

The Performance Analysis Process in Elite Wheelchair Basketball is "Worthless Without Trust"

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Primary Role: Researcher



1st Place
European Championships



7th Place
World Championships



1st Place
European Championships



3rd Place
Paralympic Games

Secondary Role: Performance Analyst

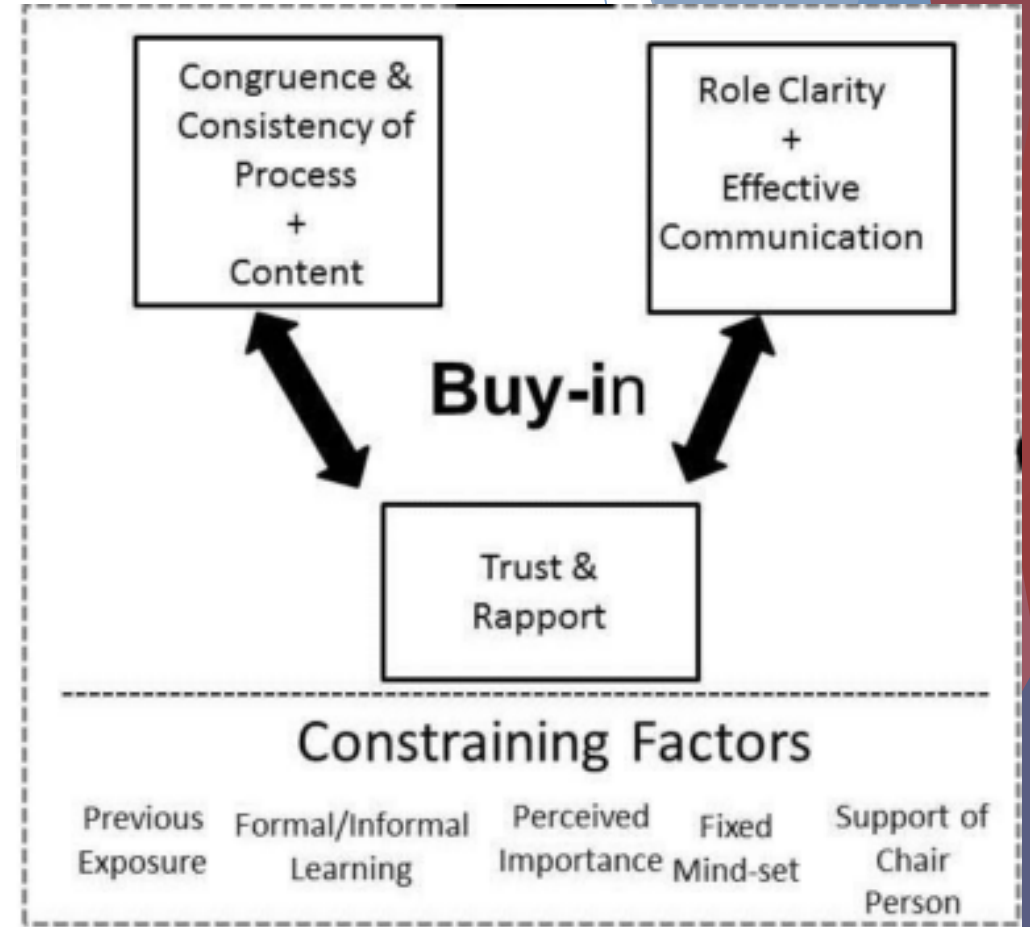
Performance Analysis in Wheelchair Basketball

- ▶ Reliance upon individual player box-score data to evaluate performance through a comprehensive basketball grading system (e.g. Vanlandewijck, Spaepen and Lysens 1995, Skucas *et al.* 2009, Gómez *et al.* 2014, 2015)
 - ▶ Limited attempts to adapt box-score data
 - ▶ Focus on the effect of classification on performance
 - ▶ Researcher's combined data to evaluate team performance

“It is recommended that basketball coaches limit the use of individual on-court statistics” (Ziv, Lidor and Arnon, 2010, p.103)

