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Futsal Coaching - The Decision-Making Moment

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and beautiful eyes. My personality and heart were built by you. I also would like to thank my family for their support and faith on my future, particularly my parents, for their patience and life values and my sister for always obligate the world to listen her voice. My Grand Mother São, for making me a better person every day she looks at me. My cousin Ricardo for is trust and for sharing the truly family meaning with me. At last, my most recent family, for receiving me like one of you and for the constant support and life principles that you share.

Finally, it's a pleasure and honor to dedicate this to my Grand Father Jaime, it was you that made me stubborn about my dreams and it's you that make me fight every day to become a better person. Although it has been years since you have passed, I still take you with me everywhere I go, every game I have and all the steps I give, forever.

Resumo

Futsal é uma modalidade desportiva colectiva que apresenta elevada dinâmica, resultando num jogo de elevada variabilidade e impreviibilidade. Deste modo, treinadores e jogadores são obrigados a uma recolha constante de informações do contexto para decidir de acordo com os contextos de jogo. Face ao referido, o desenvolvimento de programas de treino para treinadores obriga a que se considere o treino da capacidade de análise e tomada de decisão dos contextos de jogo de modo a obter ações mais ajustadas a cada momento. No entanto, são poucos os estudos que consideram a atuação do treinador e a sua capacidade de analisar o contexto de jogo e tomar decisões em desportos colectivos e nomeadamente no futsal. Deste modo, este estudo teve como objectivo analisar o modo como treinadores peritos tomam decisões durante os jogos de futsal e obter uma melhor compreensão sobre o processo de preparação para o jogo, apresentando os seus padrões de pensamento relativamente a este processo.

O foco deste estudo centrou-se na tomada de decisão imediata e em momento competitivo por parte do treinador de futsal, mas também todo o processo de preparação e componentes dessa preparação, procurando identificar o processo de pensamento para atuar em diferentes momentos e comportamentos. Para tal, foram realizadas entrevistas semiestruturadas a dez treinadores de futsal profissionais (M= 46,6 anos de idade e M= 14,3 anos de experiência enquanto treinadores) de diferentes nacionalidades. As entrevistas semiestruturadas foram divididas em duas partes distintas: (a) a preparação para os momentos do jogo; (b) tomada de decisão durante o jogo. A análise dos dados foi realizada através da análise de conteúdo qualitativa através da combinação de métodos dedutivos e indutivos. Após a transcrição das entrevistas, foi realizada uma análise de conteúdo através do software QSR NVivo 11. Os resultados revelaram que os treinadores apresentam ideias semelhantes para prepararem as suas equipas, sendo o seu foco o comportamento esperado pela sua equipa e apenas depois consideram o comportamento adversário. Foi ainda possível identificar aspectos claros que marcam o comportamento dos treinadores e que se poderão configurar como pistas informacionais que guiam a sua tomada de decisão e ação antes e no decorrer da competição.

Através da identificação do processo de pensamento e das pistas informacionais que suportam a ação e decisão do treinador de futsal, consideramos ser possível o desenvolvimento de programas de educação de treinador, ajustados às necessidades da competição e melhorando o seu conhecimento e efectividade na preparação e resulução de problemas momentâneos do jogo de futsal.

Key Words
Futsal; Decision-making; Coaches Development; Dynamic Decision-making; Decision Abilities Development;

Abstract

This study had the goal to analyze expert futsal coaches' method of decision-making in competitive moments and achieve one better process understanding regarding the preparation game moments, presenting observed thinking patterns. To do this, ten expert and professional coaches' (M= 46,6 years old and M= 14,3 years of coaching experience) from different countries were interviewed. The questionnaire was semi structured and with two different parts: (a) preparation for decision-making moment during the game; (b) game momentary decision-making. The data analysis was processed through combination of deductive and inductive methods.

After the interviews transcriptions it was made a content analysis through the software QSR NVivo 11. With the results it was revealed that coaches' share similar ideas to prepare their teams being the main focus the own team identity and composure and only after it is considered the opposition team behavior and composure. It was also possible to identify clear coaching behavioral signs possible to be structured as cues and guiding lines for their decision-making process and actions before and during competitive moments.

Trough the thinking process identification and guiding lines that support the action and decisions from futsal coaches' we consider that it's possible the development of coaching education curriculums adjusted to the competitive moment needs and improving the knowledge and effectiveness in the preparation and resolution of momentary problems of futsal game.

Key Words

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Introduction

Futsal is the sport with the biggest development in last years, having had a growth of 62% in the past 10 years (FIFA, 2015) and part of this growth and development it is the responsibility of Futsal Coaches able to find new solutions, develop new strategies and giving to the players more knowledge, individual capacities and more solutions to perform. With the registered development, the game wins more followers aroused more interest and attention by the media communication channels and off course reached new markets in the world.

To reach this stage, Futsal characteristics such speed, technique and strategic moments that can change everything in a matter of seconds, must helped massively. The unpredictability of this sports push and request from players their capacity to react, decide and execute in the shortest time and space possible, making the game in constant change adaptations giving at all the seconds information that must be observed and read by the Coach. As Corrêa et al. (2012) study shows, teams can use different attack and defense patterns throughout the game, and each pattern presented internal variability. Moreover, these different patterns' modifications did not occur in a sequence throughout the game, and there was no absolute correspondence between attacks and defenses. Such as in Football, the Futsal Coach has significant influence and control over the player and team development (Cushion, 2010) and the possibility to change all the team during one match is something that make this position even harder and active. In Futsal the math never finishes or start inside the pitch, everything is running during the week to change and develop the game, but also to prepare, surprise and beat the opposition.

To be prepared and achieve the final goal it's important to the Coach to be aware of primary related functions such: set the vision and strategy, shape the environment, build relationships, conduct practices, prepare to and manage competitions, read and react to the field, and learn and reflect (ICCE, ASOIF, & LBU, 2013)). However, there is a lack of knowledge and information about how to develop the Coaching process for performance and specially the coach analysis and intervention during a match.

Coaching Education

Generally, coach education is discussed from a curriculum design perspective, meaning that "experts" are in charge of selecting and delivering a specific content that at the end will be evaluated evaluation (Jarvis, 2004). For Truderl (2009) what is missing in most of the Coaching Education Programs is the learner's perspective with information regarding the Coaching effectiveness. The coaching process was defined as the strategies of intervention that the coach has to go through to help the player or the team to learn and improve a particular skill (Borrie

& Knowles, 2003). It includes knowledge about short and long-term planning, motivational skills, physical conditioning, technical development, scouting, tactical capacity and also a strategic view of the game that allows the possibility to change the course of action (Launder, 1991). Much of the knowledge acquired by coaches is picked up through "apprenticeships observation "as athletes, and subsequent experimental learning and mentoring (Cushion et al., 2003).

However, besides of the knowledge about all the kind of variables that constraint players and teams' behavior is important, the effectiveness of the practice is paramount to understand the capability of the coaches to be successful. Making it simple, coaching education and research need to extend their thinking into practice by going there, by researching how knowledge and skills are refined, by learning about how, and why, situationally meaningful judgements and decisions are made, and by better understanding the pragmatic constraints of coaching contexts (Cushion et al., 2003). There are different ways to develop and acquire knowledge and coaching skills and, coaches must be pro-active searching for new knowledge, information, ideas and processes, being one of the most important path to develop the coaching skill. It's impossible to have two coaches behaving and working exactly in the same way but it is likely that they will echo common themes and concerns in relation to the given demands of an established program (Jardine, 1992; Rampazi, 1996; Erben, 1998), and that difference can be also promoted by the personal research and development. According to that, the direction for coaching education is going through the coaching effectiveness, with the effort to establish conceptual frameworks and models, like the Multidimensional Model of Coach Leadership (Chelladurai, 2007; Chelladurai & Saleh, 1980),the Mediational Model of Coaching Behaviors (Smith & Smool, 2007; Smoll, Smith, Curtis & Hunt, 1978) or as the model recently proposed by Horn's (2008) which it was identified ten areas of research that support the understanding of coaching effectiveness.

