretical methodology to understand multiple biased perspectives (Wergin et al., 2018).

A German study examines how coaches and sports psychologists collect data about the issue of team performance breakdown. They conducted structured interviews to investigate the perceptions of seven coaches and four sports psychologists. They used the abductive approach to analyze the inferential content, and they concluded that the data that combines coaches and sports psychologists are different because the coaches gave their opinion in this study based on their awareness of the results that occurred as they tended to report on behavioral factors such as players' movement, or the interaction of players with each other. The coaches explained findings critical to the team's downfall. But the intervention of sports psychologists pointed to cognitive factors, such as individualization and lack of accountability among players. It looks the same direction in both perspectives, but the definitions used in the German study could lead to a purpose in this study. The study conclusion found the mental and psychological reasons that led to the decline and failure of

the performance. The repetition of unsuccessful events leads to mental instability (Wergin et al., 2019). Therefore, the information displayed by coaches focused on the result of the performance as general perceptions turned into data collection, and they did not focus on the types of performance reasons as the sports psychologists described. The perceptions of the coach may be a hindrance sometimes and put the players in factors that are not amenable to insights. Psychologists support individuals participating in performance training and encourage them to apply their knowledge to improve performance. The theories' generalizability and research findings are the alternative methods tests to utilize on top performers (Barker et al., 2016). Players rely on several psychological and mental patterns to deal with stress induction levels. So, psychological and mental patterns can control physical performance (Ceccarelli et al., 2019). Involuntary arousal has several aspects in improving or weakening performance in all ages, especially teenagers and adults (Au et al., 2019). The level of performance is not linked to a specific time and occurs in the first minutes of the game or late, but there are steps to achieve positive activation of the performance (Ito et al., 2011). The team continues to try and create attacking events by building the attack from the back, direct play, indirect play, and penetration from the sides of the field, but the investment of the efforts was inappropriate. Players' mind initiates subconscious control by activating the original cognitive-behavioral and self-talk feature that shifts from determining performance to social inclination (Turner, 2016). Of course, what hinders scoring goals is the success of the opponent's defense and the pressure level on the team because they close all the gaps and do not open wide spaces, which delays or eliminates the chances of scoring (Pratas et al., 2018). This process creates a different desire or excitement of the team to score, so the behavior is associated with the opponent style level and the team ways to exploit and finish the attack with a goal-scoring (Anzer et al., 2021, Kubayi et al., 2019, Scanlan et al., 2020).

The failed repetitions exhaust the mission success in all categories, even adults. It impairs mission success and performance. Therefore, for instance, when it comes to the young players' performance from 7 to 14 years old, the issue falls within the framework of the effects of the intervention of specific cognition images or imagination. A tournament gathered sixteen teams, and effects of a cognitive specific (CS) imagery intervention were valued and used the SIQ-C test to find the exact results. The specific mental imagery intervention effects after the time elapsed, the performance of the 7-10 years old players showed speed, the 7-9 years old players showed a significant increase in performance (Munroe-Chandler et al., 2012). So, the imagery process could affect the subsequent involuntary memories frequency reduction and would not affect the voluntary memory performance. Involuntary memories have a specific formation in the subconscious awareness and are related to everyday experience. The study covered these factors by using samples to watch movies and then testing them in a visual task. The results showed that the process of affecting voluntary memory in the recognition task was not affected, but they noticed a decrease in the frequency of subsequent involuntary memories (Deeprose et al., 2011). The ego is subject to various perspectives in the game. From a psychological perspective, the ego is a factor motives independent, but the alternative position sees it as being shaped by motives (Boag, 2014). Motivation, such as high self-esteem, exposes the person to exaggerated evaluation and expectations of themselves, and this factor exposes them to the risks of regulations that exceed their capabilities, which exposes performance to failure (Baumeister et al., 1993). Before the game, training, or at any moment that pushes the players to previous perceptions in which the character was developed and then return to express what was happening at the time instead to understand the notes explained by the coach, the coaches' notes should be organized first (Stein et al., 2012). The perceived exertion ratio is

negatively affected by strongly motivated reactions (coach's feedback), and therefore it may not have a physiological or mental response. In this case, the procedures rate, in general, is weak. So, the feedback provided by coaches should be light, using the self-protection groups. This approach will stimulate better performance. For instance, moderate feedback during high-intensity training can improve overall performance. (Brandes et al., 2017) The researchers recorded all the coach's agreement and contradiction perceptions. The data examination used polynomial regression to analyze the coach feedback measures. They reached a linear conclusion between the observations taken in training and motivational climate, between motivational environment and cognition. They found that the contradictions were related to the coach's motivational climates perceptions related to the task and ego of the players, in the sense that there is a complete absence of what players prefer in the motivation process when using feedback patterns. Therefore, if coaches learn feedback patterns and to whom the ego belongs, they could reach effective communication solutions because not everything convinces a player, a group, and a team. Everyone has a unique life, a particular social environment, and a different background. However, without proper feedback, ego-involving motivational climate can affect specific individuals' motivation during an intra-team rivalries utilization and can cause a lowest task-involving motivational climate (Stein et al., 2012, Anseel et al., 2006).

Original cognitive behavior and self-talk are sensitive factors due to the behavioral reasons stemming from the earliest social discipline and influences (ALBARRACIN et al., 2000). Self-defense has many types of emotions, and even angry behavior can appear at any time. When it comes to narcissistic admiration and narcissistic rivalry, other factors may appear; such as poor recognition of emotions, but this emotional factor changes in the presence of competitive ground, it may turn into a positive environment (Cheshure et al.,

2020). But there is a treatment called rational emotion behavior therapy (REBT) to enhance the intellectual integrity of athletes. Emotions, family problems, life requirements, the quality of training, team behavior, team requirements, and the pressures made by games produce a certain feeling that interacts with the origin of the problem (ALBARRACIN et al., 2000). Rational beliefs have a negative bias as an affective nature bred within a personality. When there are previous negative interactions or sad thoughts, various emotions, good and bad events, disciplinary results at home or school, frequent failure, and total integration with unsuccessful groups, these elements express the influence nature created due to previous social factors summarized in the low frustration tolerance, under the rational, and emotional behavior (Turner, 2016). The secret of the whole process refers to anger and anxiety issues within the thought of the players, unaware of the dimensions of feedback, unaware of the current results, but judging past events with the background of the current situation creates frustration (Latinjak et al., 2017). Low frustration tolerance is an irrational belief because it is associated with an aggressive issue stemming from violence, poor social adjustment, behaviors that tend to be addictive to negative things, behavioral introversion that always leads to anxiety, procrastination, and dysfunction (Madjar et al., 2014, Loinaz et al., 2020). These characters do not prefer boredom, training or games depend on boredom patterns because of their constant inactivity, dullness, and repetitions (Steinmetz et al., 2017). Repetitive exercises can help build or reshape skills (Boyd et al., 2011, Van et al., 1998) and organize the team, but this factor could be associated with negative rational beliefs. When rational belief orientation moves to a positive environment, unconditional self-acceptance, signs of treatment can begin to appear on the personality (Hyland et al., 2014). So, all these data list the issue of controlling the information and converting it into data capable of analysis and development (Salthouse et al., 2011).

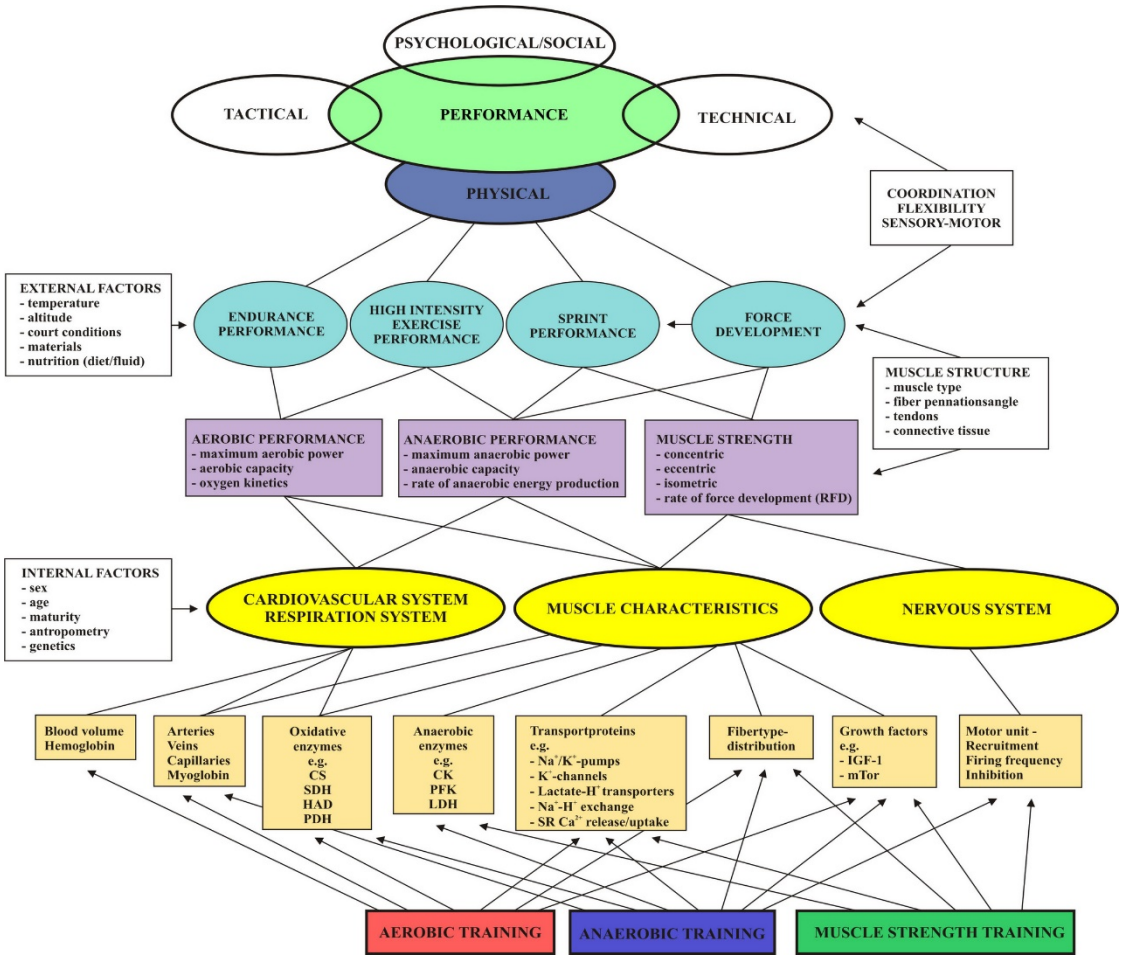
Research results on the data collection treatment on the behavior of pedestrians showed that the process of data collection needs a difficult hypothetical ground that represents the same ground (LaPelle et al., 2006, Salamati, 2012). In soccer, for instance, to apply this method, coaches must organize a realistic training that simulates or replicate the games to test the reaction towards team tactical aspects (Ibáñez et al., 2020, Olthof et al., 2019). Team preparation can integrate into repeated experiments to discover the effects of different factors on individuals, groups, and team behavior (Feng et al., 2021). The authentic and comprehension data acquisition about the behavior in live games can target decision-making in general or particular. This system could help data collection, analysis, and creating accurate feedback. Unofficial games (friendly or training games) aimed to train the team in a new organization, in which the players are integrating against the opponent tactics. The process of applying and investing new data in all game dimensions can be incorporated into a real-game-like environment so that the team can adapt to the new or developed tactical situations (Stein et al., 2017).

Creating lists

The lists are the information that prepares physical elements, the tactics, the principles of play, the style of play, and player recruitment. The game tactics depend on defense, attack, the transition from attack to defense or from defense to attack the organization, and the intensity of the physical attribute such as aerobic or anaerobic styles. The defense tasks vary by role. When coaches decide to use defending principles, they force the method of reactive or proactive in defensive operations (Bianco et al., 2016). The defensive task divides into types that correspond to the physical and mental factors of the players. The level of physical and mental intermittent impact, organized and prepared for the next game is the form that will

control the team's readiness to face the opponent's level in the first and second half of the game (Bangsbo et al., 2015, Ferrete et al., 2014).

Figure 9: The presentation of the physical elements in this reviewed picture is clear. The physical dimensions are a modular understanding of data collection is required to support lists. Achieving a specific performance depends on the mechanisms of development of physical, psychological, mental, and technical factors.



(Bangsbo et al., 2015)

Zonal defending demands differ mentally and physically from person to person defending (Ngo et al., 2012, Ramsay, 2000). Attacking styles depend on ball possession style (Martín-García et al., 2020), building an attack through short passes (indirect play) (Koltai et

al., 2016), or long passes (direct play) (Fernandez-Navarro et al., 2019). The left and right wings incorporate into attacking penetration using cross passes or help defensively (Amatria et al., 2019). When the coaches changed the tactical method in the second half from reactive to proactive, they transit to five players in the attack and penetrate with a counterattack if faster players exit. This behavior can take away the opponent's intensity (Evan, 2008, Sarmento et al., 2018). Transition to attack is not a counterattack, but the start of occurrence momentum of regain ball possession organization (Wang et al., 2017). A penetration system is spaces exploitation, but if opponent compactness is not leaving empty zones behind, the team can drag the opponent into the farthest point from their goal and then quickly penetrate by any team players (González-Rodenas et al., 2020).

In a season full of games, fatigue and injuries could be at the top of the safety list because coaches should not rely on the best players only but must balance the team (Mohr et al., 2005, Silva et al., 2017). For example, to manage the load on players performance, skilled players may play two games and intermediate players one game per week (Meyer et al., 2021), and this analysis is rating the samples based on the higher level of complexity that the opponent represents (Diana et al., 2017). So, the opponent level versus players' abilities plays a role in the players quality (Güldenpenning et al., 2017). Mental skill and physical pace are acceptable performance. However, coaches should know how to overcome pressures; because during a busy season, players are the factor to protect while seeking a game result. The coaches exhaust the skilled players who can't find solutions for better results, such as scoring goals, even if the team performance is acceptable. So, good players' recruitment before pre-season is sufficient and a key to games that require success and results (Norris et al., 2017).

