BE YOUR BEST

ERROR MANAGEMENT

MANY PLAYERS AND COACHES ARE "LIVING" IN ERROR, GIVING THEM EXCESSIVE SPACE AND TIME, WITH NEGATIVE PERFORMANCE CONSEQUENCES, AND ONE OF THE KEY SITUATIONS THAT IS MORE DIFFICULT TO MANAGE. AND ONE OF THE MAIN DEMANDS, LEARNING HOW TO HANDLE ERROR

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INTRODUCTION

The Bayer Munich, winner of the Champions League in 2020, proclaimed itself champion making mistakes. The best players in the world make mistakes. Coaches and players enter the field to make mistakes. Error gives the opportunity to build or destroy, depending on how they are handled. Being able to correct them and not to repeat them in a long way in time is an indicator of improvement, both individually and collectively.

We know that the mistake is going to come, sure. The problem is not usually so much error (which of course is important), but how it is interpreted and what comes after the error. Sometimes, after making a mistake, you are looking for a magic solution, spectacular or hasty actions to compensate for the error.

WHAT HAPPENS WHEN A MISTAKE IS NOT HANDLED WELL?

- THE ATTENTION and CONCENTRATION are diverging too much time from the action that is occurring later to other irrelevant stimuli at that time (concerns, pressure, fear, anger).
- It decreases SELF-CONFIDENCE, as it is likely to have a greater sense of insecurity.
- Higher stress and nervousness levels (ACTIVATION LEVEL).
- NEGATIVE EMOTIONAL STATE: Emotions such as fear, frustration, guilt,...

WHAT IS NEEDED AFTER A MISTAKE?

- ATTEND TO THE GAME: Manage thoughts and attend to important stimuli to compete better.
- CALM: Control nerves and the level of activation by means of breathing.
- SIMPLICITY AND MAKE IT EASY to again take confidence and not make another mistake, look for simple actions to recover security.

CLASSIFYING ERROR

To work and manage the error, the player must be helped to acquire skills and tools to manage it properly. One of those basic skills is to classify error. There are different ways to classify them, here we propose only one of them. Not all faults require the same interpretation and solution. The important thing is to accept them, to recognize what kind of error it is and, from there, to solve it. But we must normalize the error and don't do any sort of dramas.

EXECUTION ERRORS	DECISION-MAKING ERRORS	ERRORS OF EFFORT
• These are the errors that weigh the player the most, usually because of the importance given to him. • These are usually due to insufficient mastery of skills or lack of knowledge. • SOLUTION: Practice execution more. • COACH: This is the fault that must be accepted and standardized the most. Reinforce the intent, make good decisions and facilitate situations and exercises for the player to progress in the execution.	• More **attention** and **concentration** related errors. • Too many stimuli to care for. • Fatigue and high stress make attention and concentration worse. • SOLUTION: Be clear about the relevant stimuli for good decision-making. • COACH: Few, but clear, not contradictory instructions and aimed at helping the player to take the action. Instructions, do not play. Make sure the player knows the right decision.	• This is the only type of error that depends 100% of the player, on his attitude. • Attitudes ARE TRAINED • SOLUTION: You need to be quick and demanding in correcting these kinds of errors. • COACH: Don't assume that players know and know the attitudes of effort. Include them as goals in training sessions. The work of standards and group cohesion is key.

It is essential that the coach/player know how to channel mistakes as a means of improvement and progress. Error and management are often one of the biggest causes of weak player self-confidence. This will cause the player to increase his doubts, his fears and to perceive less control over his performance. The coach's challenge is to make it easier for the mistake to increase and strengthen the player's self-confidence, not to diminish it and generate an unmeasured frustration/pressure that limits the player. If the player perceives pressure and punishment for the failure, it will become smaller and smaller. If the player perceives that he improves his mistakes and controls that process, we will be facilitating his progress (and that of the team). To do this, the coach must give the player what he needs in order to solve it for the next occasion. The player will get bigger if he perceives that he is able to correct his mistakes.

The coach can help the player, first helping him to classify the type of mistakes he makes, to interpret them appropriately and from there work to correct them.

HOW TO WORK MISTAKES DAY BY DAY?

Everything you want to improve/correct needs to be worked out, put it to the work of every week.
- **RECORD:** The first thing to work on failures is to record (objective measure) the failures that we are making or that we want to improve. Autologs, video viewing, reflection spaces are useful for this.
- **OK**: It involves managing the internal dialog, not remaining in the concern associated with error and its possible consequences. Accept and normalize that error, like success, is part of the game and deal with its solution.
- **CLASSIFY:** Not all errors are the same. Once registered, classify them based on the type of error.
- **WORKING THE ERROR:** Depending on the type of error you will need one type of solution or another. The coach must make it easier and ensure that the player correctly recognizes the type of error, knows the solution to the error, and that he/she executes the solution/execution in future.

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WE WIN TOGETHER!

360 TEAMPLAYER

35$ / YEAR PER TEAM