However, in coaching education there is a lack of explicit concept teaching, conceptions are developed through trial and error and other typical weak problem-solving methods (Anderson, 1987), it is not clear why sport science has neglected the knowledge of elite coaches as potential information sources to enhance theoretical understanding of athletic performance and training, coaches' experimental knowledge, gained though day-to-day immersion within specific performance contexts, might be useful to scientists as it is based on extensive experience and an intuitive understanding of the influence of performance task constraints (Vilar et al, 2012). The practical knowledge shouldn't be ignored in the elaboration of coaching education set ups, taking the examples as concepts and behaviors patterns based on the real and successful performers. Following this, the practical side of coaching and the effectiveness should and must be the main focus on the future of coaching education.

Coaching Effectiveness

According to Gilbert (2009) coaching effectiveness depends of the consistent application of integrated professional, interpersonal and intrapersonal knowledge to improve athletes' competence, confidence, connection and character in specific coaching contexts. However, there is a need to distinguish the concept of coaching effectiveness from the concept of coaching expertise. While coaching expertise, refers to specific knowledge contexts, coaching effectiveness refers to those who demonstrate the ability to apply and align their coaching expertise to particular athletes and situation in order to maximize athlete learning outcomes. At last, those who demonstrate coaching effectiveness over an extended period of time, may then be considered expert coaches´ (Côte & Gilbert, 2009).

According to Gilbert (2009) there are specific components that constitute the general pathway to coaching effectiveness: (a) the capacity of coaches to perform the task or job in a way to achieve the proposed goals, connecting sport-specific knowledge, pedagogy and the coaching role components; (b) the capacity to evaluate athletes' outcomes; and (c) the coaches should understand the context and the project to define realistic objectives. Therefore, according to different coaching contexts, coaches will require a different mix of professional, interpersonal, and intrapersonal knowledge to develop athletes' competence, confidence, connection, and character (Côte & Gilbert, 2009).

To develop coaching effectiveness, there is a need to look to the coaching education as a progressive continuous stage, with the vision to increase their capacities in different coaching areas and to become more prepared for all the involved needs. According to Trudel et al. (2009) there are three main learning situations during the lifelong learning process in coaches life: (a) formal, that would refer to a situation that is supervised by an institution where the teaching is curriculum-driven and the learning recognized with grades or certifications; (b) non-formal, to complement their compulsory program for certification, organizations or institutions will often organize conferences or workshops; (c) informal, situations that refer to the learning opportunities outside of those provided under the coach education system;

The lifelong learning, can and should be done with the cooperation of these three learning situations, in a combination of processes throughout a lifetime whereby the whole person experiences a social situation, the perceived content of which is then transformed cognitively, emotively or practically and integrated in the person's individual biography resulting in a continually changing person (Jarvis, 2006). Included in the coaches' needed capacities, the evaluation of the game context and the decision-making is one that contributes for his effectiveness.

Decision Making

Decision-making is a normal process that makes part of human life, most of the times without any perception of it. Generally, the decision-making is a human process, complex and with three different components: the situation, the individual and the choice (Alves & Araújo, 1996). In sport, the study of decision-making involves selecting among affordances (i.e. possibilities for action), however once an affordance is perceived, it's selection embodies an action mode. Interestingly, this action mode can change to other action modes guides by the information conveyed by the affordance (Araújo, Hritovski, Seifert, Carvalho & Davids, 2017). As the game evolves over time in sports, particularly in team sports such as futsal, it's possible to understand to observe and identify different behavioral patterns in space and time (Araújo et al., 2017). High standard behaviors, related to high competition and performance requirements, do not exist a *priori* in the memorial structure of a performer, nor are pre-determined in the structure of the environment system and this point is crucial to understand the variability that surrounds the competitive behaviors of players and teams.

During performance, player's actions generate perceptual information, which, in turn, constraints the emergence of further movements (Araújo et al., 2017), and the same happen with coaches. The coach should constantly capture different game information to according with their own assumptions and strategies act to maintain or change the course of action of the game. During this process, a continuous process of decision-making occurs. That is, coach should manage and produce information to act in short time and be effective (Afonso, Garganta & Mesquita, 2012). Nowadays, with the high level of competition and the constant strategical moves that occur over the game, the decision-making capacity of coaches is one of the key issues that distinguish the best or the worst coaches (Afonso et al., 2012).

In particular, gaining expertise in sport games greatly depends on the ability to make decisions in circumstances of great imponderability (Afonso et al., 2012). Developing this process, it's important and possible, making the individual more prepared to answer to the usual problems but also to the professional challenges, however, the solution effectiveness is also the other important question in this process, as better the solution is, more effective it will be and biggest the success probabilities.

In order to know how to direct attention and anticipate the results of actions over the game, coaches need to develop the capacity to attend to the most reliable information from the game to identify and anticipate the best affordances for his own players and team (Araújo et al., 2017). That is, coaches should understand how the different components interact together to find the best option to improve performance (Araújo, 2006). The anticipation process goes through the selection of more or less important information's and follows one order that will produce the real opponent's intentions (Williams, Ward, Herron & Smeeton, 2005) and in sport

competition, the capacity to read, predict or anticipate and react better than the opponent can be one ability to decide the final result or between winning or losing.

Recent research suggest that perceptual skill training may be a viable and potentially productive path to the development of sport expertise (Araújo et al., 2017). Specific training programs, which develop the base of knowledge underlying skillful perception, are more likely to be effective than generalized visual training programs. Besides the different approaches, the interest of this study is to improve the game understanding through expert coaches. Taking the perception as one of the most important components of decision-making process, in futsal and in the coaching education programs, there is lack of knowledge and research regarding coaching strategies to decide and process momentary decisions, being unable to find literature that can provide guidelines and main cues that sustain expert coaches' decision-making and actions. With the main goal to fulfill this limitation, this study subject is to analyze and build one better protocol to take momentary decisions during games and also the preparation process for it, presenting guidelines and thinking patterns to expert futsal coaches, helping to design more adapted programs of coaching education.

Methods

Sample

Participated on this study ten professional top Futsal coaches from different countries. Coaches aged 46,6 years old with a minimum age of thirty-eight and a maximum of sixty years old. All of the coaches held professional positions as a first team coach ranging from five to twenty-eight years and experience (14,3 years). All coaches gave prior consent to participate in this study. Due to the in-depth nature of each interview, the interpretational nature of the analysis, the criteria for expert selection (international experience with notorious curriculum and different game ideas, approaches and training style) allow to consider the sample representative of expert coaches. This study followed the guidelines of the American Psychological Association and a local university ethics committee approved the study.

Instruments

The semi-structured interview of this study was divided in two parts: (a) characterize coaches' preparation for game momentary actions; (b) identify the most relevant issues for coaches' decision-making during the games;

This interview structure has been previously validated according to qualitative methods (Creswell, 2007; Steinar, 2009) and to ensure the reliability of the collected data the inter- and

intra-observer concordance was analyzed. Final interviews were developed after exploring different opinions of previous drafts of the transcript using the following steps: (a) Adaptation of first draft to the transcript based on the specific aims of the study; (b) Evaluation of the interview transcripts by three senior researchers in sports pedagogy, who have substantial experience with qualitative methods; (c) Opinions discussion and feedbacks presentation by each; (d) A pilot study conducted on an England University Futsal League coach; (e) Minor fixes and adaptations resulting from the pilot study overview; (f) Resubmission of the updated version of the questionnaire to the experts, that resulted in the final version;

Data Collection

All the interviews were conducted by the first author, between November 2017 and March 2018, via Skype using the software Eaver to record the video call conversation. The interview began with the presentation of general information and the purpose of the study, followed by two personal and informal questions related to their background with the purpose to familiarize and promote the coach relaxation. Finally, a more in-depth exploration of the first study subject followed by the second study subject. None of the coaches were rushed, and it was asked to clarify and feel free to explain as more detailed as possible each idea and answer, even if they needed to reformulate their thinking. The interviews took between thirty-five and ninety minutes and was transcribed *verbatim* and this resulted in seventy-four pages. All the coaches were assigned a number to their transcription to ensure coach anonymity.