Leadership

Leadership initiative is significant because many traits require adaptability, attempting to motivate others, coordinating groups and tasks, and serving as a representative or otherwise performing a managing role in a group (Blume et al., 2013). A leaders' philosophy beliefs are intrinsic, enduring, progressive, behavioral, and existential, and the decisions reflect their core beliefs (Gonzales, 2019). Leadership in soccer is more related to individuals, groups, teams, the long-term sustainability (Fleiszer et al., 2016). The reason leaders focus more on the long-term, committed, and motivated players and to have a better chance of long-term success (Constandt et al., 2018). Professional clubs and colleges are looking for positive short-term results, and therefore leaders remain subject to change, and if they win or draw in games, they guarantee two other games in their leadership life (van et al., 2018, Nissen et al., 2016, Holmes et al., 2011). Experienced eyes and quick decision-making help integrate coaches into the meritocracy ideology (SON HING et al., 2011). Coaching is a part of leadership, and both are a combination of one personality that needs long-life learning and self-evaluation (Rocchi et al., 2018, Ciampolini et al., 2020). As for the youth categories, youth coaches derive their programs from the head coach or a technical director. Youth coaches are also part of constructivism (Dennick, 2016).

Tuckman’s theory

The most desirable aspect is the cognitive behavior, and brilliant samples are the new recruits to the team due to their advantages. The selected roster expectation considers that all players mature enough to have confidence and can integrate into tactical situations smarter (Müller et al., 2017). If the creative interventions of the leaders contribute to transformational leadership, the possibility to break through barriers becomes possible. Mature players want leaders to take them beyond immediate self-interests. The players seek a coach who can keep developing them further. So, the more knowledgeable leaders, the more they can control the

creative issues (Rickards et al., 2000, Hu et al., 2013). The first stage in a soccer team always depends on the same method, which is that most players, especially new ones, come alone and are dominated by ego factors, but all of these do not appear in the first stage. (Kristiansen et al., 2019) So, in the first stage, everyone joins the team, and everyone deals ethically, and no one shows that there are issues, and there may be mutual respect with the coach or leader. The acquaintance is smooth and does not find any overlap of interests. The aspect that needs attention in the forming stage is that all attendees need to understand their roles, rules, laws, standards, and their expectations may be different (Bonebright, 2010, Kiweewa et al., 2018). The storming stage begins with the issue of challenges between egoism, internal discourse, comparison, equality, especially competition, and various conflicts. The egoism escalation can reach the point of criticism of everyone, even toward coaches. The expectation of the criticism process among amateur players is understandable. However, this issue may occur permanently among professionals, and it may occur at any stage, but there are reasons. The forming stage is miracles happen to those who did not experience conflicts between the players in the norming level. The second stage may show that the team may disperse, and problems are difficult to correct. However, the wisdom may make the psychological ground the representation of the role of the third stage (Bonebright, 2010, Kiweewa et al., 2018). Most of the conflicts due to selfishness, isolation, and self-talk began to de-escalate, and open discussions, the acceptance of each other is the base to know each other openly. Players may agree on different criteria, and even small groups within the team start reshaping. These groups have begun to build up to accept the team principles with each other, and they may not be of the same roles, for example, attackers with defenders or goalkeepers. However, some characters may not come close to the groups for some reason (Bonebright, 2010, Kiweewa et al., 2018). In the fourth stage, most players will show group work, although the

groups that have established friendship, each group has social boundaries, within the team, they work as a group, and in training, they work for the team goals (Bonebright, 2010, Kiweewa et al., 2018).

The behavior started to shift into thinking as a team, performance has become a duty, and creativity tends to combine them into team behavior. The adjourning stage is the vacation stage for the players because the season is over, and each player must join their family for a month. At this stage, the accomplishment of the tasks ended, and the team players showed collective cohesion, despite the friendship quality between players, but what unites them is the team goals and the spirit of teamwork and equality. Time plays a sensitive role in moving from one stage to another because the issue is related to leadership quality (Boissaud-Cooke et al., 2019, Bonebright, 2010, Kumar et al., 2014).

In general, the issue of interpersonal and group relations links to goals (Moradi et al., 2018, Canevello et al., 2010). Therefore, in the case of applying Tuchman's theory in the first and second phases, a leader needs to deal with individuals as individuals despite intrapersonal hidden due to the diversity of each perspective (Azad et al., 2017, Kjellström et al., 2020) in the first stage or appeared in the second stage to provide them with parity. For example, before the first meeting of the first phase, coaches sit with each player separately (Lindgren et al., 2017), talk about the player introduction, and join the team. In this stage, an individual meeting should not focus on the first come first serve, but it should have a manner and ethical substances, for example, starting from older ages with the first alphabet character of the last name can register for an individual meeting or date and time of the checked-in player and at the same time a leader should be patient while players create their intrinsic and extrinsic motivations (Holden et al., 2015, Park et al., 2012). Leaders must also ensure an orderly

conversation ground to Negatives and unrealistic thoughts weaken the activation of psychological problems, so avoidance of such behavior could decrease anxiety levels (Mottaghi et al., 2013). For example, player introduction, the reason playing for the team, groups and interpersonal meetings rules and end meeting with sharing the date and what will happen in short, in the first team meeting (Becker, 2009, Fiander et al., n.d.). Some things may not help transit into the second stage smoothly. A leader talks to a player, and at the same time, the second player comes without any reason to interfere in the dialogue, and leaders ignore or avoid the intruder, which denies the interpersonal goal meeting. Any individual meeting should have an appointment and a private place to avoid impertinence or officious (Turner et al., 2016). Another example that can ruin smooth transit to the second stage is leaders explaining to the team the general goals of the club and coming up with some names of the players without mentioning others, so now the interpersonal immature relationship process can discourage intrapersonal behavior (Argyris, 2017, Turner et al., 2016). There are too many examples that may harm the building of a united team, especially when individuals reach the second stage. Therefore, in general meetings in the first stage, leaders should speak on behalf of the club and avoid any individual relationships to decrease multiple problems in the second stage. The first stage requires defining the tasks and dividing the tasks collectively, which helps individuals to understand the reasons for the meeting and their role. Thus, the behavior discerns on a general ground with a direction that shows union and at the same time benefits individuals (Thompson et al., 2010, Bruce, 2001). The second stage can trigger egoism behavior, in which each individual or group tries to demonstrate their intrapersonal power over others (HU et al., 2003). The employee egoism norms aim for a different attitude level which is not the same situation with which individual players react (Graham et al., 2020). It is a natural center of a conflict that will bring together individuals or

a group, and leaders must observe and secure the conditions of the ground and do not interfere directly but observe and collect data. What explains the rate of psychological infighting is the content of intrapersonal. In this second stage, leaders do not expect the players to feel unity because the second stage is a process that takes place with everyone (Klatt et al., 2021). It will be stressful because of the conflict that leads to thinking about the unknown about team unification. Elements of emotional response are the group building suitable process, and since the cause of resistance determines who is the strongest, the task revolves around understanding and changing the self without exception. Many conversational matters will include questions about contradictions. The conflicts of the second stage among everyone may determine the level, class, and rate of confrontation because each individual in the group starts to recognize other personalities practically, and the observation of their position will appear on this basis accordingly (Thompson et al., 2010, Bruce, 2001). At the third stage, the team cohesion process will develop, the acceptance rate increases, and regardless of their understanding of their level within the group, the relationship will turn into one entity regardless of friendship quality because the general orientation led to the team task focus (Kozlowski et al., 2006). To ensure proper leadership, anyone who doesn't fit into the team functionality should dismiss. Making the team smaller and checking what adequate resources a team needed tunefulness, any factor aimed for team performance can affect the understanding and lead to effective team performance (Brodke, 2014), which explains that the power of the players' past success recognition is the self-efficacy which leads to achieving short and long-term goals (Taylor et al., 2016). At the norming stage, the leader accepted by consensus, the settlement of the role becomes clear, a resolving of the interpersonal differences curved into the team purpose, the team focus becomes strong. However, make sure the goals, rules, event plans, physical and mental levels explanation to everyone. Thus,

the process becomes rule-based, and at the same time, participants serve the need of each other, and if the disagreements re-appear, the team can shift the gear back into the storming stage (Lumen Learning, n.d.). It is hard to let individuals face stressors within the team. So, the coaches' feedback collection process at the norming stage may not help protect some or everyone. The norming stage prefers coaches focus on the team plan and allow players to build their chains. The feedback collection process of the storming stage has now evolved, and the leaders know the merits of their team. For this, the observations utilization is a clear path, relying on team-building skills, especially their intervention in solving problems early. However, managing conflict or early interference is through the team's enthusiasm integration to achieve desired results. The engagement result in enthusiasm presents job performance as a product of ability, motivation, and organizational support. The team motivation system is a principle, and it must have continuity to promote an atmosphere of abstinence from the stressors' motives (Kumar et al., 2014). Therefore, self-preservation connects to the rational, irrational, natural, and unnatural factors, which may lead to other motives that accelerate the team's regression to the storming stage. The process of self-preservation could reduce the influence motives of society, and the individual has become thinking of egoistic motives due to a feeling of vulnerability (Sun, 2020, Siem et al., 2019). The solution that can go with the process of coaches' feedback is team support. Team support is a logical element to maintain the influence of society and get out of the self-preservation classification because the issue is now aimed at progress as a team and does not reflect individual motives. When coaches build team support, they can create strong chains because each player has a broad perspective (Drach-Zahavy, 2004).

When groups build on unified conditions, rules, programs, and goals help the team spirit will take everyone to the performing stage (Kumar et al., 2014). The role of jobs or

career, meaning that team members will serve the interests of the team by supporting each other, encouraging each other, standing with each other and this process will continue for one reason Is that the players understand the content of teamwork to achieve the goals of the team and without their supporters, the process of achieving collective goals will be impossible. The adjourning stage is a celebration of the accomplishments of the small goals and the long-term goal, rewards players, staff, and everyone in the club. It is time to send players home thinking that they are in break and a due date to come back for other challenges and other plans (Thompson et al., 2010, Bruce, 2001).

Figure 10: Summarizes the stages description and dealing with the group's activities

Table 1: Stages of Group Development

	Group Structure The pattern of interpersonal relationships; the way members act and relate to one another.	**Task Activity** The content of interaction as related to the task at hand.
Forming: orientation, testing and dependence	Testing and dependence	Orientation to the task
Storming: resistance to group influence and task requirements	Intragroup conflict	Emotional response to task demands
Norming: openness to other group members	Ingroup feeling and cohesiveness develop; new standards evolve and new roles are adopted	Open exchange of relevant interpretations; intimate, personal opinions are expressed
Performing: constructive action	Roles become flexible and functional; structural issues have been resolved; structure can support task performance	Interpersonal structure becomes the tool of task activities; group energy is channeled into the task; solutions can emerge
Adjourning: disengagement	Anxiety about separation and termination; sadness; feelings toward leader and group members	Self-evaluation

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(Bruce, 2001)

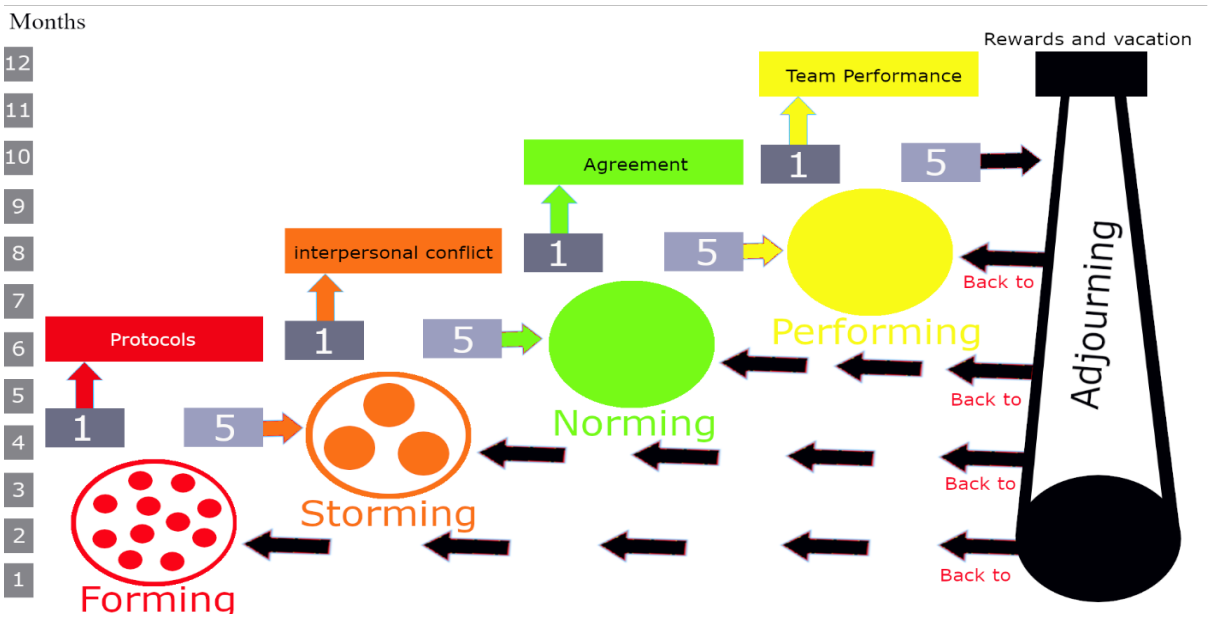
Figure 11: This table demonstrates group growth factor comparison based on the time of the early and later sessions. The results showed a difference in the case of growth over time

Factor	*Forming*	*Storming*	*Norming*	*Performing*	*Early*	*Later*
Self-Disclosure	3 (7%)	7 (11%)	14 (16%)	10 (18%)	13 (46%)	15 (54%)
Vicarious Modeling	5 (11%)	10 (16%)	9 (10%)	3 (5%)	19 (63%)	11(37%)
Facilitator Interventions	10 (23%)	6 (10%)	4 (5%)	3 (5%)	18 (68%)	7 (32%)
Validation/Acceptance	3 (7%)	5 (8%)	10 (12%)	10 (18%)	9 (33%)	18 (67%)
Genuineness/ Authenticity		4 (6%)	16 (19%)	11 (20%)	10 (33%)	20 (67%)
Cohesiveness/Bonding	1 (2%)		19 (22%)	6 (11%)	7 (29%)	15 (71%)
Group Content	1 (2%)	9 (14%)	3 (3%)	2 (4%)	8 (73%)	3 (27%)
Universality	11 (25%)	4 (6%)	4 (5%)	2 (4%)	16 (76%)	5 (24%)
Dealing with Conflict	1 (2%)	10 (16%)	4 (5%)	3 (5%)	6 (60%)	4 (40%)
Means of Pedagogy	3 (7%)	1 (2%)	2 (2%)	1 (2%)	3 (37%)	5 (63%)
Group Structure	5 (11%)	4 (6%)		1 (2%)	8 (80%)	2 (20%)
Personal Characteristics	1 (2%)	2 (3%)		1 (2%)	2 (50%)	2 (50%)
Regular Attendance		1 (2%)		1 (2%)	1 (50%)	2 (50%)
Outside Dynamics			1 (1%)	2 (4%)	1 (50%)	1 (50%)
Total	44	63	86	56	103	110

(Gao et al., 2019)

Case study 3

Figure 12: Tuckman's stages of development throughout the pre-season, in-season and post-season.