Exploring the Impact of Performance Analysis

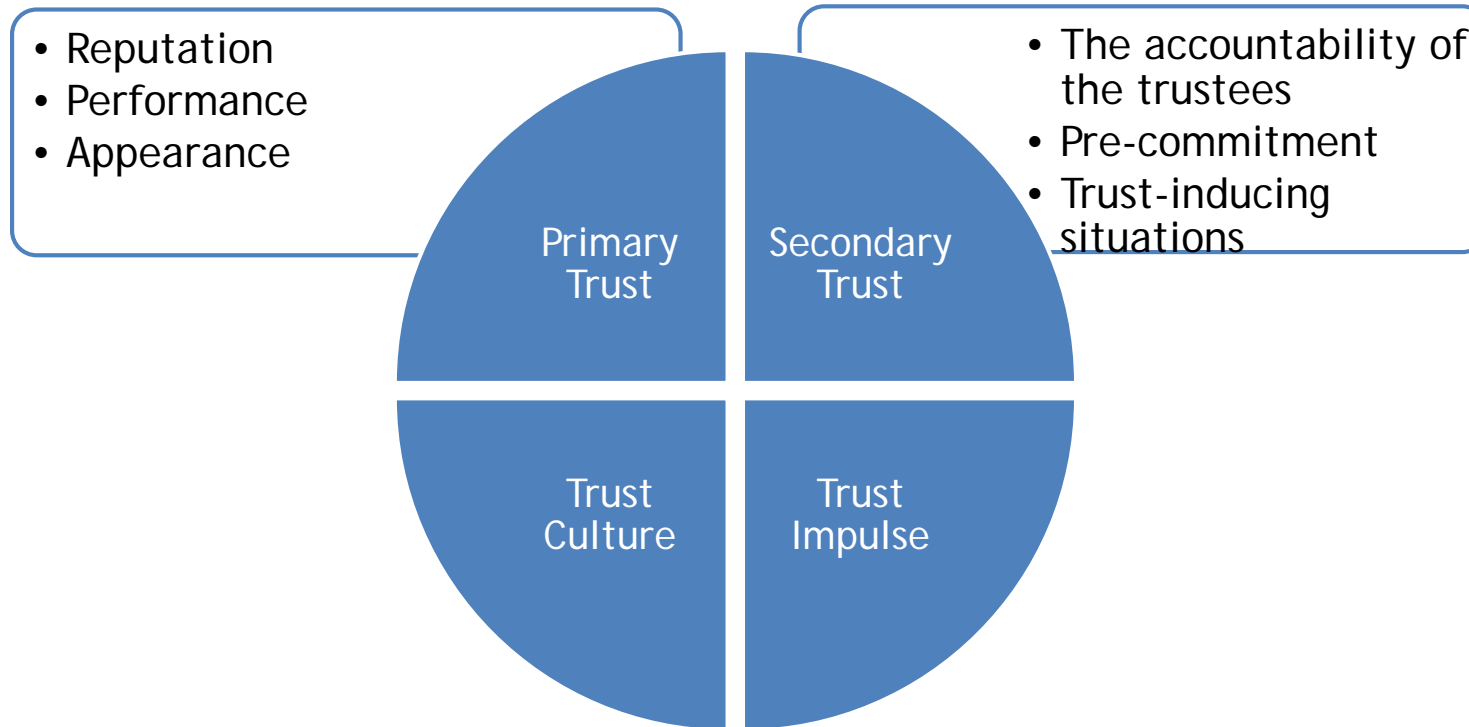
- ▶ It is important to speak to those involved in the performance analysis process
- ▶ “The complexities of dynamic psychological and social activities inherent within the delivery of video-based performance analysis” are unearthed (Groom, Cushion and Nelson, 2011, p.30)
- ▶ “The importance of social environment, presentation format, and coaching and delivery philosophy” when collecting and disseminating objective feedback has been highlighted (Reeves and Roberts, 2013, p.209)



Conceptual model for the implementation of PA within elite football from Wright (2015)

The concept of trust/distrust

- ▶ According to Sztopka (1999), trust is formulated through four foundations of trust:

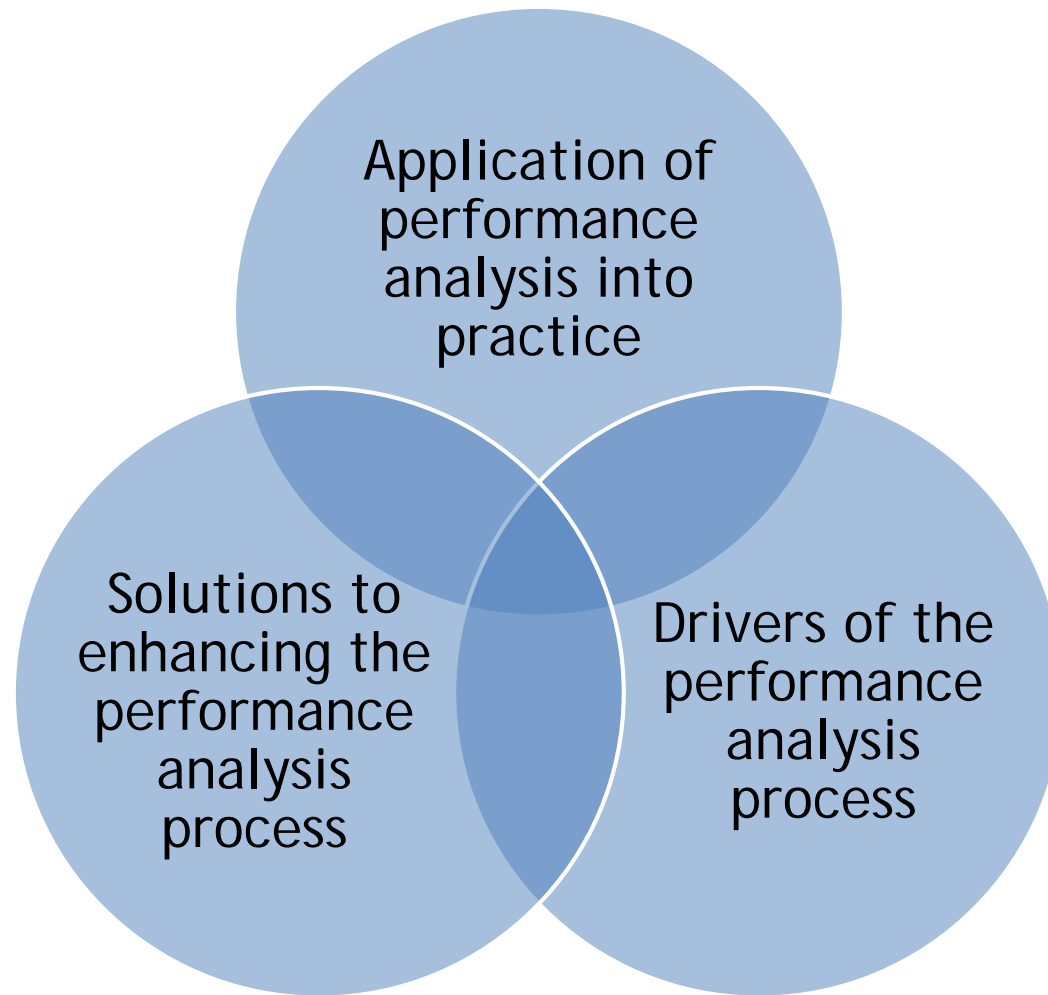


- ▶ The establishment of trust between individuals “becomes the crucial strategy to deal with [the] uncertain, unpredictable and uncontrollable future” (Sztopka, 2003, p.47)

Method

- ▶ Following the 2016 Paralympics, semi-structured interviews were conducted with:
 - ▶ 4 x players
 - ▶ 2 x coaches
 - ▶ 1 x sport science and medicine practitioner
- ▶ Questions focused on:
 - ▶ The utilisation of performance analysis over time
 - ▶ The effectiveness of the provision in helping the individual to increase understanding
 - ▶ Barriers and solutions to engagement
- ▶ Transcribed narratives were subjected to thematic content analysis

Findings



Primary Trust

“I know what you are on about and I give you the space, the autonomy and resources that you need to do what you do”
(SSSM)

“when you came in, we started to get more detailed about what are we looking for and why. With your help it was good as you knew what you wanted to do and achieve and help out. It then helped us understand how effective that analysis could be. We could then start going into more detail about offensive sets and defensive sets, shots taken, shots missed, rebounds basically a whole bunch of things that we could do” (Coach)

Primary Trust

“You also made it known and didn’t hide behind it that you were from a rugby background and didn’t know much about basketball, you said that from the get go.” (Player)

Secondary Trust

“I had engaged with you in the past and I trusted you based on the information that you had provided me with in the past accumulated in results and improved performance. I trusted in the things that you do. Away from just the fact that trust is gained through being in battles together. It was obvious to me that you added value and you had done; you demonstrated that in the past.” (Player)

The Trusting Impulse

“if you have sat down and listened to me moaning then I am willing to give my time to you and respect what you are trying to do.” (Player)

“You have helped me so much in the past, its just good knowing that I can go to you and I will get the correct information. The information that you constantly give us is 100% true and its game worthy. It is something that I want to take in but also understand. It is just the fact that I have worked with you before. I feel comfortable around you and I respect what you do.” (Player)

Trust Culture

“For me that Frankfurt tournament was the height of our team in the last four years... It felt like the start of something special. It was a new cycle. We were coming off a failure...We were all brought in and wanted to build something that was special and that was the start of it... That was the seed and it seemed pretty special at that time. Most of us in that team believe that. Even when I speak to the players who weren't in the final 12 at that tournament they felt together and have never felt as together as that tournament and the lead up to it.” (Player)

Destabilisation in Trust Culture

“Since then over the next three years, its seemed like its all been broken down and it started with [new staff joining]. Some of that toxicity spilled over to the [coaching team] with having other [new staff] being involved [in the programme], which made no sense” (Player)

The presentation of Distrust

“it went above and beyond the skill knowledge of the coach, so when it went past his understanding or past his natural implementation of it and how it was conflicting with his thoughts he abandoned it.” (Player)

“It was quite obvious that the coach couldn't be bothered with half the stuff which you were intending, then the players thought why should we do it. To a certain extent some people brought into it as they could see the value in it and some people did it out of respect as well.”
(Player)

“The teams trust in the various structures of what it takes to win kind of got poisoned over the last couple of years.” (Player)

Final Remarks

“The information and data you provide is worthless without trust. They have to trust the information and buy into it more. They have to allow you to do your job and have to use you. If they use you and want you there for that specific reason, then the coaches have to believe in you 100%.” (Player)

“I am a firm believer that relationships are the foundation of everything that you do. If you don't have a relationship it is not going to go far.” (Coach)

“If that lack of trust and lack of knowledge wasn't there then you would have just been feeding us worthless information but instead you were providing us with real-time effective information, which allowed us to make informed decisions.” (Coach)

Practical Implications

- ▶ Exposure, education and empowerment
- ▶ The introduction of new concepts and ideas takes time
- ▶ Ensure you understand the micro-political landscape and the power dynamics between individuals
- ▶ Take time to get to know the individual as an individual and earn trust

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