Data Analysis

The data analysis was performed using content analysis (Bardin, 2008), and through combining inductive and deductive approaches. After the transcription process, the interviews were subjected to a line-by-line analysis, which formed the basis of a thematic analysis to establish the emergent themes (Côté, Salmela, Baria & Russel, 1993; Creswell, 2007). Transcripts were read repeatedly for familiarization of the underlying data (Creswell, 2007). The software QSR NVivo 11 was used in coding the transcripts of the interviews. The data analysis revealed the final categories related to the two dimensions and to the sub-dimensions, that were grouped on the following way:

- Dimensions: two;
- Categories: twelve;
- Sub-Categories: forty-three;

Each category (two) represents the problematic situation to be solved and each sub-category (twelve) is part of the solution proposed. The classification of each sub-category (forty-three) to each problem response was considered based on the number of sources and references to each one, enabling to present one standard reaction to each one of the problems presented as sub-dimensions.

Results

Preparation for decision-making moments during the game

This dimension has a set of problems regarding the preparation process from coaches to be more fit to take different decisions during the competitive moment and to prepare the team to deal with those decisions (Figure 1).
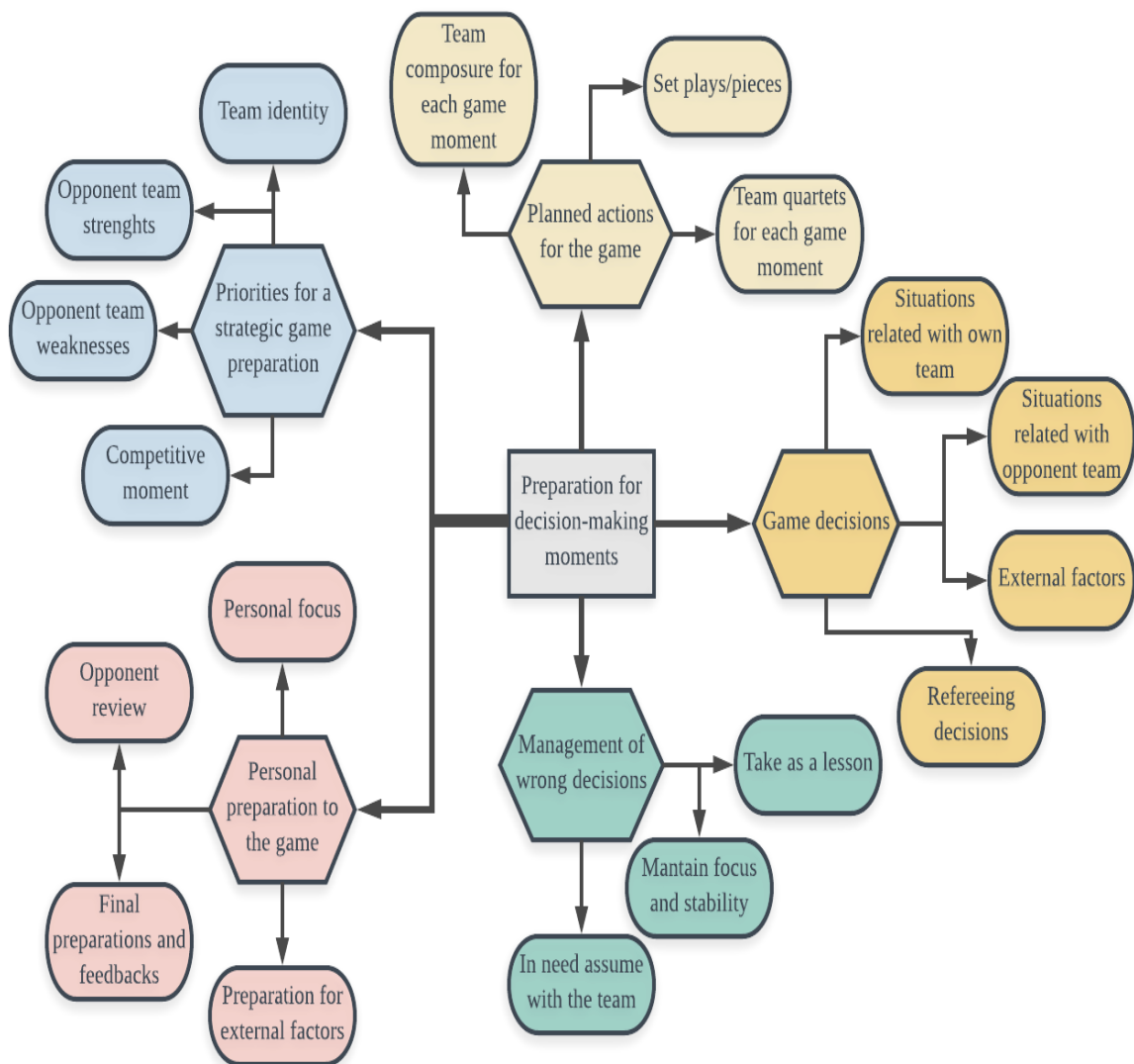
Figure 1: Graphical representation of the categories of the "Preparation for decision-making moments"

Priorities for a strategic game preparation

Regarding the priority moments to prepare the coaching decisions for the next game, coaches highlighted team identity opponent team strengths, opponent team weakness and competitive moment. The four priorities referred allow, according to coaches, to prepare the team during

the week and to prepare themselves to become more fit to take momentary decisions over the game (Figure 2).
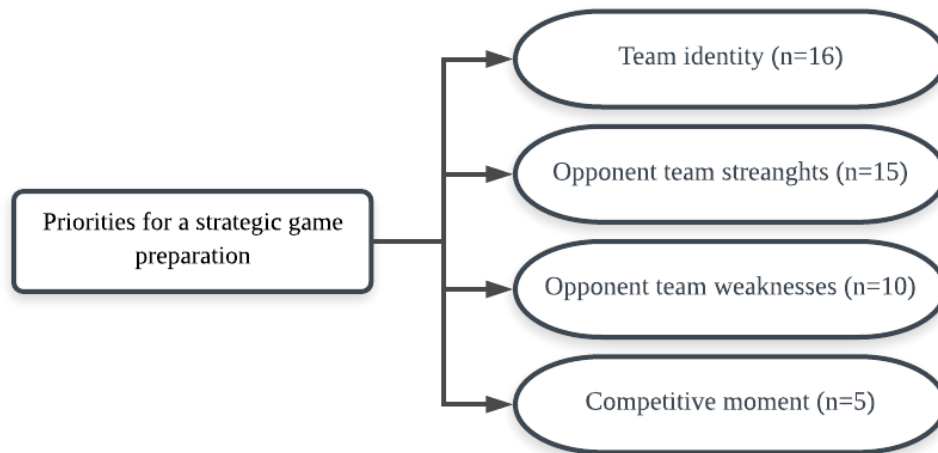
Figure 2: Graphical representation of the sub-categories of the "Preparation for a strategic game preparation" category.

Team identity

Coaches highlight the importance to work their team according to their identity and plan, sharing that the identity shouldn't ever be changed by any opponent team or competitive moment. The identity is what allows the team to know what to do in tactical and technical dimensions and help players and coaches as a tool to answer to different moments with developed patterns and strategical plan.

> The first one is how we play and how we develop in long term, our identity and how we want to play in the future, but to reach here we need to understand our position and also to develop one way to win, so, the first value is how we want to play, the second value is to make sure there is development, and the third one is to find a way to win without compromise the other two values. (Coach 5)

Opponent team strengths

Coaches look for the opponent strengths and work their team, according to their plan and identity to preview their actions, ready to don't be surprised and to be able to block the other team attempts with being surprised. With this, coaches also will be more capable to react and understand the ideas and plan from opposition team.

> I think I should look for the individual intention and potential from each team and how this go in the team pattern, because this is the easiest think to focus, this repetitive moments, because I can work this, more than game situation. (Coach 2)

Opponent team weaknesses

Again, and always supporting the work with the own team identity, this point should be part of the preparation during the week to maximize situations that can create more problems to the opponent, trying to take tactical, technical and strategic advantages inside the team identity that can help the team to break the defensive posture from the opposite team.