The case study image contains a transfer system to utilize at any stage. The numbers can determine the means of development. So, in the case study figure 6, number 1 belongs to the same stage group. The individuals can't evolve, or a player can't transfer into the next stage. Number 5 can develop into the next stage level. In the data recording, either quantitative or qualitative, leaders could write a list like this, number 1 equals to unable to develop, number 2 equals to tried and did not develop into the next stage, number 3 equals to leaders helped intercede in the process of development into the stage level, for one of the reasons they deem correct, number 4 equals to able to develop. But some challenges need solutions in the future, and number 5 is the progress to the next stage successfully. The fifth stage is the foundation where leaders can understand the dimensions of the team and what stage they stopped in. Also, the returning process includes the whole or part of the team. However, after the fifth stage and players finished their vacation, the returning of the players determined at what stage they were in (Kiweewa et al., 2018). The adjourning stage in soccer can invite players from any stage level and restart the procedure again. So, the process of Tuckman's theory can take time to develop and check the speed of progression. A soccer team ends the season in the first, second or third stage, and at the end of the season, the fifth stage is another reconsideration for many reasons. The image shows the 12 months explains the development period. So, a leader would know the players' transition between stages. The fifth stage is also a foundation of self-evaluation that leaders should investigate their notes to check where they failed or succeeded to guide players into success. The social cognitive theory explains educational factors as reciprocal interactions with their environment. Observing others is a good reason for the reaction process. On this basis, cognition organizes thoughts, projects, and actions. The three mutual determinisms are personal, behavioral, and environmental control proactive organisms such as humans. People try to regulate their

environment in any way, and they think of production as a behavioral basis. For example, hard-working players can receive constructive criticism in an action that lacks experience. Therefore, apart from constructive thoughts, there will be an overlap in the process of trust, emotions, prior knowledge, and this factor will prompt some behaviors to change, such as self-talk. For this, the memorization of a person continues through mutual interactions and the nature of the environment (Cook et al., 2016).

How to plan for a quick result?

The purpose is to provide ideas that could help coaches/leaders manage the organization of their teams better in a stressful season and prepare their behavior for the games. Any team trying to work together to achieve positive results needs to control multiple systems through high-level samples that help define coordinated steps towards goals (Schmutz et al., 2019). Soccer clubs are the same as all other organizations that need a team to succeed in all the steps that lead to performance. The results that depend on winning or defeats may help define some quantitative concepts, but the problem will appear in the general performance (Coskun et al., 2020, Herold et al., 2021). So, mental preparation needs controls and formulation in an orderly manner. The multiple steps formation of cognitive development could increase the knowledge of the team surroundings, and their foundations should be based on studies and continuous training to reach the goals. Proactive and reactive control patterns have arousal characteristics and approachable motivation (Cudo et al., 2018).

A soccer team may rely on checklist verification as any other system do. So, there is no harm in making a list of player tasks, group tasks, and team tasks. The roles differ between players because they relate to the previous education that players have been brought up from until they reach an age at which they can become professional or amateur players. Therefore,

if the basic steps that define the goals of each game are integrated into the game day program, and repeated frequently, the issue of preparing for a game can focus on the tactical aspects and re-examine the components. Teaching goals and a strategy system that contains several pre-season tactical preparations for up to eight weeks may suffice. To enhance the bonding between players and players focus on the team when a decline in results, the responsibility of the leadership is to utilize the scientific background reflected in theories such as the Bruce Tuckman stages to control the performance rate (Schrager et al., 2016).

Pre-season preparation helps train players physically, teach players their tactical roles, tasks, and philosophy. Coaches create the principle of play as the attack, defense, and the transition from attack to defense or defense to attack. The team is obligated to physical training to withstand the time and intensity of the game. Conditioning helps players resist longer and fight mental fatigue. The mental preparation subject is a sensitive process that aims to lead a team (Coppalle et al., 2019). However, it contains several elements that are sensitive to performance development due to professionalism (Coskun et al., 2020). The idea of playing soccer is the same as the feelings of all the people who want to experience it. What makes a game harder is the levels of pressure that the team deals with as groups. If a player's performance fails, the commitment of the group mentality shifts to the team's goal, in addition to the instructions issued by the team coach, and thus the inferiority is overcome. Differential learning feeds the regularity of positioning behavior (Santos et al., 2018). The aspect of perception determines the value, and without leadership, there will be a lack of improvements, lack of accountability, and poor teamwork (Ghiasipour et al., 2017). The structuration theory takes place over a long time, and any unbalance situations modification can occur at any time. Therefore, the preparation must be frequent events that support the dimensions of foundation, and the development of capabilities, regardless of their mental or

physical standard (McGarry, 2016, Heracleous, 2013). Not everything happens immediately, but trends are learned for long enough that the team comprehends, and why not memorize them by heart so that the individual can adhere to the roles and engage within the team tasks. The memory training program is an essential factor that improves working memory (In de Break et al., 2019). Mental preparation during a busy season aims to discuss the mental preparation factors (Qiu et al., 2008) in a way that may help determine dimensions such as fight or flight (White et al., 2019), success, failure (Gotwals et al., 2020), mental toughness (Gucciardi et al., 2012), stress management (Maynard et al., 1998), anxiety management (Tanguy et al., 2018), self-confidence (WOODMAN et al., 2003), self-worth (Balaguer et al., 2012), self-efficacy (Feltz, 2021), self-motivation (De Francisco et al., 2018), innovation (Woods et al., 2020), imagery (Monsma, 2006), preparatory arousal (Hammoudi-Nassib et al., 2017), and mental fatigue (Hopstaken et al., 2015). Then it was determined where the answers related to the cognitive, performance, results of the games, and laboratory results, such as to determine the severity of anxiety, errors, and mental fatigue. The article deals with applied theories such as informal preventive behaviors exercised in the military human development to identify and address the consequences of a fatigue-related error. They have 147 solutions to reduce mistakes while in a state of fatigue (Dawson et al., 2017).

The Olympic team of South Africa implemented the five-stage model for psychological preparation and a report on the athletes' perceptions and the effectiveness of the team's management, and they found that the model is effective (Gahwiler, 2016). So, it is a matter of human integration and performance enhancement. Therefore, some dealt with the success process and its relationship to leadership. The question of the hypothesis calls for answers from others who specialists professionals in that type of sport may be. To find a better result, and in a specific outcome about philosophies, coaching practices, student-athlete

character development, and personal development, a complete online survey that includes demographic questions were shared with coaches to answer. According to the answers, coaches share enough information that displays traditional leadership characteristics (Miller et al., 2012). Two articles made by the same researchers discussed the objective of both studies concentrated on the Spanish championship, which included 380 matches in 2008 and 2009. The first research dealt with quantitative analysis through the rate of shots and scoring goals. Relatively this method helped determine the result of the performance of higher-level clubs as opposed to other level clubs. The second research dealt with performance state in terms of quantitative and qualitative between home games and away games. In both types of research, they found that in the first study, there is a difference, for example, that the higher-level clubs were able to shoot and score higher than other clubs, and the second study, they found that the difference was %30 between the home games and the away games. (Lago-Ballesteros et al., 2010, Lago-Peñas et al., 2011)

Therefore, dependency controls need to determine performance results through this data. If the outcome assumption of games is significant in determining the performance, should it be satisfied with the quantitative and qualitative factors to reach a result? Other things must intervene and explain the dimensions affair because the games' pressures differ in intensity between one game and the other. A study provides important answers that help understand the exhaustion and provides results that have nothing to do with the effort of official and practice games. There are controls in the research on the differences between official and friendly/training games, and the study found a difference in the performance of official games and friendly/training games. The reason is personal experience factors, psychological and pressures, because training games may contain the stress level that considers the opponent, win, defeat, audience, and referees. Thus, a team's performance in

training games will not provide the same mental data in the official games (Olthof et al., 2019). To understand the issue of role-specific preparation and cross-role preparation. The performance is related to decision-making tasks in complex situations that require self-control. In this case, the realization of profits was guaranteed, despite the difference in the percentage. They also found that the issue relates to mental dimensions such as memory, decision quality, and experience. An organization that depends on a highly dynamic environment prepares a team to find correct solutions regardless of their specialization. Even though the result is correct, the achievement rate of the findings could not always be one hundred percent (Linton et al., 2018). So, personality consideration, self-development, and self-control over their tasks determine the highest percentage of what is meant by correct solutions. Therefore, the NSC states that the warships' team needs special safety equipment, operational information, flawless intergroup coordination, awareness of the resources, and limitations of various missions. Everyone must have complete satisfaction that some errors and failures may happen but is the vigilance of the entire team able to control such events skillfully. That's why decision-making in a short time makes the difference in a matter of a very dynamic environment. To face challenges, teams must prepare themselves for any steps very carefully (Campaniço et al., 2020). They should not miss any aspect. So, a study identified the investigation checklist for the teams to avoid high-intensity complications in aviation, air navigation, and product manufacturing. First, there must be a large percentage of safety and ensuring the reduction of human error and improvement of results, especially at the level of cognitive function. Checklists stimulate memory recall, organize processes, methodologies and provide an evaluation platform for the problem elements of the team. In previous articles, they discussed leadership as a possibility that could control the treatment, such leadership is divided into two formulas (Hales et al., 2006). The shared leadership

aspect is a dynamic determinant of a team's capabilities. They promote vertical leadership that delivers positive outcomes. They found that the clubs that combine leadership results have the highest quality team effectiveness in each task, motivational leadership, social, external leader, and team indicators. In any case, the promoted or debated leadership styles could lead to less effectiveness in individual roles. When no classification defines the commitment of each step, the team members could stick to their tradition and egoism. Stages of understanding leadership must be more accurate, or the dimensions of communication and other strategies could lead to misunderstanding (Fransen et al., 2017). Carefully Bruce W. Tuckman's theory was studied and discussed the organizes leadership in five stages. So, group dynamics pass through forming and proceed to the adjourning makes more sense in the external factors affecting group development (Bonebright, 2010).

A busy season is always an obstacle for coaches, and the improving performance process of the whole team is a hassle (Peñas, 2009). Leaders should create long and short plans to gain good performance results (Lepschy et al., 2018). The mental objectives and neuroplasticity are a matter of routine, so coaches should teach players new tactical situations to deal with an opponent's pressure (Verburgh et al., 2016). The organization approach and how players solve problems creatively are part of the game strategy (Wen et al., 2018). A team relies on tactics because everyone depends on its organizational aspects. Soccer games contain events that do not belong to the scope of the organization plan. Players, in this case, can switch away from the pre-plan and find an innovative solution, then return to the organization (Klatt et al., 2019). A player-centered plan designing, and implementation are acceptable to secure a safe environment. So, when players decide to avoid the pre-planned approach, find a solution quickly and return to the system again (Souza et al., 2008, p 26).

The pre-planned approach helps the process of an anticipatory postural adjustment of an attack event against the opponent, and attributes to the appropriate adjustment. (Nardello et al., 2021). To pass the ball immediately to closest friend, and when their friend controls the ball and do not find their friend next to them, do they continue running with the soccer ball or stop and protect the ball until their friend arrives? The tactical approach and any obstacle that does not fit the organization can lead to innovation (Furley et al., 2018). The team should get ready while players are deciding to solve the problem first, after which they can return to the tactical patterns approach (Grunz et al., 2012). So, the hypothesis analysis should use quantitative and qualitative methodologies to study the outcome conditions. The comparison of the hypothesis of success first and then looks upon the issues related to the decision-making of the talented player (Verhoef et al., 1997). Decision-making is a structural-behavioral factor that overlaps many previous dimensions, especially the transformation of experiences with what the players have learned. Therefore, better performance is caused by making realistic and correct decisions. The quality of the decision determination, in the real world, helps to enhance the quality of the decision. Therefore, tracking decisions need a ranking evaluation. So, whenever players make a good decision equals 1, and a wrong decision equals 5. So, in between both numbers, there will be other ranking numbers to determine the closes to the good or bad decisions making (Parker et al., 2015).

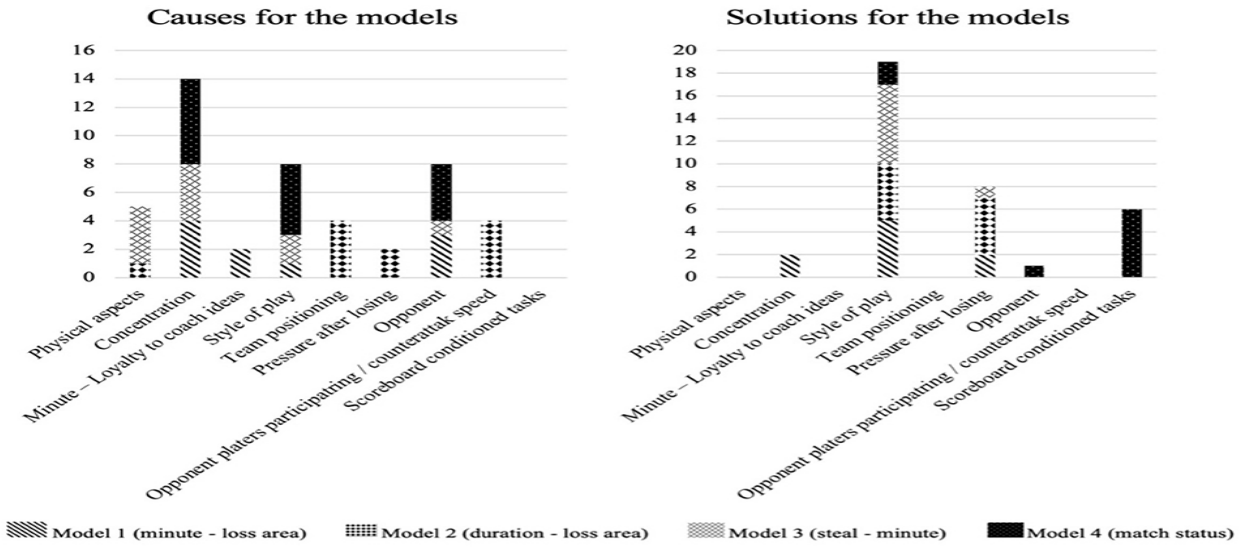
The statistics application was to collect all the decision-making from the opponents through video analysis, compare with other teams using any peer-reviewed research and turn the results into numbers to fit the quantitative analysis (Ota et al., 2020). The quantitative research study deals with measuring variables numerically to obtain results. Therefore, data analysis becomes a statistical equation that brings the who, how, what, where, and when. Applying quantitative and qualitative methods in psychology could create some obstacles

(Apuke, 2017). The application of the same process can measure the own team players by collecting the results of their decisions. Gather the data collection for each player and use the quantitative method to compare the hypothesis with the reality of the player's decisions in the games. A qualitative and quantitative could be a population or sample such as a player, a group, or the whole team (Biddle et al., 2001).