> With the info we have from the opponent we work our way of playing to take advantage of their patterns and details that we can take in advantage and create more problems to the opponent. (Coach 10)

Competitive moment

This should be other point for the coaches to be aware when they are preparing from a strategic point of view the next game and the microcycle. The competitive moment can obligate or suggests changes or different subjects to be worked, allowing the team to be more effective with the ideal posture.

> During the week plan we also do inside adaptation regarding the game, it's home or away, if it's a Playoff game or Regular League game. (Coach 8)

Planned actions for the game

Regarding the planned situations to avoid momentary decision-making situations in the game, coaches referred that team composure for each game moment, set plays and team quartets for each game moment should be worked and prepared during the microcycle. It's possible to see the preoccupation to have maximum of situations predicted and different styles to be included
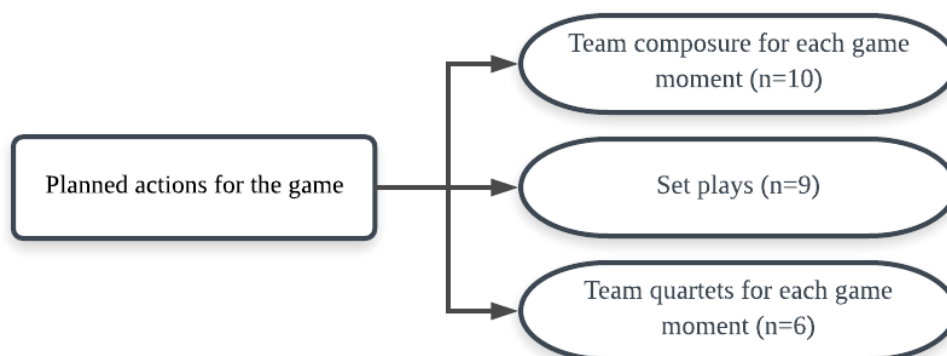
in the game (Figure 3).

Figure 3: Graphical representation of the sub-categories of the "Planned actions for the game" category

Team composure for each game moment

To prepare the team composure according to different games situations as game score, opponent strategy, fatigue, one red card or other game components, are game components

that must be part of the weekly training plan. Having these situations prepared will avoid a considerable amount of momentary decision-making situations.

> Usually we divide the game in game situations and we created what we call team modeling, with specificity in defensive moments, offensive moments and formations in four against four, so, we have three or four formations or schemes ready to play in different game situations. (Coach 4)

Set plays

The study of the opponent team allows the identification of patterns in set plays/pieces or in specific game situations like "Fly Goal Keeper". The preparation of these moments in defensive and offensive actions will avoid momentary decision-making every time one of these moments happen, but that don't mean the coach shouldn't reactivate the athletes in each of these moments to connect them to the previous shared information.

> From before we already planned we will take situation A or B instead of the C, we also know C, but the priorities are the others because we saw can give us more chances than the others. (Coach 7)

Team quartets for each game moment

Some of the coaches don't agree with the utilization of quartets doing their changes in the moment and according to what the game is asking, other coaches have their quartets ready and follow that plan to maintain the intensity, renew the feedbacks without the need of a time-out and, sometimes, to change the team tactical and strategic behavior.

> Choosing the players, we always have to give stability to the playing team and according to that stability we have to change or build the team quartets. (Coach 7)

Game decisions

To this third category of game planning, related to situations that are impossible to foresee and need momentary adaptations, coaches mostly referred situations related with own team, situations related with opponent team, external factors and refereeing decisions. This don't mean the team shouldn't be prepared to react to some of the highlighted situations but they aren't included in the specific game plan (Figure 4).
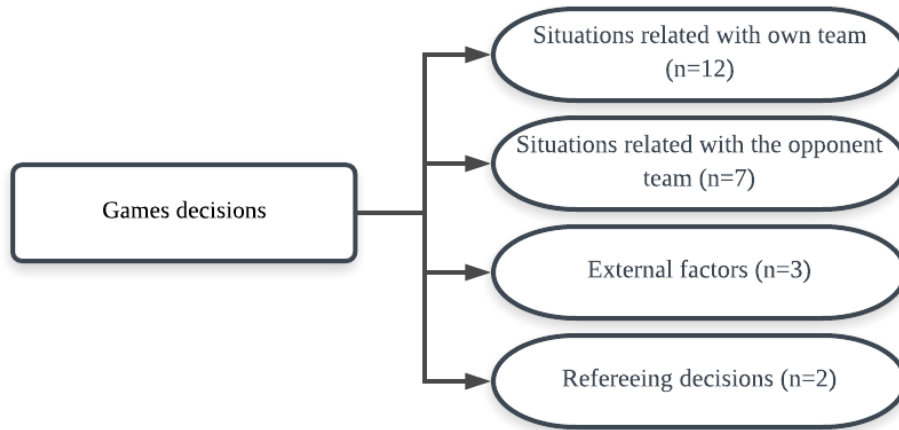
Figure 4: Graphical representation of the sub-categories of the "Game decisions" category

Situations related with own team

Sometimes, after all the planning and excellent preparation, one player is in a bad day and give everything away or is having a personal problem that take him out of the game, these kind of situations are impossible to foresee and can affect the plan and game strategy obligating the coach to take momentary decisions to fix the problem.

> You can study very well the opponent, you can prepare one incredible scouting and
> have one incredible week of trainings, and then in two minutes at the beginning of
> the game everything can goes down just because, maybe in that day, the players
> aren't in a good mood, or maybe they have some personal problems affecting them.
> (Coach 3)

Situations related with opponent team

The previous point also works in the opponent team and one player can have one incredible day and change everything that was planned, or the opponent team prepared drastic changes in their tactical and strategical posture, creating surprise and pushing to momentary reactions.

> Any drastic change on the opponent team, for example they can change all their
> organization and system, in the defensive or offensive moments. (Coach 8)

External factors

There are game components out of coaching control and completely impossible to predict or preview. This works in situations like the pitch conditions on that day (condensation for example), the audience pressing the team or the Referees, or even the side of technical benches, taking the technical area as close as possible to the opposition supporters allowing them to be constantly press the team.

> Isn't the same to train in your empty hall during the week and then go to play with five thousand persons that maybe are insulting and throwing things to your team and this are things you can't control. (Coach 3)

Refereeing decisions

The game strategy and plan can be changed from one moment to the other with one refereeing decisions, such as one red card, one penalty or fouls that affect your tactical approach, and that it's one of the game component impossible to foresee and that can push the coach out of the plan and to react in the moment with momentary decisions.

> One example, recently before one big game I told my team that if we are reaching the end of the game and not winning we will go for "Fly Goal Keeper", unfortunately when the time came we got one red card and we weren't able to do it. (Coach 7).

Personal preparation to the game

In this forth category, coaches referred personal focus, opponent review, final preparations and feedbacks and preparation for external factors. It's important for the coach to share positivity and confidence and that must be worked, even if there is any personal distraction or problem, it's important that the coach learn how to control the posture and behavior before and during the match (Figure 5).
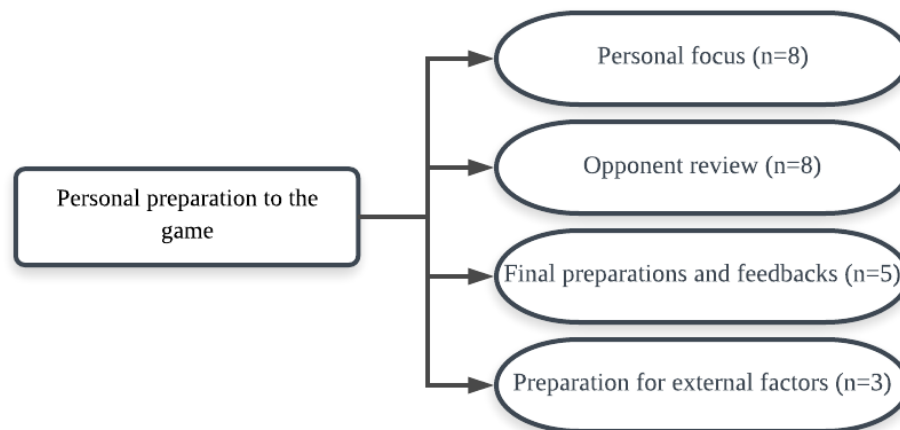
Figure 5: Graphical representation of the sub-categories of the "Personal preparation to the game" category.

Personal focus

It´s important to ensure full focus on the game and be prepared to be active. With the usual specific game pressure, it's crucial criteria for the coach to be ready to approach the game in proper conditions to take momentary decisions and to find solutions for immediate problems. Also, with this coach must try to control his emotions and the feelings he wants to share with the players, hiding any sign of stress, fear or tension and sharing confidence, trust and relaxation for the game.

> I think that the mentality must be worked and I believe the psychological part of the team and Coach must be worked. If I am working all the week training at sixty per cent of my focus, I don't change that in the game, I am very intense and focused during all the week and in the game must be the same. (Coach 1)

Opponent review

Doing one opponent review activate the coaches focus for the game with the increase of awareness and competitive mentality, switching on for the action moment. This will refresh the coach memory to identify and react to pattern and characteristics behaviors from the opponent.

> When the game comes I want to be ready to know everything and to know which players from the opponent is missing or not, how they play, if they have any problem, I try to collect as much information as I can, but for my security, I don't tell all this to the player. (Coach 6)

Final preparations and feedbacks

The third most referred component in the pre-match preparation to help the coach performance during the game are the final instructions and ideas to share with the team before the game, the last words can change all the team behavior and confidence and that should be prepared before, according to what is expected during the match, with short and clear information's.

> I give three main points in possession, three main points out of possession and three main points in transitions, small stimulus to activate the players. (Coach 5)

Preparation for external factors

To help the personal activation and to have one more complete knowledge of the game external components, it's also referred by coaches that it's important to research details such usual behavior of the supporters, how much time the own team or the opponent team have to travel for the game, small details that can do the difference and that will allow the coach to feel more prepared and confidence for the game management, avoiding any last hour surprise and also sharing those information's with the team, helping them to control the situation and to don't be surprised with any distractions.

> I like to know much more about exteriors situations about the team and not only about the team. If they travel when they come, if the come directly from the bus to play the game, if they travel 600km and they come immediately, so we have to use the first part of the game to win the game, because these things can make problems for them in the beginning of the game. (Coach 6)

Management of wrong decisions

The mistake and the error are part of the game, coaches as integrant part of the game is also under this game characteristic, according to that, coaches most referred actions were take the mistake as a lesson, maintain focus and stability and in need assume it with the team (Figure 6).
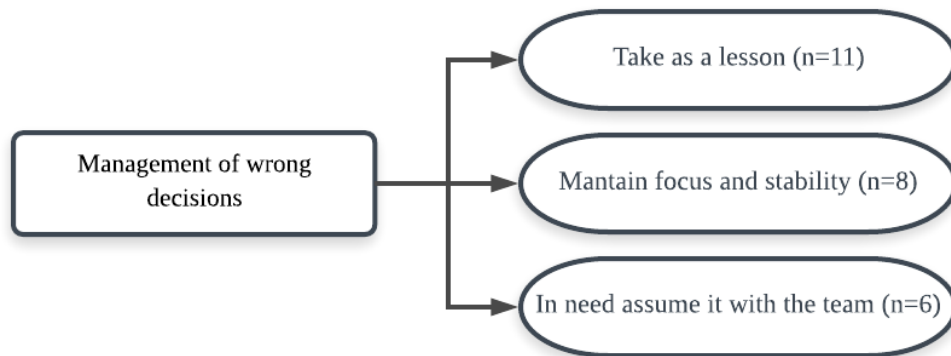
Figure 6: Graphical representation of the sub-categories of the "Management of wrong decisions" category.

Take as a lesson

The mistake it's normal and part of the game, not assuming it or learning with it to fix for the future will let the coach always in the same level and committing the same mistakes time after time. For coaches, if one mistake was done, that mistake must be identified, understood why it happened, what was the cause and factors, and fix it and avoid any repetition of it.

> I make a mistake and I see that was a wrong choice, we (coaches) take decisions in our job, with our knowledge and in some moments, for example, there is an important player to attack or to defend and I planned it wrong, sometimes the mistake happens and we need to assume and learn with it. My work method always takes the mistakes as a reality and I just want to learn with them, mistakes always happens, from Coach, from Players, we have one second to take a decision, sometimes will help you other times will be against you. We need to work to don't repeat the same mistake and that's the most important after all. (Coach 9)

Maintain focus and stability

As referred before, the mistake it's part of the game and it's impossible to remove it completely, so the momentary reaction to it shouldn't affect the coach performance because if that happens more mistakes will happen. The composure and focus always are the priority to keep the coaching level.

> It's one immediate situation, you know you made a mistake, sometimes you take something and isn't working, but I know that's normal, everything is moving, it's hard in that moment to take a decision supported in things that you have prepared,

sometimes the game come in the opposite way that you were expecting. I know and I see my mistakes, but that don't take my feelings and my trust because I know all my moves and choices are to win the game, to improve the team and our winning possibilities. So, I am relaxed with that, I react with the biggest tranquility that can exists and try to hide the mistake, not from the players, but the impact my mistake will give to the game must be hided. We need to react to hide it, because the player has to keep going confident. (Coach 4)

In need assume with the team

Thinking on the team and if the mistake is affecting the momentary team focus, or the after-game reaction and spirit, coaches believe it's important to assume the mistake in front of the team, to recover them and also to improve the group spirit and confidence. But also, this shouldn't be a rule or something to do with all the mistakes with the risk to create hypersensitivity in the team for those types of situations, so it's important for the coach to evaluate when this solution can help, or not.

There are situations you must give a word to the players to have their reaction, assume your mistake and "let's go guys", because if you don't do this they might stay thinking about the mistake and become blocked. I don't have any problem with these situations, my concern are the players, we must be careful with the players, it can't affect them and the Coach need to make them react and keep going. Problems and bad decisions are part of the game and Coach need to accept that. (Coach 10)

Game momentary decision-making

This dimension presents a set of problems to be solved during the game and propose the thinking of coaches to take momentary decisions, finding their pattern of solutions pursuit. With this, it's pretended to share general behavior patterns to be taken in each of the sub-dimensions and coaches thoughts to take the needed decisions, developing one guide for the ideal momentary reaction and to increase the coach possibilities to succeed in the process, doing it faster and with more effectiveness.

Regarding the coaches' references, it's possible to access to a similar construction of decisions, based on the same game principles and ideas regarding the main ideas and team identity, never running out of what it's planned and following always solutions that allow and promote stability and plan control.

Taking the answers from the first dimension, it's possible to identify the same line of thinking and principles that are implemented on the game according to the weekly work and preparation, maintaining their protocol and identity no matter what is the problem or result,