The selected analyzers from the Spanish league participated in a qualitative methodology. The nine analysts were already working as head soccer coaches. The work concluded four hypotheses about the player Aguero Mendes. The four hypotheses were the probability of giving up the chances of scoring goals, the opportunity to score goals, the chances to score goals in the second half, and the possibility of having a chance of scoring a goal. The analysts propose a question to formulate the reasons and solutions around the four hypotheses. The answer to the question was reinforcement and confirmation based on performance in the interviews. At the same time, the analysts obtained a video of data that needs analysis, and they have to prepare for an interview that will take 45 minutes, in which answers should fit questions. The analyzed data content used the software materials. The results revealed that the analysis is a process and a starting point for knowing the organizational ground. Coaches should correct mistakes and find ideas to recompense players with acceptable solutions and nurture them with self-determination and intrinsic/extrinsic motivations (Mageau et al., 2003). The data monitoring remains necessary because it is the quality control of the observations that must be collected and the objectivity of its reliability. All analysts concluded that there are elements that coaches should get aware of it. The suggested fundamentals that coaches should search for are in the opponent's system, strengths, and weaknesses. Testing the analysts' tactical explanations was made using quantitative data about the chances of scoring goals, then the analysts were asked questions

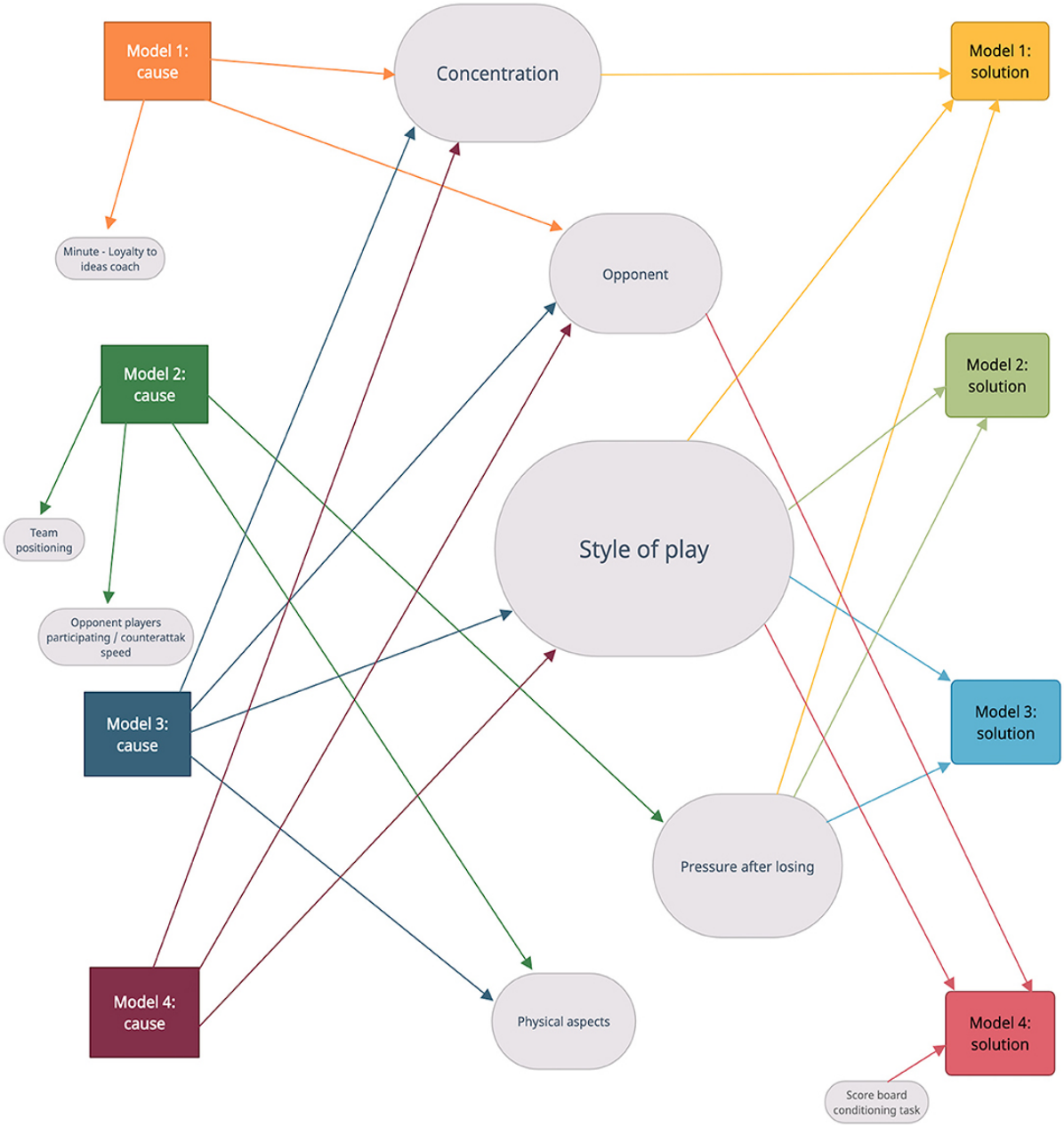
about the reasons and solutions that might contribute to the goalscoring improvement. Researchers concluded that the four predictive models revolved around focus, style of play, and opponent. The physical conditioning, the team's style of play, and the counterattack pace rated weak. The research also moved towards a quantitative analysis because they used the designing technique network of relationships between causes and solutions in the four predictive models. For example, the style of play was decisive because the analysts highlighted the capability reasons. The analysts controlled the quantitative analysis that showed other facts manifested in the opponent's control over some events (Aguado-Méndez et al., 2021).

Figure 13: The chart table shows a system based on the causes and solutions.



(Aguado-Méndez et al., 2021)

Figure 14: This image shows the style of play and the causes and solutions to a game against an opponent.



(Aguado-Méndez et al., 2021)

Physical Periodization plan

The team's success depends on the rate of difficulties and the length of the goals. If many tasks are needed to accomplish success, duration is an aspect that can take longer before reaching the long-term goal. So, a superordinate goals approach can help overcome

difficulties (Höchli et al., 2018). The players' physical condition creates many questions and playing games in a busy season that contain many games is a reason to think about physical conditioning. Multiple factors may play a role in weakening performance through fatigue, traumatic causes such as acute, chronic, or complex injuries, psychological problems, weak mental elements, and even unsupervised programs may escalate the rate of more issues (Ekstrand et al., 2011). Designing the teamwork results and achieving performance, coaches must understand the efforts of each player, what roles will be appropriate for a player, and is there a shortage of skillful players. Players must know their role, responsibilities, when role triggers, what they will do clearly, and seek not to politicize the leadership process because it affects democratic transitions (Tusalem et al, 2014). Self-discipline is a factor in success rate, but it must be the players' desire (Duckworth et al., 2005). Some see themselves as disciplined and do not look at discipline sessions as exploitation of time, so there must be a psychological program that deals with the dimensions of discipline for players to reach a higher level (Walters, 2006), bearing responsibility (Flores et al., 2019) and trusting the capabilities of their leader (Tomaževič et al., 2019). The aspect in team performances is the skill level of the players, as varying levels and qualifications summarized in the talent identification play a role in determining results and the ability to withstand any pressure (Bergkamp et al., 2019). The higher the opponent level, the team increases the volume, the greater the team effort (Coutinho et al., 2017, Malm et al., 2019). Since a soccer game depends on physical variables, it formulates on several types of intensity that tend towards intense and medium interval training, meaning that this factor enhances oxygen uptake in skeletal muscles at high or medium levels (Krustrup et al., 2004). In this case, a metabolic challenge is produced that results in an elevation of reactive oxygen species (ROS) because it is essential for muscle contraction, antioxidant protection, and repair of oxidative damage,

which generates at moderate levels (Radak et al., 2013). On this basis, high-intensity interval exercises characterize by short, repetitive intervals that depend on semi-maximum or total oxygen uptake with rest periods (Atakan et al., 2021). High-intensity activities that are not maintained its intervals sets, repetitions, rest, and duration can quickly deplete physical and mental energy due to risks (Silva et al., 2018). So, the team becomes vulnerable to psychological problems such as self-esteem, self-worth, and self-efficacy (Pluhar et al., 2019). That is why the selection of players at the first trails is sensitive for teamwork success, team performance, and adapting to the short and long-term goals. The problem of managers, coaches, and scouts lies in the right players' selection process or player identification either at an early age or adult. Yes, there is a need to check each player's performance, especially the decision-making and the technical abilities. Dealing with the ball and the number of mistakes players make in passing or controlling the ball and how they decide to create an event are a process that needs to emphasize (Höner et al., 2017, Bergkamp et al., 2019, Verburgh et al., 2014, Gil et al., 2014). Therefore, the game outcome depends on the eligibility elements for each game. Rushing the players' selection judgment, especially since the time is short in preparing the ready players' list, is a mission to be present before the due date presented by associations or federations (FIFA, 2021, pp. 33-40). Therefore, to find various solutions to bring in players, it is necessary to use videos of a recorded official games, watch the players, and decide on this before the start of the pre-season and immediately after the adjourning stage to register the players list quickly so that the preparation stages start again from the beginning of the pre-season (Leo et al., 2016, Fessi et al., 2016, Redwood-Brown et el., 2019, Pluhar et al., 2019). However, the tryout at the youth level should focus on integration and eliminate exclusion by consolidate the low-level players to join their level (CASANOVA et al., 2013). The players' selection at the youth level should maintain the level groups. If any

player needs to develop skills, the repetition practices could help while integrating the positive reinforcement (Allison et al., 1980). In this case, which concerns players' formation, some children and adolescents will join the clubs. Put into consideration avoiding verbal reinforcement may help the children or adolescents focus on what they are doing and stay away from confusion. Verbal reinforcement avoidance can enhance dialogue between the coach and the player if the positive reinforcement controls the verbal reinforcements (Ward, 1995). If a leader thought about the issue of performance and the goals set to modify their philosophy and try to understand the new mentality and physical limitations instead of excluding players, they should have eliminated the barriers that stood between them and the players (Nash et al., 2008, Dalen-Lorentsen et al., 2021).

A study result of 455 adolescent athletes between the ages of 11 and 18 found that the transformational leadership behavior and coach-athlete relationship derive from a moderately positive relationship with developmental experiences because overall developmental experiences are not a criterion for match outcome describe the performance status (Vella et al., 2013). Flexible philosophy helps increase the motivational capabilities performance of the players because the value of the players is the abilities that can transform philosophy into reality; updating or changing philosophy is the difference between philosophy for coaching and philosophy of coaching; the ability to update or change the philosophy is the main objective behind the philosophy for coaching or the philosophy of coaching. Players are creating events on the field, and they are the aspect that leads to performance and achievable goals (Gomes et al., 2018, Hughes, n.d.).

Team success is about goals achievement, not just winning, a team wins two games, draws in two games, and loses one game, but the long-term goal is unable to achieve (James

E Johnson, 2011). The team's success process stems from an open mind that understands that characters and attitudes are respectable and can reach a furthest point if a periodization plan can manage the season (Kenneally et al., 2018). So, twenty trained males and ten college-aged females were engaged in this study. For various reasons, the number of samples had dropped to 28 participants. Once the researchers obtained the approval decision issued by the Institutional Review Board for the study, samples passed the medical history forms in strength training. The performed test was on the pre-, intermediate, and post-training stages, and all the samples have participated in weight training previously. Based on this, the researchers created a four-week program of weight training organized into three sessions. The test included body composition by skinfold forceps using lange forceps and a standard tape measure, thigh, and chest circumference measurements, 1RM test on the bench press, and leg press. The body parts tested are pectoral, thigh, subscapular, suprailiac, abdominal, midaxillary, and triceps. The 1RM tests are a warm-up and gentle stretching. The other activities are called 10RM, such as light resistance exercises. The researchers then shared topics of the Borg C-10 measurement to determine RPE with samples.

The study results achieved many variables that included the male and female samples. The slopes homogeneity evaluating assumption, the covariate, and the dependent variable did not differ significantly from the independent variable. Since the differences of the primary variables between the modified means did not refer to the ANCOVA result, it was not significant. The detection differences of statistically significant were absent between groups, but the time effect observation occurred significantly in the bench press, leg press, chest circumference, thigh circumference, and body fat percentage. There was a significant increase in push-ups and leg press strength at all time points. As for the second session, a noticeable reduction in the body fat, and there was an increase in the thigh circumference

size. From the tables' observation, improvements or developments differences have occurred (Buford et al., 2007, pp 1245-1248).

Figure 15: group mean.

TABLE 1. Subject characteristics: group mean ± *SD*.*

Group	LP	DUP	WUP
n	9 (5 m, 4 f)	10 (7 m, 3 f)	9 (6 m, 3 f)
Age (y)	22.67 ± 3.61	23.90 ± 5.11	20.11 ± 1.54
Weight (kg)	155.17 ± 24.22	167.40 ± 30.06	159.89 ± 33.56

* m = male; f = female; LP = linear periodization; DUP = daily undulating periodization; WUP = weekly undulating periodization.

(Buford et al., 2007, p 1246)

Figure 16: Borg and CR-10.

TABLE 2. A comparison of Borg-15 point and CR-10 rated perceived exertion (RPE) scales.