believing that the game success or the right process it's always the one connected to the previous work and implemented principles (Figure 7).
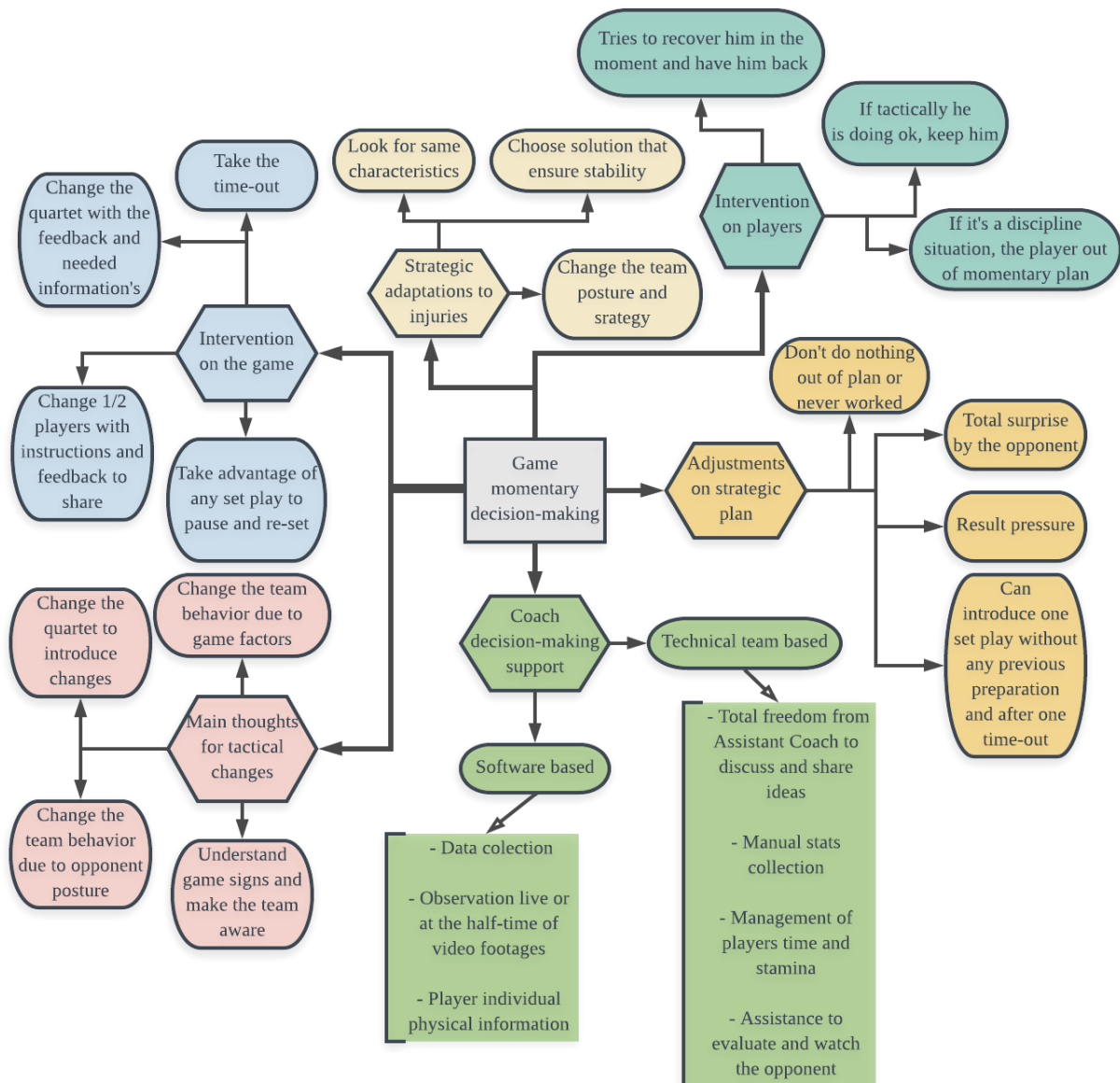
Figure 7: Graphical representation of the categories of the "Game momentary decision-making"

Strategic adaptations to injuries

Regarding this proposed problem, coaches' references are look for same characteristics, choose solution that ensure stability and change team posture and strategy as last solution. Coaches being consistent with their previous shared ideas, always prioritize the team stability, taking the team to consistent and reliable game strategies (Figure 8).
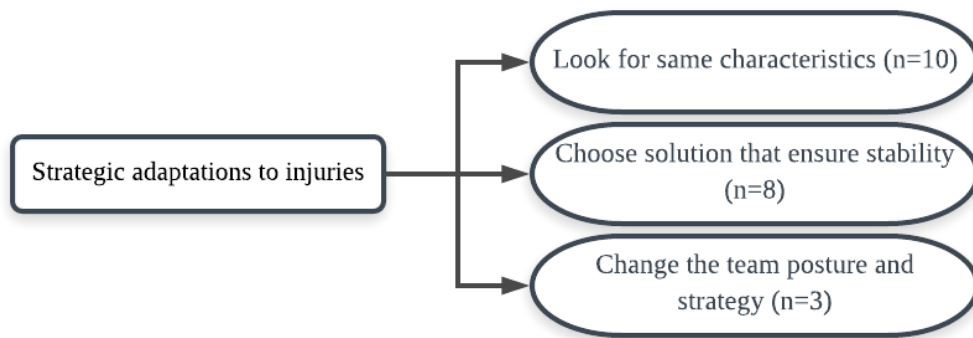
Figure 8: Graphical representation of the sub-categories of the "Strategic adaptations to injuries" category

Look for same characteristics

One of the choices for the futsal coach is to look for one player with similar characteristics of the injured player with the purpose to keep the same level and to offer the same capacities to the team, with this the game plan stay safe and the team identity and posture is protected.

> First, I have players with similar characteristics and we work a lot in our model so
> the substitutions always come from the individual characteristics. (Coach 4)

Choose solution that ensure stability

Other solution highlighted by coaches is to look to solve this problem is to choose one player that will give and maintain the team stability, with this the coach don't want to lose the defensive capacity but also want to keep giving the most approximated offensive solutions. The player might don't be the same of the other in individual details, but from the collective point of view, it won't allow the team to lose their composure and posture.

> I can't choose in the first moment a player completely different because there is the
> risk to lose the stability, so if I don't have a player with same characteristics, first I
> try to have stability and with that I will buy time to try to find the best solution to
> change the team behavior. (Coach 9)

Change the team posture and strategy

For coaches, without a player with same characteristics and without one stable option, the third option can be changing the team strategy, style and posture, betting on a player that will give different game components in all the game moments. This might change the defensive and offensive moments of the team, but it's always under a game plan and previously prepared also as a team solution.

> Well, that depends on the player. If it's one important player in all the team
> structure and capacity, like the "Fly Keeper", I need to do changes in the structure

> that are second plans, so they aren't so well prepared like the main plan, but they
> are ready. (Coach 8)

Intervention on the game

For this category, coaches referred take the time-out, changing the quartet with the feedback and needed information's, change one or two players with instructions and feedback to share and take advantage of any set play to pause and re-set (Figure 9).
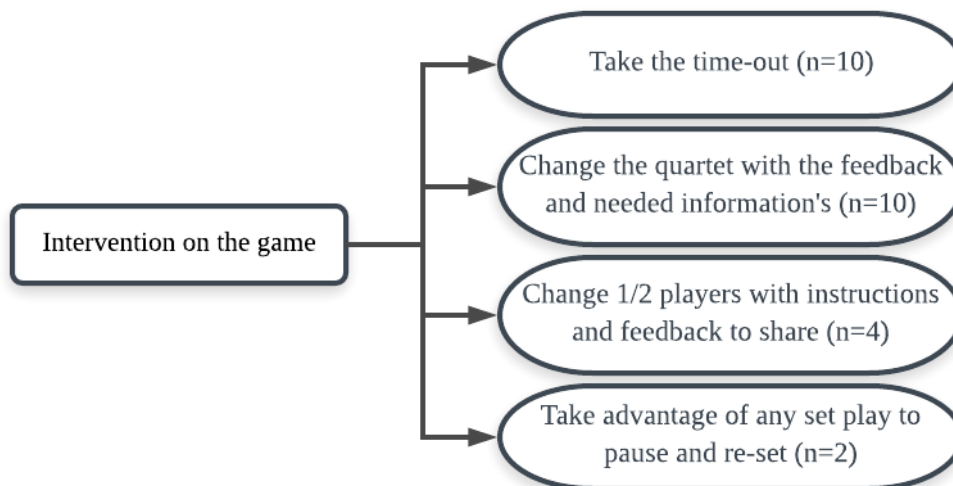
Figure 9: Graphical representation of the sub-categories of the "Intervention on the game" category.

Take the time-out

The obvious toll for when the coach perceives the game plan is ruined or the team is going in that way, is to take the time-out to stop the game, reactivate the players and share the ideas and thoughts to have the game back to the team control according to the game plan.

Besides the time-out being the solution with more capacity and possibilities to be the most effective in this problem, coaches always refer that it's important to don't waste it and to manage if the moment is the ideal to take it or if it's better to wait for other signs and explore other solutions.

> There are different ways, the time out it's the most obvious, if you are near the half
> time you can change your strategy to be more passive and with more possession to
> hang on until the half time. (Coach 10)

Change the quartet with the feedback and needed information's

For some coaches this would be their first choice, for others it also can be, according to the game moment. Changing the four players with the introduction of one refreshed quartet, with all the needed feedbacks and information's to fix the problems and bring the team back to the game plan, can works and also will allow coaches to save or delay the time-out for other situation.

> Coach have possibility to change the players he has in the pitch, must try to, if the time-out isn't available, or he don't want to spend the time-out, Coach can prepare another four different players, in the bench, speak with them and share with them what are the intentions to stop the game and get back to the plan. (Coach 3)

Change 1/2 players with instructions and feedback to share

According to the game and to what the coach perceives and see, this is the third available solution. If the identified problem is in the defensive moment coach can choose to change two players with better abilities for those moments, or in offensive situations the same also can be applied. Besides this technical choice, the players also take information's and instructions to share with the other active players, bringing them to the same plan and page.

> One other solution is to change one or two players with different styles and indications to see if we can answer in a better way and modify the team with that. (Coach 2)

Take advantage of any set play to pause and re-set

This possibility is always available and can be used by coaches to delay actions, allow the team to pause and think, re-setting the players mind and taking the back to the game plan.

> We use triggers that works as stimulus to go back to the proposed model. To do this, sometimes, we take advantage from strategic plays to come back to our control, to relax, focus in the game and follow the plan. This is worked, we, in the trainings, give this responsibility to the players. It's the moment to meet our control and comeback to our plan. (Coach 4)

Intervention on players

This situation needs to be deeply evaluated by the coach, analyzing all the dimensions of what represents one abnormal behavior and one unsatisfactory performance, and according to that, take the right decision and answer.

It's unanimous the player need always one second chance and one bad moment should be supported by the coach, bringing the player back to the normal level and showing confidence on him. The player can be replaced for few moments, to clean the mind and to recover the personal focus, and then be back in the game again. Also, it's unanimous that if the problem is in the discipline dimension, there isn't second chance and the players should be replaced.

So, according to that, coaches' most referred tries to recover him in the moment and have him back, if it's a discipline situation player is out of momentary plan, if tactically he is doing ok keep him. (Figure 10).
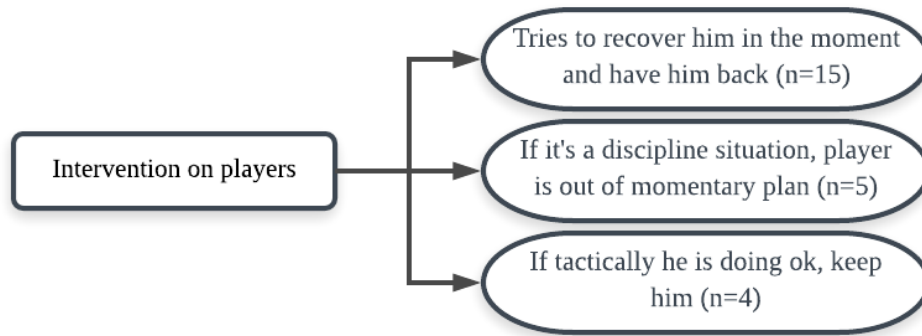
Figure 10: Graphical representation of the sub-categories of the "Intervention on players" category

Tries to recover him in the moment and have him back

The psychological coaching dimension it's present in all the moments and games aren't exceptions. Recovering one player from one bad moment it's part of coaching role and understanding the importance of that can make the difference in coaching capacity. Manage that individual situation with the collective interests it's other part to be aware, but coaches believe this point have massive importance and only accept to don't insist in the player if that will protect him for the immediate future.

> It's very rare one player to work well and then have a bad performance, so we also need to evaluate this before the game, in the game, if I have possibility to give him time to try to recover him, I give, but in high performance, nobody can buy confidence and minutes, the player must know competition have measurements, it's a competitive moment and the player must be competitive, understand even playing in a low level, player needs to control the basic aspects of our identity. (Coach 2)

If it's a discipline situation, player is out of momentary plan

Coaches are unanimous regarding discipline and their limits, not allowing any player, with any status, to cross those bonds. Depending on the situation the player even can be expelled of the team, in order to give the clear sign for the team that nothing is bigger than the group. If it's a minor situation, coach can try to solve it in the moment, but might chose to don't give him more minutes in that game.

> But for me it's different about the performance and the behavior, I mean the behavior for me you can't negotiate, if someone make something wrong for me it's the same if he is the team superstar or the player that don't play, the behavior is something you can't negotiate, must be the same for everybody. (Coach 3)

If tactically he is doing ok, keep him

According with the psychological dimension of the game and also with the team management and the game plan, if the player is being poor in game components that usually he is strong,

but from the tactical and stability point of view he is doing ok, coaches should give him more time to show how much he trusts in the player and also because futsal moments can change everything upside down and in the next minute have the player back to the usual levels. If that doesn't offer any risk for the team, coaches choose to keep the confidence and support in the player.

> If the player isn't him, taking wrong decisions, without intensity and with fear, I have to change him and it's hard to come back to the game. I forgive, understand and respect everything, even mistakes, from players with intensity, with initiative, playing in a positive way, in that moment I don't have any problem with him, everyone makes mistakes. (Coach 1)

Main thoughts for tactical changes

Being one head coach in futsal is one incredible challenge due to the constant changes and variations during each single game and be aware of all the moments following them and having the team ready for it it's mandatory. Understand game signs and make the team aware, change the team behavior dur to opponent posture, change the quartet to introduce changes and change the team behavior due to game factors, were the most referred actions related to this proposed problem.

Tactical changes may change the team game composure and posture and it's important to be well evaluated and adapted to what the game is asking for, according to the different components of this category (Figure 11).
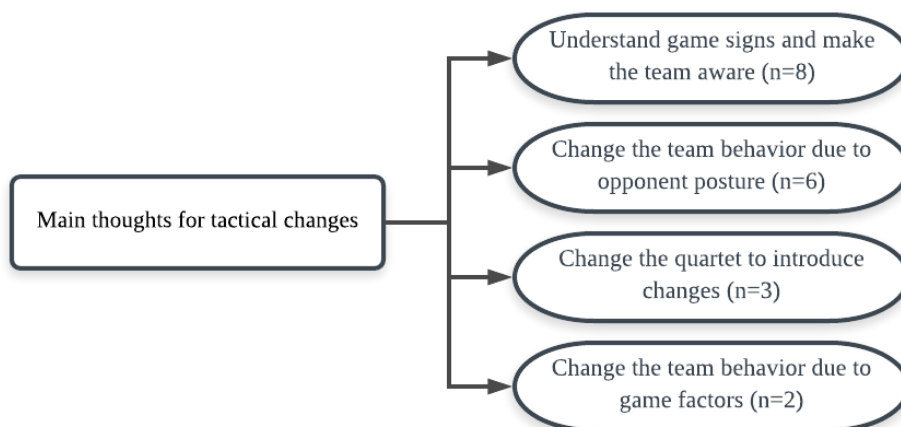
Figure 11: Graphical representation of the sub-categories of the "Main thoughts for tactical changes" category.

Understand game signs and make the team aware

This is a crucial aspect for futsal coaches, lead and perceive the game moments, reading and processing the general information and acting according to that. These game moments can be technical, tactical or one game factor as time or fatigue, and it's important to the coach to

predict these events and anticipate informing the team to be aware of what's happening and to fix or avoid any possible present or upcoming problem.

> There are some signs coach must be aware, fouls, time to end the game, physical drop, for example, and we need to check two things to react to those things, the game role, if we are controlling it or not, and what the game need. According to that, take action and inform the team. (Coach 10)

Change the team behavior due to opponent posture

Other point that can push coaches to take the action and do any tactical change is related to the opponent. If the priority is to be aware of game signs, this second point it's also included in that but focused on the opponent. According to their strategy and tactical posture, coach must react and work with the Team to avoid any danger and to be protected against the opponent strengths.

> The team income is related with four different characteristics, the first one is the referees, but that one I can't control so I don't speak about that, the second is the opponent and about them I need to know what they are doing in the pitch, I need to understand what it's happening in the game, so I try to observe the game in which part of the game they are doing better than us to know how to react. (Coach 2)

Change the quartet to introduce changes

Having the team ready to change the entire quartet, to introduce in the game strategy the reaction to the perceived game information's, opponent posture and game factors, it's other referred point by futsal coaches.