Borg 15-point	CR-10 RPE	Description
6	0	Complete rest
8	1	Very, very easy
10	2	Easy
12	3	Moderate
14	4	Somewhat hard
15	5	Hard
16	6	
17	7	Very hard
18	8	
18.5	9	
19	10	Extremely hard (almost maximal)
20	—	Exhaustion

(Buford et al., 2007, p 1246)

Figure 17: daily performed daily exercise.

TABLE 3. Schedule of exercises performed by day.*

Monday	Wednesday	Friday	
Bench press	Bench press	Bench press	8RM = 80%
Leg press	Leg press	Leg press	6RM = 85%
Seated row	Lat pulls	Upright rows	4RM = 90%
Lunges	Leg extension	Leg curls	
Preacher curls	Standing calves	Triceps extension	
Incline sit-ups	Back extension	Knee raises	

* RM = repetition maximum.

(Buford et al., 2007, p 1246).

Figure 18: exercise volume of each group.

TABLE 4. Schedule of exercise volume by group.*

LP group	Weeks 1–3	Weeks 4–6	Weeks 7–9
	3 × 8	3 × 6	3 × 4
Abdomen and low back	3 × 15	3 × 12	3 × 10
DUP group	Monday	Wednesday	Friday
	3 × 8	3 × 6	3 × 4
Abdomen and low back	3 × 15	3 × 12	3 × 10
WUP group	Weeks 1, 4, 7	Weeks 2, 5, 8	Weeks 3, 6, 9
	3 × 8	3 × 6	3 × 4
Abdomen and low back	3 × 15	3 × 12	3 × 10

* LP = linear periodization; DUP = daily undulating periodization; WUP = weekly undulating periodization.

(Buford et al., 2007, p 1247)

Figure 19: strength measurement results.

TABLE 5. Strength measures results: group mean ± *SD*.

Bench press				
	T1	T2	T3	%Δ T1–T3
LP*	131.11 ± 52.07	146.67 ± 56.57	162.78 ± 58.42	24.2
DUP	154.50 ± 74.18	170.0 ± 71.99	181.50 ± 70.52	17.5
WUP	145.0 ± 40.85	162.22 ± 45.15	180.56 ± 43.33	24.5
Leg press				
	T1	T2	T3	
LP	370.0 ± 116.30	500.0 ± 122.68	685.56 ± 165.16	85.3
DUP	399.50 ± 139.77	554.0 ± 151.82	715.0 ± 160.78	79
WUP	355.56 ± 89.32	517.78 ± 118.40	710.0 ± 152.97	99.7
RPE				
	T1	T2	T3	
LP	6.43 ± 1.54	6.48 ± 1.54	6.08 ± 2.14	−5.4
DUP	6.08 ± 1.27	6.42 ± 0.86	6.29 ± 1.03	3.5
WUP	6.41 ± 1.47	6.30 ± 1.29	6.02 ± 1.16	−6.1

* LP = linear periodization; DUP = daily undulating periodization; WUP = weekly undulating periodization; RPE = rated perceived exertion.

(Buford et al., 2007, p 1247).

Figure 20: body composition results.

TABLE 6. Body composition results: group means ± *SD*.

	T1	T2	T3
Body fat (%)			
LP*	24.90 ± 9.27	23.97 ± 9.02	23.65 ± 8.73
DUP	21.09 ± 7.53	19.90 ± 7.84	19.69 ± 7.74
WUP	21.57 ± 11.24	20.71 ± 10.47	20.74 ± 9.81
Chest circumference (cm)			
LP	91.94 ± 7.28	92.22 ± 8.76	93.78 ± 7.61
DUP	96.75 ± 9.91	94.70 ± 10.02	96.95 ± 9.74
WUP	94.89 ± 9.49	94.27 ± 7.56	95.72 ± 8.19
Thigh circumference (cm)			
LP	49.44 ± 4.65	52.78 ± 5.44	52.72 ± 5.40
DUP	51.90 ± 4.45	53.40 ± 4.98	53.80 ± 5.37
WUP	50.22 ± 5.31	52.61 ± 4.77	53.89 ± 3.79

* LP = linear periodization; DUP = daily undulating periodization; WUP = weekly undulating periodization.

(Buford et al., 2007, p 1248)

Figure 21: Strength measurement by gender.

TABLE 7. Strength measures by gender: mean ± *SD*.

	T1	T2	T3	%Δ T1–T3
Bench press (lb)				
Men	176.11 ± 43.20	194.17 ± 41.10	209.44 ± 38.73	18.93
Women	86.0 ± 18.97	98.50 ± 20.15	113.50 ± 22.24	31.98
Leg press (lb)				
Men	435.0 ± 97.57	598.33 ± 95.32	783.33 ± 133.68	80.08
Women	269.50 ± 46.57	393.0 ± 56.77	561.00 ± 48.01	108.16

(Buford et al., 2007, p 1249)

Soccer conditioning patterns, training trends, and intervals may not be the same as other sports. The physical conditioning mechanisms of the players need to combine the sensorimotor aerobically and anaerobically and replicate the same dynamic events that occur in real official games (Riboli et al., 2020, Manolopoulos et al., 2016). The implementation of the efforts in physical conditioning would need variant designs to serve each age (Ernst et al., 2011). The adult professional players are in a better situation than amateur players (Evangelia et al., 2012), and the adult players' body and cognitive capacity maturity are not the same as the younger players (Buchheit et al., 2014, Icenogle et al., 2019). High-intensity activities have multiple modalities, and moderate or low-intensity styles depend on occasions. If a team

incorporates into a pre-season physical training program, the aim is to increase energy. For example, training, rest, recovery, nutrition, and sleep need strict control (Koral et al., 2021, Książek et al., 2020).

At the beginning of the pre-season training, testing players' physical factors, preparing the players, and understanding the level of each player should be the focus. The assessment of the neuromuscular characteristics of soccer players at the pre-season can be the tensiomyography (TMG), the method is for players performance enhancement, injury prevention, and rehabilitation (Rey et al., 2012), especially check out those who came back from the end of the season (García et al., 2017). In the second and the third week, the intensity will vary between low to moderate, but from the fourth to the sixth week, the activities should be between high, low, or moderate-intensity rates. In the seventh week, the training intensity reduces between low and moderate again, and the case remains until the league/tournament ends. In-season, sometimes the training intensity may have a combination of moderate-intensity to high-intensity rate, but the date of the game does not need to be close to 72 hours because players before reaching the game must have trained lightly at least once. The game is a high-intensity activity, and after the game, it should be low training and an open discussion for the game notes with the players (Sjökvist et al., 2011). On the second day after the game, players may start a moderate-intensity day lightly with yoga. Thus, the physical training routine is subject to the periodization plan methodology (Issurin, 2010). In-season daily physical training should aim to enhance the energy density, which means to regulate the intensity while considering the game day, especially one day before and after the game. In a study that presented a comparison between energy burning and energy recovery, they found that walking and low-level jogging were two factors that can promote energy efficacy and regulate energy expenditure better than recovery or rest (Wilkin et al., 2012,

Oviedo., 2015, Carling et al., 2012, Kostikiadis et al., 2018). Moreover, Intense and endurance exercises can provide better benefits. For example, speed endurance training reduces energy expenditure, maintains muscle cell excitability, and delays fatigue after intense exercise (Bangsbo, 2015). Therefore, the professional training level may reach six days a week, and the game day is the seventh. What is happening is that the continuous training carried out in which the intensity levels vary, but when they reach the level of 72 hours before the game, the process of unloading gradually affects players because the training becomes physically trivial. The periodization tables express the six days before the game day more accurately between the experienced players above and the beginners at the bottom (Oliveira et al., 2019, Los Arcos et al., 2017).

Figure 22: Training load data.

TABLE 2. Accumulated training load data for respiratory and muscular rating of perceived exertion on training day with respect to days before a competitive match during the in-season period between Starters and Non-Starters. Legend: CV = coefficient of variation; MBI = magnitude-based inference; sRPEres-TL = respiratory session-rating of perceived exertion-training load; sRPEmus-TL = muscular session-rating of perceived exertion-training load; MD-6 = training session 6 days before the match; MD-5 = training session 5 days before the match; MD-4 = training session 4 days before the match; MD-3 = training session 3 days before the match; MD-2 = training session 2 days before the match; MD-1 = training session 1 day before the match.

Session		Starters	CV	Non-Startes	CV	ES	MBI	Rating
MD-6	sRPEres-TL	255 ± 82	32%	255 ± 80	32%	-0.01; ±0.33	15/69/16	Unclear
	sRPEmus-TL	246 ± 73	30%	242 ± 72	30%	-0.06; ±0.33	10/66/24	Unclear
MD-4	sRPEres-TL	291 ± 92	32%	301 ± 85	28%	0.11; ±0.23	27/72/1	Possibly Trivial
	sRPEmus-TL	242 ± 72	30%	292 ± 91	31%	0.67; ±0.37	98/2/0	Very likely Moderate
MD-3	sRPEres-TL	316 ± 96	30%	341 ± 100	41%	0.26; ±0.26	65/35/0	Possibly Small
	sRPEmus-TL	326 ± 109	33%	340 ± 113	33%	0.13; ±0.24	32/66/1	Possibly Trivial
MD-2	sRPEres-TL	182 ± 103	56%	181 ± 134	74%	-0.01; ±0.29	11/75/13	Unclear
	sRPEmus-TL	186 ± 106	57%	177 ± 125	71%	-0.08; ±0.27	4/72/24	Possibly Trivial

(Los Arcos et al., 2017, p 152)

Case study 4

Figure 23: Calendar in normal physical periodization plan.

Day	Evening	Intensity	Note
Monday	Recovery	Low 20%	No tactical sessions
Tuesday	Endurance	Moderate 40%	Check tactical periodization
Wednesday	Resistance	High 80%	Check tactical periodization
Thursday	Endurance with the ball	Moderate 50%	Check tactical periodization
Friday	Recovery	Low 20%	No tactical sessions
Saturday	Warming up & stretching	Low 10%	Check tactical periodization
Sunday	Game	High 100%	Tactical session included
	Total	320%	

Figure 24: Calendar in a busy week of physical periodization plan

Day	Morning	Intensity	Note
Monday	Endurance	Moderate 30%	Check tactical periodization
Tuesday	Warming up & stretching	Moderate 40%	Check tactical periodization
Wednesday	Game	High 70%	Tactical session included

Thursday	Endurance with the ball	Moderate 30%	Check tactical periodization
Friday	Game	High 70%	Tactical session included
Saturday	Warming up & stretching	Low 10%	Check tactical periodization
Sunday	Game	High 70%	Tactical session included
	Total	320%	

Note: In figure 17 and 18 the intensity rate describes in color: green = low-intensity, yellow = moderate-intensity, orange = high-intensity, and red = very high-intensity.

Tactical periodization plan

Tactical situations are the source of the principle of play. Tactical performance measures don't connect to goal scoring only but rather to organized operations events. For a team to find solutions, players should adhere to the trends' pattern to bypass the opponent's defenses and breakthrough spaces collectively (González-Rodenas et al., 2020). Recognizing the scientific validity approach requires other specialists to support the scientific information. The tactical periodization is the multiple elements that organize the tactic system (Freire de Almeida et al., 2021, Buchheit et al., 2018). Tactical operations in soccer games need a team to understand and apply its trend dimensions. (Herold et al 2021) On this basis, the mechanisms of tactical periodization differ from physical periodization. Physical and skill qualifications of the players determine the quality of the tactical periodization plan distribution because the principles of play organization processes need training, short time, and without capabilities, coaches may not succeed in updating the performance errors

(Teoldo da Costa et al., 2010, Herold et al., 2021). The organization of the trends in which the methodology to attack, defense, and the transitions (from defense to offense, or attack to defense) are the mechanisms that need better management through the formation of the tactical periodization plan. Originally the tactical periodization plan was started in Portugal by Vitor Fried in 1989, but fewer have to consider this as soccer relate (Marques, 2010). It is necessary today to develop a tactical periodization plan. Some peer-reviewed articles encourage its utilization, considerable lack of references. Some describe tactical periodization but have never connected to experiments. A study claimed that no current substantiates experimental pieces of evidence. However, it is still widely recognized as an alternative model to existing models (Afonso et al., 2020). Because of the scientific recognition lack of the tactical periodization plan, in addition to the subject of mental preparation, this study project focuses on how to support the dimensions of tactical situations and integrate them into the regular periodization plan to become steps towards devising a scientific strategy in building a tactical periodization plan (Afonso et al., 2020). It is not a shifting away from tactical periodization characteristics but finding a start that can lead to tactical periodization plan scientifical building perspectives. The opponents make the game physically and mentally demanding, and coaches must understand the intensity of each challenge so a tactical periodization plan could help activity management to decisive advantage over the opponents (Claudia Augste et al., 2021).

List of periodization principles

1. Address training variables such as load, sets, and repetitions.

2. Training adaptations and overtraining onset syndrome prevention.

3. Maximizing strength gains despite adverse data.

4. Helps track Selye's general adaptation syndrome.

5. Improving the overload principle to adopt the neuromuscular and to the stressors.

6. To make the neuromuscular system maximally adapt to stress and the stress severity.

7. The increase in neuromuscular system adapts.

8. The intensity, volume, and frequency that causes the overload.

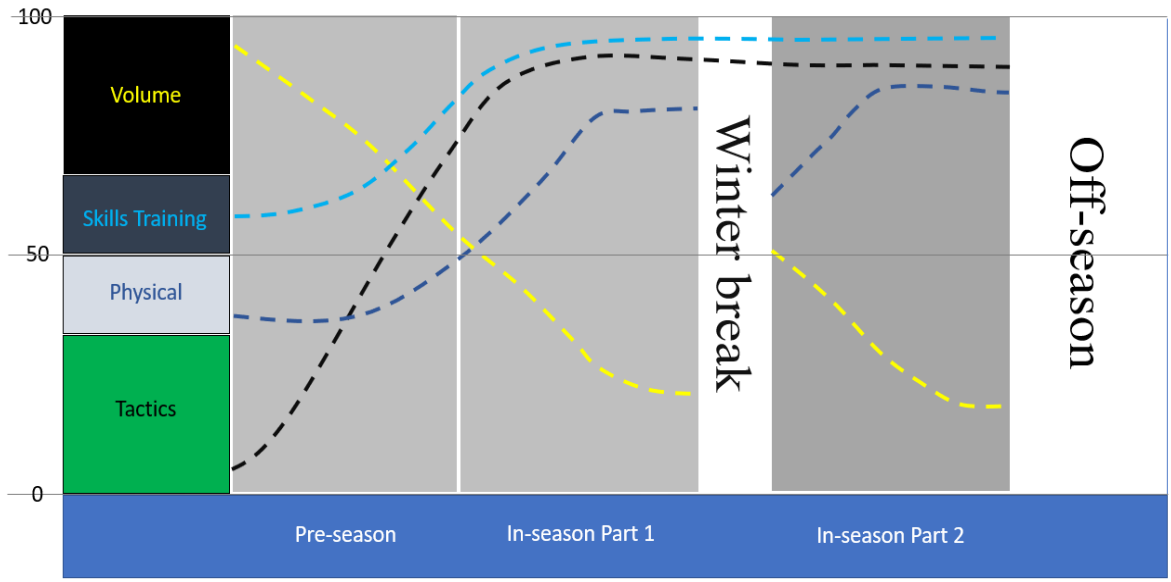
9. helps to adapt to the pressures without concomitant changes in the overload.

10. Determine the variation in the exercises to avoid boredom.

(Lorenz et al., 2010)

Case study 5

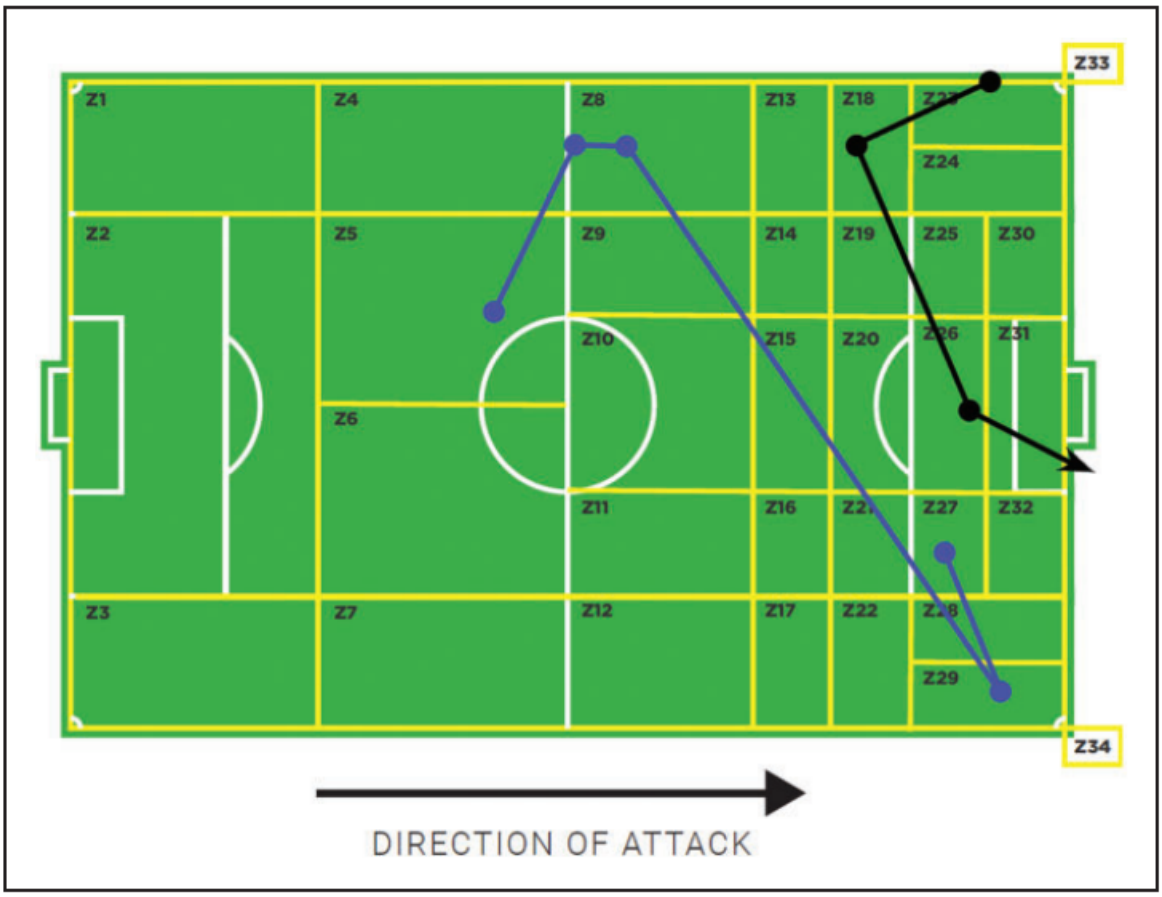
Figure 25: The volume is the general current intensity that should gather weekly. Therefore, monitoring the readiness of each player is integrated using cardiac output. The volume starts high due to unconditioned players and keeps decrementing due to training and fitness improvement. Skills training keeps incrementing. Skills are anything players use to bypass an opponent with or without the ball. Physical improvements start incrementing based on each practice session and weekly games. The physical condition incrementation shows the players' readiness improvement and how players can face any intensity. However, tactical trends must improve, and the data collection must happen in official games. The tactical aspect goes with physical and if skills' level is acceptable.



One of the most important indicators of successful performance is the overall regime of the tactical training session. The playing organization refers to specific training high intensity that a team must use during a game to save physical and mental energy. This factor is necessary to avoid the oxygen below the standard rate (hypoxia) due to anaerobic energy release and to support the average oxygen level in the blood (normoxia) (Ogura et al., 2006, Torrents et al., 2016). When the team move for twenty minutes with varying intensity, they already have used enough wasted energy. Especially if the opponents or the number of games forces the team to use the physical elements which consume energy. In the soccer style of play, there are physical, technical, tactical, and psychological elements, and would not separate from each other. If these four elements organize well, a team could achieve performance. When a team possesses the ball for some time, this team can use neuromuscular due to the body parts and cognitive behavior interference while reading the situation to pass either to the closest option or distance (Fernandez et al., 2016). Tactical cases are an organizational plan and at the same time reduce energy consumption (Gao et al., 2019), and

the team will deal with the pressures of the week, whatever its competitive system. So, tactical cases need to incorporate into the periodization plan.

Figure 26: The stadium was organized by zones, and the zones were identified by numbers.



(Fernandez-Navarro et al., 2019)

A mentioned summary of all the included sources is that the development process of the tactical integration into the periodization plan is caused by transforming the idea of theory into empirical that hosts soccer training experiments to help understand the derived organization play matters. So, theoretical factors will be added to experimental factors in this research to organize a periodization plan for tactical training (Buchheit et al., 2018). The failure of the experiments of the factors regulating the players' efforts does not negate the

tactical cases. The tactical dimensions have multiple effects. These dimensions are of interest to scientific research, especially the inclusion of experiments as a means of expression of the season is organized so that coaches succeed in controlling the volume of games. Since the periodization plan also addresses training variables such as load, sets, and repetitions, the organizing sessions process between physical and tactical is very purposeful to contain the volume factor more accurately. Logically, there should be experiments on the subject of tactical periodization because since there are scientific subjects, these things are liable to become factors that regulate the daily training as an organizational field. For example, a fitness coach is responsible as one of the technical staff to organize a physical periodization plan in incorporation with the head coach. However, the head coach takes care of the players' fitness monitoring and builds tactical cases to fit the schedule. Organizing the soccer training sessions that can merge the players' roles makes the training session ground an educational moment for players to develop their capabilities and better understand what to do in any game. The attacking is a general issue because there is a transition to attack, counterattack, building from the back, direct play, indirect play, ball possession. The defensive style is also a general topic that contains compactness, man-marking, zonal defending, defending in the attacking third, the middle third defending operation, the pressure on the ball possession, the proactive and reactive defensive styles. These are topics for each game principle that coaches should study carefully to achieve team performance. The technical and tactical factors characterize the team's performance indicators (Muazu et al., 2019).

Small-sided game tactical experiment in man-marking

An applied study to test the effect of defensive manipulation roles in a small-sided game consisted of 12 adolescent samples. The samples were two groups, and each group contained three players. The small-sided game was a three-vs-three format. The first group is

called MM, and the second is called NMM groups. The sessions were on the rating of perceived exertion (RPE), the heart rate (HR), and both groups were a platform for comparison. The samples attended eight training sessions based on a small-sided game (SSG), and each session duration was 24 minutes divided into the set: 3, repeats: 4 minutes, and rest: 4 minutes. The tactical objective is to transform the role of the defender into a substance that tracks the attacker in close body interaction (man-marking) in the case of the opponent possessing or repossessing the ball. The tactical role's goal was the MM group responsibility. The second is the NMM group without any organizational task, and they defended freely. The training area organization was in artificial outdoor turf, and the total area was 18 m x 25 m. The scoring method was two goals of 3 meters wide placed in the middle of the width and at each the area length end. The recording collection of HR and the RPE was after every 10 minutes. The dates of all training sessions were in the same schedule. All the samples had good soccer experience because their average participation in soccer training was two hours, twice a week at the school level. In this study, goalkeepers were not involved. The goals were smaller than the regular goal measurement. The Declaration of Helsinki approved by the Human Research Ethics Committee of the Hong Kong Educational Institute conducted this study. The samples were prepared a week before the participation in six SSG sessions. Before each training session, a motivational verbal method aimed to support all groups by their coaches. Then the samples entered a ten-minute warm-up process, which consisted of jogging at a speed of six kilometers per hour. Dynamic stretching and they finished the warm-up session with a 20-meter sprint. Researchers stood along the touchline sides in which the sessions took place, and they also provided the players with soccer balls if the ball bounced out.

The MANOVA results of the study concluded that the differences were significant between MM and NMM ($p < 0.05$, large effect, Table 1). There was no significant interaction effect between MM and NMM in the issue of defensive bases and goal rules, but the MM group responded significantly to HR. Table 1. The result also found that the MM defensive group role of marking players increases the heart rate level in young players compared to the NMM did not increase the heart rate level (Ngo et al., 2012).

Case study 6

Figure 27: tactical plan in regular season which can fit the periodization plan theory.

Day	Evening	Intensity	Note
Monday	Recovery	Low 20%	
Tuesday	Reactive defending in the defending third.	Moderate 40%	
Wednesday	Proactive defending in the attacking third.	High 80%	
Thursday	Building from the back using indirect play.	Moderate 50%	
Friday	Recovery	Low 20%	
Saturday	Warming up & stretching	Low 10%	
Sunday	Game	High 100%	

Total	320%

Figure 28: tactical plan in busy season which can fit the periodization plan theory.

Day	Morning	Intensity	Note
Monday	Finishing with a score.	Moderate 30%	
Tuesday	Compactness in the middle third.	Moderate 40%	
Wednesday	Game	High 70%	
Thursday	Transition to attack small-sided game.	Moderate 30%	
Friday	Game	High 70%	
Saturday	Transition to defense in the middle third.	Low 10%	
Sunday	Game	High 70%	
	Total	320%	

Game resource management

Generally, team management needs several things to build the team foundation. Without good players, reaching the set goals can become challenging. The selection of the technical staff is also essential because the assistant coach may provide an addition to the second team and help analyze the team and the opponent (Rathwell et al., 2014), and the strength and conditioning coach will work with the head coach to organize exercises that go

with the long-term goals, and according to the volume of each game (Weldon et al., 2021, Loturco et al., 2022). Finding training times may help the team deal with the day-to-day management better. For example, knowing each game time can help players adapt to the game situations in training (Atakan et al., 2021). Some coaches prefer training sessions held in the early morning, and others divide the day into two sessions. Such methods are acceptable, but time management should not be random, youth are not the only athletes that have been affected, but the impact on professional, amateur, and college players is influencing their motivation. Coaches should set a timing that suits everyone and suits the games (Velasco et al., 2020). Professional, amateur, and youth are part of life and maybe broadly comparable risk of high-prevalence mental disorders. So, the comfort rate is critical, whether psychologically or physically. Sometimes, players live with families that do not have a specific time management routine, and some live far from the training place and need to arrive at a scheduled time safely because even driving has a protocol that may hinder the arrival at the time specified by the coach without paying attention for these social points. Therefore, if players join early morning training sessions, coaches can notice fatigue, slowness, or hesitation that will not help determine their performance rate correctly. This kind of thinking could lead coaches to deal with time management accurately, and the team performs progressively (Rice et al., 2016).

The regular season contains one game that can play at the end of the week or in the middle of the week according to the program of the football associations, but there is an occupied season in which the team may play three games per week. Therefore, games require players to travel a variety of moving from place to place may vary in duration and distance before reaching the stadium and engaging in a game, and this factor may lead to fatigue (Phillips et al., 2017). What negatively contributes to the game day is inconsistent travel

(Gilbert et al., 2020). Nutrition (Steffl et al., 2019), sleep, training, injuries (Clemente et al., 2021), and warm-ups management before each game (Towlson et al., 2013). The sleep factor needs a certain percentage of the time due to its imperative in providing comfort and a recovery process for players. Nutrition provides calories whose value must be taken into account for all players to restore their energy because nutrients vary between fat, protein, and carbohydrates (Anderson et al., 2017). Although macronutrient groups produce calories, the value and timing of consumption and the role of each of these three factors are different in restoring energy and rebuilding healthy muscles. Food consummation needs timing in the digestion process, so this matter must be considered very important (McHill., 2020, Livovsky., 2020).

Traveling for an hour differs from 4 hours and may even diverge from 6 hours. Players are supposed to drink water a sufficient time before the game so that the player is not disturbed by the excess fluids in the body, but when the game begins, players must consume water in a portion form so their digestive system would get uncomfortable and compensate for the fluids secreted with the sweating (Roy, 2013). What increases the body's recovery or refreshes is when players drink water cooler than their body temperature, set by the American College of Sports Medicine between 15 degrees and 22 degrees Fahrenheit than body temperature (Maughan et al., 2007). If the travel could take more than six hours, the team should add at least an hour as a nap after a meal because it provides comfortable body/mental rest and reduces the process of fatigue and stress. The preoccupations and needs of long-distance travel are related to the various effects on the player's performance, and this factor increases significantly at the end of the season (Fowler et al., 2015). The warm-up process depends on the weather humidity and the high altitudes. If the weather is hot, the body temperature will be appropriate, and the warm-up process focuses more on static stretching

and less movement (Bizzini et al., 2013). If the weather is cold, warm-up time should increase so blood circulation and body temperature increment. Players should still use dynamic stretching to avoid traumatic injuries. Such a habit should help prevent performance decline (Gatterer et al., 2021).

Fatigue proofing behaviors

In all cases, fatigue is related to physical and mental intense efforts (Abd-Elfattah et al., 2015). Fatigue can lead to life jeopardize (Koester, 2001) Researchers have evaluated 839 samples between 35 and 65 years old who were exposed to sudden cardiac death and survived in a hospital emergency. Surprisingly, all those who testified and shared what happened to them before the SCD are the survivors of the sudden cardiac death. All those who experienced this issue that their symptoms before the accident were the same as those of a normal heart attack that doctors identified. Samples of 430 had warning symptoms, as symptoms included %50 male and %53 female. The types of symptoms they provided were chest pain and shortness of breath. These symptoms recur multiple times within the 24 hours before the sudden cardiac death (Marijon et al., 2016). Since the issue of sudden cardiac death, for which they did not find reasons, motivates the analysis of the sample histologically, the European Association of Cardiovascular Diseases has developed minimum guidelines a routine autopsy is not sufficient in this case (Basso et al., 2017). Evidence for the ambiguity reasons for the continuity to find solutions to target cases that warned a sudden or without causes. But since the issue is related to protecting athletes or people from this problem, a controllable system should exist, and the causes of electrical wave imbalances should add as a cause of sudden cardiac death without explaining the issue that its causes are unknown. The inability of the components does not mean that there are no causes for sudden cardiac death, but rather the reason is in the mechanism’s knowledge or interests of acute deficiency in this

matter (Japundžić-Žigon et al., 2018). The analysis of cholesterol or calcifications may not evaluate a situation correctly if people are athletic and their veins are healthy (Aengevaeren et al., 2020). So, more attention should pay to electrical waves and even depression and internal undetected overuse injuries. Physical activity reduces the incidence of coronary heart disease, and they indicated that intense exercise increases the risk of potential cardiovascular complications. The discussion of heart disease in many articles and the American College of Cardiology refers to sudden death, whose symptoms or causes are not identified. The four studies were critical to the topic of hospitalization, the same as the American College of Cardiology article, so the recommendations and advice merged both the four articles and the American College of Cardiology (Garson, 1998).

Managing fatigue is very important by understanding the assessments in training or before the game (Barte et al., 2017). There is a possibility of a decrease in performance in the short term, even without the appearance of severe psychological symptoms, but the performance improvement could be apparent after the debited volume due to functional overreaching. But was there a reformulation of physical factors? The mechanisms of prolonged maladaptation are a good reason for the poor general performance of the players (Meeusen et al., 2013).

Figure 29: a checklist that helps identify performance versus fatigue.

Table I. Diagnosis of OTS – checklist

Performance – fatigue
Is the athlete suffering from:
- Unexplainable underperformance
- Persistent fatigue
- Increased sense of effort in training
- Sleep disorders
- ...
Exclusion Criteria
Are there confounding diseases?
- Anaemia
- Epstein Barr virus
- Other infectious diseases
- Muscle damage (high CK)
- Lyme disease
- Endocrinological diseases (diabetes, thyroid, adrenal gland, ...)
- Major disorders of eating behaviour
- Biological abnormalities (increased erythrocyte sedimentation rate, C-Reactive Protein, creatinine, or liver enzymes, decreased ferritin ...)
- Injury (musculoskeletal system)
- Cardiological symptoms
- Adult-onset asthma
- Allergies
- ...
Are there training errors?
- Training volume increased (>5%) (h/wk, km/wk)
- Training intensity increased significantly
- Training monotony present
- High number of competitions
- In endurance athletes: Decreased performance at 'anaerobic' threshold
- Exposure to environmental stressors (altitude, heat, cold, ...)
- High number of competitions
- In endurance athletes: Decreased performance at 'anaerobic' threshold
- Exposure to environmental stressors (altitude, heat, cold, ...)
- ...
Other confounding factors:
- Psychological signs and symptoms (disturbed POMS, RestQ-sport, RPE, ...)
- Social factors (family, relationships, financial, work, coach, team, ...)
- Recent or multiple time zone travel
- ...
Exercise test:
- Are there baseline values to compare with? (Performance, Heart Rate, Hormonal, Lactate, ...)
- Maximal exercise test performance
- Submaximal or sports specific test performance
- Multiple performance tests
- ...

Table II. Methodological prerequisites for studies of markers for non-functional overreaching/OTS

1. Inclusion of a sufficient number of well-trained subjects
2. Definition of a range of meaningful differences by determination of individual ranges of normal variations including phases of functional overreaching
3. Inclusion of measures showing the decline of sport-specific performance ('gold standard')
4. Exclusion of medical causes (illnesses) of impaired performance
5. Inclusion of markers measured at rest and/or at submaximal exercise
6. Follow-up after a sufficient duration of recovery before final testing

(Meeusen et al., 2013)

Physical performance needs external factors such as nutrition and hydration suitable for the players. Without monitoring the hydration factor, athletes may suffer serious injuries,

and dehydration is an outcome of physiological control that can disrupt the metabolic and bioenergetic process and cause fatigue (Edwards et al., 2009, Haase et al., 2019). Fluids are essential and maintain the balance of mineral nutrients in the body. Hydration can enhance safety and physical performance, especially for people active in team sports that require a long physical effort, such as in soccer games. The American College of Sports Medicine recommends 500ml of fluid two hours before exercise or a game, and the reason is to allow enough time for the excess water (Maughan et al., 2007). For players to maintain their energy, there is a nutrition list to consider, which is that not everyone in the team has the same health measures as the other. So, attention must pay to factors such as digestion sensitivity, for instance, lactose intolerance. Consuming any over-the-counter protein supplement, or milk, some fats, and casein protein can cause problems due to lactose intolerance (Szilagyi et al., 2018), so consuming 10 to 12 of the total energy from proteins in natural nutrition helps nitrogen balance positively, unlike supplements that do not affect the performance of athletes in exercises. Consuming protein is preferable 30 minutes after high-intensity exercise, strengthening exercise, or an intense game. Consuming protein after a high-intensity event will enhance muscle protein synthesis. The coach should know that high-intensity interval training changes the athlete's body on a physiological, biochemical, and signs of inflammation may appear (Orrù et al., 2018). What makes players get tired before training or games is the type of conversations that may occur at the time of travel, at the time of meetings, or at any time (Schiphof-Godart et al., 2018). The effects of fatigue on muscle function, proprioception, cognitive functions are evident (Abd-Elfattah et al., 2015) and the reality that a team staff should administer.

The effect on physical factors is not happening only by intense exercises or very high-intense game physical stress, but also due to neurological factors (Yaribeygi el al., 2017). For

example, a study was conducted on the literature of emotional distress among health care professionals in the intensive care unit, examining the issue of the causes of fatigue and tiredness. In this study, many methods were used, such as Embase, Medline OvidSP, Cinahl, Web-of-science, PsychINFO, PubMed, Cochrane, and Google Scholar articles. They concluded that two studies reported compassion stress at a rate of 40%, five studies mentioned a prevalence of secondary traumatic stress, which reached 38%, and there was a discrepancy in studies reporting on intensive care unit stress. There is still a problem in the level determination process of mental or psychological fatigue that affects physical performance, although there is a relationship between both aspects (Mol et al., 2015). In the monitoring procedures process of the players, before, between, or end-game, it does not currently depend on any theory (Carling et al., 2018), but multiple factors are to make coaches know the players' fatigue rate. Not implementing the role, for example, not transiting into defense or attack, slow reactions, and player decisions rate, all of which are indicators of players' fatigue. However, there is a relationship between the first coach, the assistant coach, the fitness coach (Herold et al 2021), and the players, so the efforts are known, and with the interaction, duration coaches can identify the factors of fatigue more quickly (Linke et al., 2018).

Soccer strategical formation

Typical observations confirm two strategic positioning models. The first model was to identify strategic positions that focus on selecting the location and exploiting the shortcomings, and the second model on the viewpoint about resources that focuses on developing and manipulating organized resources. Therefore, since a soccer game is not specific and unpredictable, the strategic positioning model is more practical and similar to the content of understanding the opponent (Rosenberg et al., 2016). A study investigated the

choices of tactical changes for a soccer game between attack and defense; three events were conducted to collect the corner kicks, shot fouls, and the principal componENt analysis (PCA) engagement time. It turns out that the league utilization of the attacking or the defending styles is the source that determines the standard strategic process in strategic selection and utilization. If an unbalanced element is apparent in defensive or offensive style, or if the balance is prosaic, one of the team blocs is weak (SANTOS, 2014). Therefore, organizational strategies in the game of soccer depend on the position of the players on the field. What makes players stand in ways is game reading, game analyzing, and adjusting the organizational method until they find the offensive/defensive imbalances in the opponent blocs (Altmann et al., 2021). When an opponent uses strong midfield players and can pass the ball well, analyzing such data can help find solutions (Rampinini et al., 2007, Konefał et al., 2019, Lamas et al., 2018, Klatt et al., 2021). Coaches can reformulate the organizational way and change positions and tasks. The reason for changing the formation does not obscure the ordinary players. The tactics of changing the principles of play and behavior within the game can control the quality of opponents. The market defects exploration can help develop the aspect of finding the errors. In soccer, for example, this factor might refer to the use of five or six midfielders and the other lines with fewer opponent players. The coaches need to understand the roles of each player, match both teams' trends, and select players to overcome the opponent's objectives (Paraskevas et al., 2020, Teixeira et al., 2021).

If coaches use three in midfield and three in the attack, or four in the middle and two in the attack is not a matter of choice is a matter of data analysis. Some coaches will rely on four in the middle and three in the attack, which will make the defense depend on three. It is more a matter of planning for the game day (Grehaigne et al., 1997, Caetano et al., 2019). The plan depends on the qualifications of each player. For example, speed, control of the ball,

and decision-making are elements that coaches exploit in the counterattack when the team is in a reactive defending mood. The tactical situation depends on the coaches' philosophy and approach in dealing with the games and collective team behavior because some favor attacking, and others rely on defense (Aarons et al., 2021).

Defensive formation

When the team loses the ball, transit to defense immediately to a compact formation that works as one entity to cover all zones and start defending to prevent an opponent from moving to the goal to score against them, the compactness process requires a movement of up to 50 meters whose speed varies sharply. However, the pressure efficiency indicated that the 3-5-2 formation was higher than the 4-2-3-1 formation (Memmert et al., 2019). When the entire team defends between the middle third and the attacking third, they leave large spaces behind the last four or three defenders, so the acceleration process becomes a matter that needs a predetermination. The team learns to defend styles against ball possession (Fernandez et al., 2016). Players need to apply a pace, speed, and repetition of acceleration during zonal or man-marking defense styles. The width is the distance, the longer the players accelerate, which can decrease the physical and mental performance. In a study based on determining performance when accelerating, they tested 10 meters, 20 meters, 30 meters, and found that the ten meters test acceleration took about 0.03 ± 0.05 seconds, in the twenty meters it was 0.04 ± 0.08 seconds, and in the thirty meters it was 0.06 ± 0.09. A significant deterioration occurred to the three-speed performance. However, the team performance improved significantly (Holienka et al., 2017).

In a professional Brazilian Sao Paulo soccer club, fourteen players from the same club were gathered, playing soccer at the elite level in a professional academy. The age of the samples was 20 years, their height was 178.3 ± 5.4 cm, and their body mass (BM): was 70.9

± 6.1 kg. Evaluation such as vertical jumping, power, and sprinting took place on a synthetic turf made of polyethylene and monofilaments, using a pair of photovoltaic cells at a 10 meters distance. In the results of this study, which took four weeks, no significant detected changes occurred in the ten-meter sprint and other types. The coaches evaluated their players at the beginning and end of the season (Pereira et al., 2020). Before thinking about the acceleration process, coaches must know the physical capabilities before to know how many times the players will accelerate and weaken their physical performance. In another study that evaluated acceleration on sixteen players under eighteen years of age who ran over distances between 125 and 300 meters repeatedly, significant damage to physical performance was detected, mainly due to acceleration. The compactness of the players in the area of the ball may increase the rate of acceleration when attackers pass the ball to an empty zone, the defenders have to increase the acceleration rate automatically, and this factor exposes them to a compromise in physical performance (Calderón et al., 2020). The efforts' organization process so that the players do not get tired because of several foundations. The different physical and mental scenarios created in any soccer game need tactical decisions that help players organize their physical components and cognitive abilities. A study researched participation within 50 meters area to find a specific connection result between team formation and defensive performance. In this investigation, the data collection used the GPS system utilization. The conclusion they came out with is that the quality of the formation may provide desirable results (Aarons et al., 2021).

Attacking formation

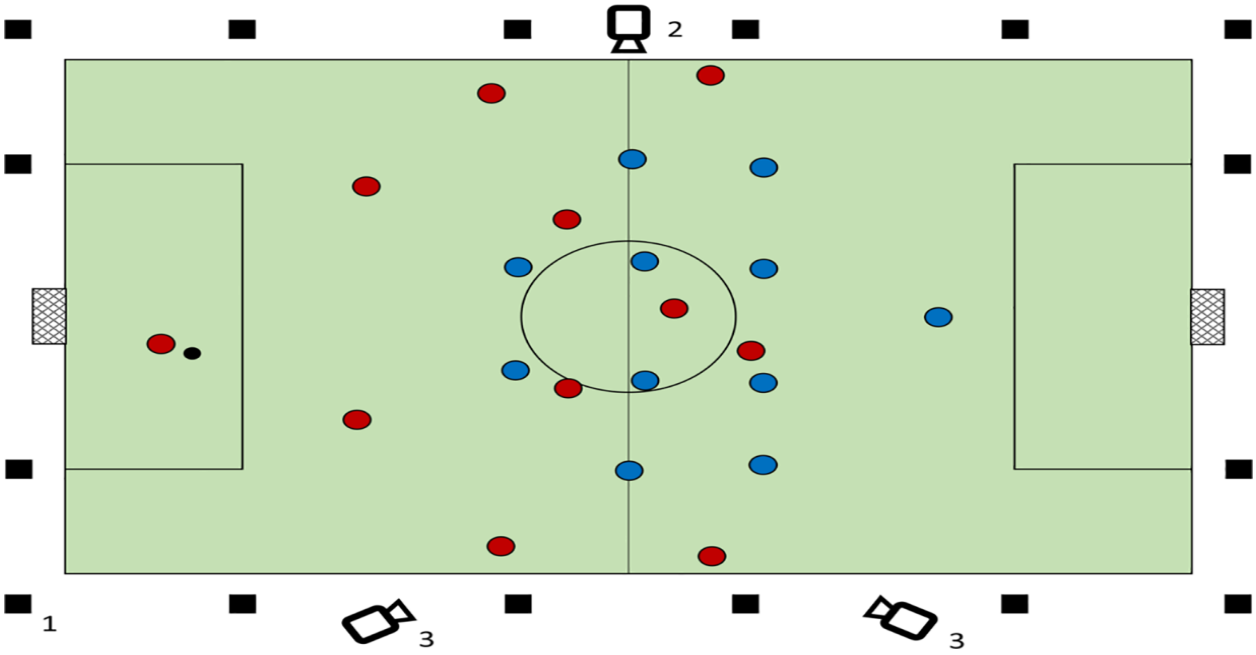
When the team is defending in any way, they try to put pressure on the ball possession (Gómez et al., 2013). When the defenders regain the ball, a quick transition to attack occurs in the first seconds. What the team does, in this case, is to readjust or change the formation,

the tactical factors and adapt to a new situation. Offensive methods depend on physical activity because the attacking team must get the ball out of the defenders' pressure, and at the same time, attackers should find opportunities to score goals (Herold et al 2021). What the attacking team does is to protect the ball by possession styles and at the same time find solutions to penetrate the defensive team's lines to approach the scoring area and score goals. Attacking teams always use tactical factors, building from the back, short passing, indirect play, long passing, or direct play (Teixeira et al., 2021). The attacking team tries to penetrate the three-thirds of the field through the midfielders or wings. The components of penetrating the three-thirds differ because the building from the back is not the same as long passes (direct play) to the attackers or wings, and the attacking third is where penetration is committed to scoring goals (Winter et al., 2016). The attacking team is always looking for a weakness in the defending team to exploit it. Therefore, to take advantage of the weakness of the defending team, what the attacking team needs is the speed in all cases, especially when it is in the offensive part of the field. The ball's passing velocity increases more in the attacking third (Hughes et al., 2019).

An investigation analyzed twenty games to examine the formations' effect on the high-intensity running and technical performance by researchers on the elite soccer players. The research procedure took place in the English Premier League through the multi-camera tracking system, and 153 players participated. Possession of the ball, and high intensity, did not differ in their ratio in the formations 4-4-2 and 4-3-3 and 4-5-1. For the 4-5-1 formation, the players underperformed on high-intensity running. In the case of the 4-3-3 formation, the attackers' performance on the high-intensity running was 30 percent more than the other formation. In the process of possession and passing the ball successfully, they were in the formation of playing 4-4-2 better than other formations. Researchers found that the

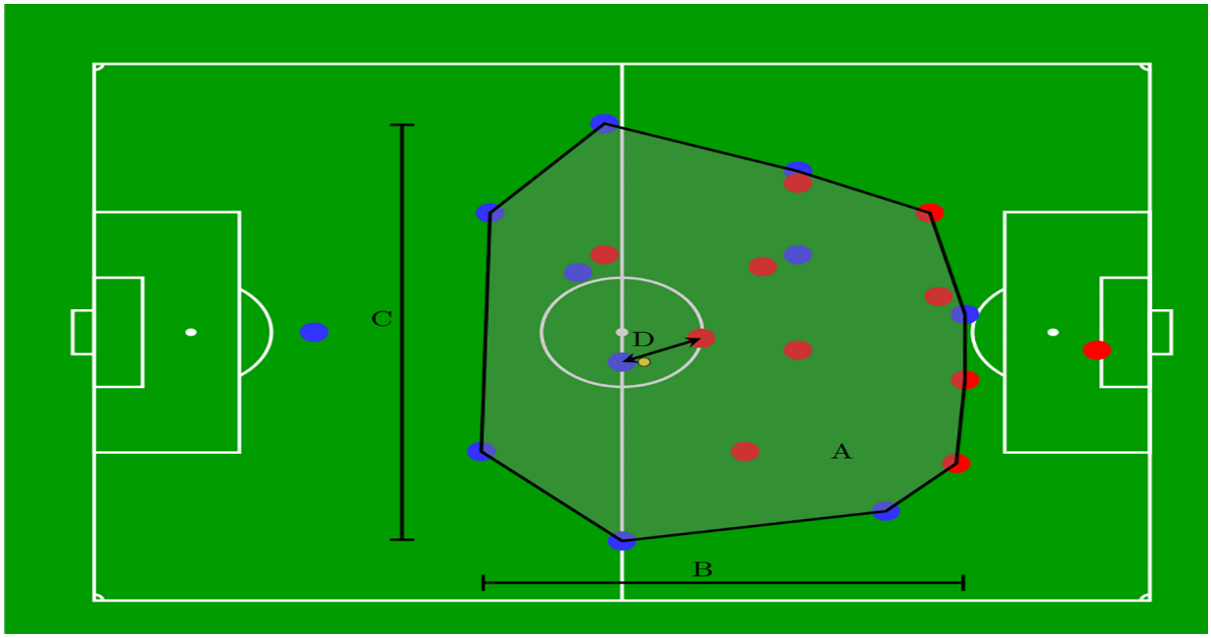
formations do not affect the players' activity, except for the attackers, but that it increases the activity of high-intensity running when the ball is kept or lost (Bradley et al., 2011). Italy played against Costa Rica in the 2014 World Cup, and when Italy was attacking, Costa Rica's defending style was well equipped, so Italy found difficulties in imposing their rhythm on the opponent, which made Italian players lose the ball and Costa Rica transit to the attacking, they used quick counterattack. The probability of winning, in general, tends to favor the more popular team, but the reality is that strategy controls the quality of the outcome (Gambarelli et al., 2019). In a study on game formation on 62 male players, their experience was long enough to understand the game. These models were playing football at the highest level of amateurs in Germany. The European Football Association licensed coaches were the players' tactical situations sessions instructors. The material that was used in this study is the natural grass pitch of 105 m by 68 m. Before participating in any activity, the samples were doing a twenty-minute warm-up consisting of running and stretching, and then they passed the balls in a mini area. The samples were divided, and each licensed coach obtained the European A license coach a team. Then the two teams were given two formations 4-2-3-1, which is also referred to as 4-5-1, except that the two players are between the last four defenders and three attacking midfielders, but it does not deny that these two players do engage in the attacking cases occasionally. In both formations, several things happened. For example, the passes rates were higher in 3-5-2, and no significant differences were indicated between the formation 3-5-2 and 4-2-3-1 in controlling areas in the attacking third (Memmert et al., 2019).

Figure 30: The pitch equipment is adjusted, and the materials used, such as motion cameras, because these things help evaluate the performance.



(Memmert et al., 2019)

Figure 31: In this presentation, three performance indicators, the spread of the blue hump line team, the exploitation of the length and width of the pitch, and the well-exploited distance between the ball possession team and the opponent's defense.



(Memmert et al., 2019).

Mental preparation

Behavioral factors cause performance to decline by the participants. Selecting the squad that would engage in a competition requires mental toughness tool (Diment, 2014). Facing the opponent may depend on experience, but the method does not guarantee the success of the performance, only the team quality (Lago-Peñas et al., 2011). Therefore, coaches must be aware of the new tasks and procedures that players need for the upcoming games (Frick, 2008). The self-efficacy theory says that determining the expectation of personal empowerment and success is whether or not individuals engage in certain behaviors (Artino, 2012, Williams et al., 2016). When the players got convinced that certain behaviors will lead them to good results, theoretically, this sentence is called expecting results, and when the team accepts that they will carry out the tasks with successful behavior to achieve positive results, they are anticipating self-efficacy (Salazar, 1991, p 130). The expectations of forming the theory of self-efficacy support and provide coaches with multiple means to understand how to identify the best performing players (Duch et al., 2010). Incentives such as goal selection drive self-efficacy, reticular discouraging existing behaviors and changing them with constructive (Kwasnicka., 2016). Any tactical system application in training must support the players' belief in their abilities. The ease of understanding the plan confirms the confidence in the qualifications. It is an effective process in enhancing performance accomplishments (Salazar, 1991, p 131).

Post-traumatic stress disorder (PTSD) has transparent effects, even among professionals. Positive and negative behaviors play a role in the crises outcome that occurs as a post-traumatic stress disorder results. Studies found that professionals who think less negatively before engaging in the action are less prone to post-traumatic stress disorder (Whealin et al., 2008). The increase in games number and training increases behavioral crisis

due to anxiety (Kent et al., 2018). Whatever the level of the team needs to modify the anxiety pattern and control its components (Rice et al., 2019, Rocha et al., 2018). The average cognitive aspects are anxiety-related and can be higher before any game, so when a season contains many games. Some studies have intervened to indicate that there are conclusions that the cognitive aspects of anxiety depend significantly on mental preparations. Because the closer the games, especially the critical games, the anxiety process becomes imprinted with the mental factors. The mental levels of the players are also related to the anxiety rate. For example, they found that the anxiety level of a team did not decrease before and after the mental preparation. They found that the anxiety was already low, and there was no reason to correct it anymore, but the reduction in the physical stress was significant (Janez et al., 2012). Theories and opinions that discuss the sources of performance can help lead to reasoning. The performance occurrence happens because of players' conviction in what they are doing. The players' belief has reasons reflected in the process of arousal. The arousal percentage that leads to better performance has been argued the high or low arousal levels by some individuals. However, moderate arousal controls other dimensions such as concentration and making the right decisions. Because high or low arousal has a variety of side effects. For example, the side effect could be the low quality of decision which weakens the range of attention and narrows the stimuli. The controversy that revolves around arousal may be related to the quality and intensity of the arousal. How about the idea that says it reduces the complexity of information processing? (Roets et al., 2017) The general environment that needs performance can manage by highlighting the percentage of arousal, so the goal of training and games can be controllable (Arent et al., 2003). Emotional integration addresses the issue of how to deal in any way with arousal because the higher the emotional valence, the higher the arousal is. For example, the word calm is an element of arousal trigger. The

term is considered a reduction of arousal elements. So, there are terms that may lead to arousal levels activation (Barriga et al., 2022) because the most important thing is how players reach a moderate stage in which the team guarantees performance. If emotion is related to the arousal quality, emotional intelligence has to do with the responsibility concepts. When players know how to deal with their psychological and mental capabilities, they manage the environment with cognitive intelligence. Therefore, emotional intelligence has dimensions, such as awareness of feelings, facilitating thinking using emotions, understanding feelings, and managing defects in the self (Kopp et al., 2018).

Discussion

A busy season is always an obstacle for coaches, and the process of improving the performance of the entire team is a bit of a hassle for some reason (Peñas, 2009). A coach must create long and short goals to get good team performance results (Lepschy et al., 2018). The mental objectives and neuroplasticity are a matter of routine, so a coach should teach players new tactical situations to deal with the pressure load of the opponents (Verburgh et al., 2016). The plan relied on a game strategy that mixes the organizational approach and how players could solve problems randomly and based on their decision. Of course, a player relies on the organization because the whole team depends on it. Soccer games are full of events that do not belong to the scope of the organization plan (tactics). A player, in this case, must switch away from the game pre-plan and find a solution, then return to the organization (Gonzaga et al., 2014, Silva et al., 2014, Lex et al., 2015). The player-centered method is sometimes acceptable, but another time could be disastrous if their teammates are not ready for it (Souza, 2008, Romar et al., 2016).

So, when a player decides to avoid the pre-planned approach, find a solution quickly and return to the system again. What addresses the problems that hinder the players, especially their integration into tactics, is that coaches pose multiple uncontrolled situations, and players must find solutions. Therefore, players' integration into organized operations is the responsibility of direct interaction with cases and finding solutions for them (Dolan et al., 2015). For example, players run and reach the ball, but the pre-planned approach says, pass the ball right away to their closest friend, but when players control the ball and do not find their friend. Do they continue running with the ball or stop and protect the ball until their friend arrives?

The consideration focuses on this part of the approach, and consequences that do not fit tactics, players step in and find solutions. The team should get ready while the player is deciding to solve the problem first, after which they can return to the pre-planned approach. So, the hypothesis analysis should use quantitative and qualitative methodologies to study the outcome conditions. The comparison of the hypothesis of success first and then looks upon the issues related to the decision-making of the talented player (Verhoef et al., 1997). So, whenever players make a good decision is equal to 1, and a wrong decision equals 5. It may also be other numbers that specify another order until the closest result to a good or bad decision is found. The application of the statistics was the collecting all the decisions made by the players in the form of a solution by comparing them with what was done by others using scientific research and putting the process to quantitative analysis. The quantitative research study deals with measuring variables numerically to obtain results. The data analysis becomes a statistical equation of who, how, what, where, and when. The quantitative and qualitative utilization methods in psychology could create some obstacles (Apuke, 2017, Biddle et al., 2001). The selected analyzers from the Spanish league participated in a

qualitative methodology. The nine analysts were already working as head soccer coaches. The work concluded four hypotheses about the player Aguero Mendes. The four hypotheses were the probability of giving up the chances of scoring goals, the opportunity to score goals, the chances to score goals in the second half, and the possibility of having a chance of scoring a goal. The analysts formulate the reasons and solutions around the four hypotheses. The answers were reinforced and confirmed based on performance in the interviews. At the same time, the analysts obtained a video of data that needs analysis, and they have to prepare for an interview that will take 45 minutes, in which answers should fit questions. Technology material analyzed the data, and the results revealed that the analysis is a fundamental process and a starting point for knowing the organizational ground. Coach should correct mistakes and find ideas to compensate for the errors either psychological, physical, or tactical (Gilbert et al., 2007, Díaz-García et al., 2021, Hawkins et al., 2015). The data monitoring remains necessary because it controls the quality of the observations that must be collected and the objectivity of its reliability. All analysts concluded that there were elements to be aware of, such as the opponent's system, the load, and weaknesses. The goal-scoring assessment through the tactical explanations that analysts used through quantitative data, and then a question was asked to the analysts saying what solutions might contribute to improving goal-scoring. Researchers concluded that the four predictive models revolved around focus, style of play, and opponent. The factors that got a lower percentage are the physical qualifications, such as team position and the speed of counterattacks. The research also moved towards a quantitative analysis because they used a network designing technique of relationships between causes and solutions in the four predictive models. For example, the style of play was decisive because the analysts highlighted the reasons. The quantitative analysis showed

other factors, for example, the opponent's control over some events, and the analysts understood what they were doing (Aguado-Méndez et al., 2021).

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