> Change the four, but if they are my best four, I will give quickly the feedback I need and get them back on. Between this action, the replacement group can go or not with the new ideas, with this I also can try to delay the game in order to have my best four back on the pitch. (Coach 5)

Change the team behavior due to game factors

One other point mentioned by futsal coaches it's also under the umbrella of the first point, because the game factors are included on the game signs to be aware. Signs like fatigue, game time or other components, must be under the coach control to be ready or to prepare any tactical change according to that.

> Other characteristic is other circumstances, red card, injuries, fatigue, things from the game that can affect our strategy and at last the score, everything is related with the score, and Coach must read these information's to react to that. (Coach 2)

Coach decision-making support

In this category, coaches' answers and reactions obligated the creation of two different sub-categories, one with technology support, and other one with human support (Figure 12).
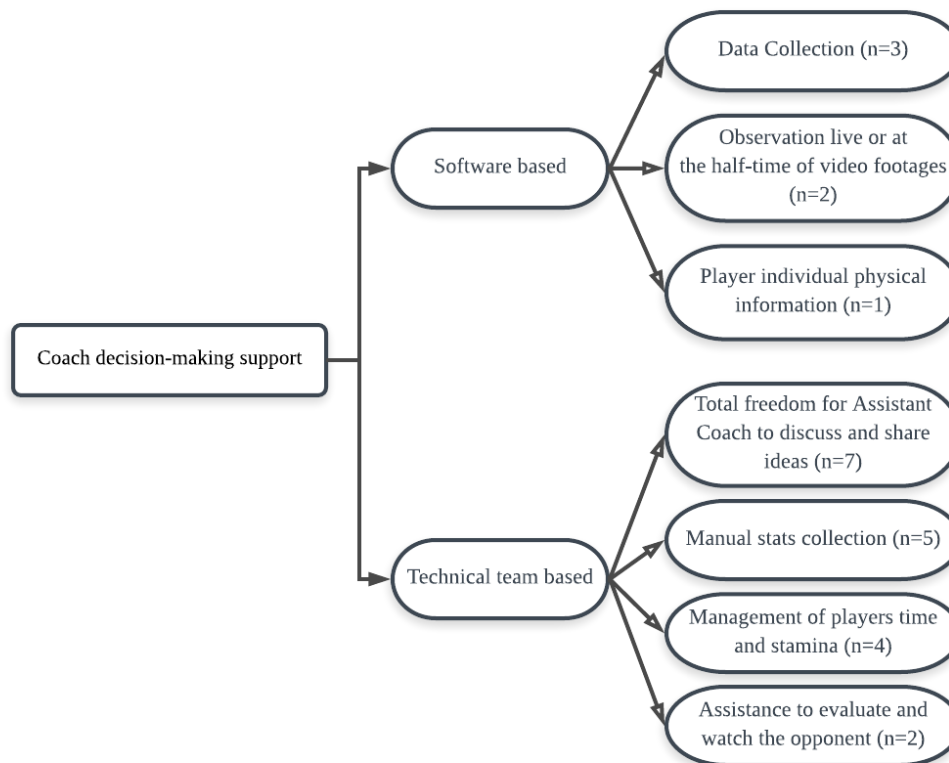
Figure 12: Graphical representation of the sub-categories of the "Coach decision-making support" category

Software Based

Data collection

For coaches it's important to have one software with data collection, this information can be used in the moment and force any action, helping to find factual situations to support decisions, that can be momentary or for next games. Some coaches also provide these information's to the players during the game or after the game, with the goal to stimulate their actions.

> We share the data with the players, even in the half-time, they are prepared for
> that, and most of the times they ask us the numbers, to see if they have to do more
> or not. So, we educated the players in this way to ask more from them, also after
> each game they receive their individual report, and this tool can help you in other
> things, like to know each player rate in each home game for example. They are ok
> with this, they like and they have a positive reaction to that. (Coach 4)

Observation live or at the half-time of video footages

Other available tool based in software is the possibility to present video footages and edit video cuts of different game actions to be presented on the bench or in the half-time with the goal

to fix any situation. With the possibility to observe the mistake or the problem, players and technical team have more conditions to succeed.

> Sometimes, not always, we try to have one camera man during the game, and sometimes in the Half Time, I repeat, not always I can have this information, but in some tournament's, we bring one assistant, that allow us to have even in the half times short videos and cuts about some actions that maybe I want to highlight and maybe we can use during the half time. Sometimes I do it, depends on the competition. (Coach 3)

Player individual physical information

The player physical stats also can be analyzed by software that can help coaches to foresee injuries or fatigue. The importance of this point it's more for pattern analysis rather momentary analyses, even because coaches believe in their own perceptions, what makes this point interesting but not needed.

> We also play with heart-rates monitors, don't influence my decision but give me knowledge from the player. (Coach 5)

Technical Team Based

Total freedom from assistant coach to discuss and share ideas

Coaches believe the assistant coach can add other visions and contradictory to the head coach thoughts, giving total freedom to talk and discuss during the game, but always respecting the limits and the final word from the head coach. The help of the technical team can improve the information collection and the quality to analyze the game, allowing faster reaction and more effectiveness to it. So, in this point, have one assistant coach with capacity to discuss and build own ideas and develop personal analyzes during the game is crucial.

The understanding and identification to help the relation and coordination between the technical team it's also important and can make the different in coaching effectiveness.

> In my technical team I give total freedom. Sometimes before the game I go to them and I tell "please look to the changes in the other team to manage my team to answer to them". We have the game plan and my assistant coach have is role. Sometimes even he gives some ideas like any changes or things I wasn't aware to see. So, this is a very good relation, the assistant coach is very important because he give a big amount of solutions that we can't see because we are very focused in the moment. We talk too much, I ask him always opinions. I believe he is my right hand every day, he knows my ideas, my goals for each game, and he is there to help me in my decisions and also to discuss, because sometimes he have other visions and that is

> very positive. Sometimes I listen and I don't do what he says, other times we follow
> is vision and idea, and that is part of the game. (Coach 9)

Manual stats collection

Most of the technical teams have elements to do man made collection of game data and stats. Besides giving factual and statistic information from the game, also allocate one member focused on the intended game moments, releasing the head coach focus for other moments.

This data also helps to understand the game tendencies, allowing the construction of changes to block or to promote those tendencies, and gives additional information to do one player performance evaluation.

> I have one technical assistant to collect game stats, he shares with me the table with
> the game stats and I do my evaluation, according to my sensations. But I look a lot
> for my sensations regarding the players, most of the times is related, or near the
> game stats, sometimes no. (Coach 1)

Management of players time and stamina

Some coaches have elements in the technical team with the purpose to evaluate the active time of each player and also to provide information's related to the player stamina that might be hidden from the head coach perception.

> During the game we have the help to manage the game time for each player and
> that's one of the helps from my technical team, sometimes I even don't discuss or
> ask if we will do like this or like that because we already have our way to work, other
> times I ask him and that's it. (Coach 7)

Assistance to evaluate and watch the opponent

One other detail referred to the technical team roles and assistance is related with the awareness of the opponent's behaviors and strategies. This can happen in one mixed way or in the allocation of one technical member with that mission and help the head coach to be more focused in other game factors.

With this it's also easier to understand why certain situations are happening, because the head coach can present the vision of his own team and the assistant coach from the opponent team point of view, allowing to fix it or explore it more.

> I like to have one assistant coach focused in the opponent team and I putt more focus
> on my team, so I ask him, according to our scouting if he find any change or any
> specific behavior from the opponent team. I can see those points but working like
> this allows me most of the times to find them earlier. For example, I am in the game,

they can be preparing the "Fly Keeper" and with my assistant coach focused there I
can know it faster and be ready faster. (Coach 10)

Adjustments on strategic plan

This category presented to the coach the possibility to go out of the system and which reasons
can push for that option, being identified that coaches don't do nothing out of plan or never
worked, total surprise by the opponent, result pressure and can introduce one set play without
any preparation and after one time-out (Figure 13).
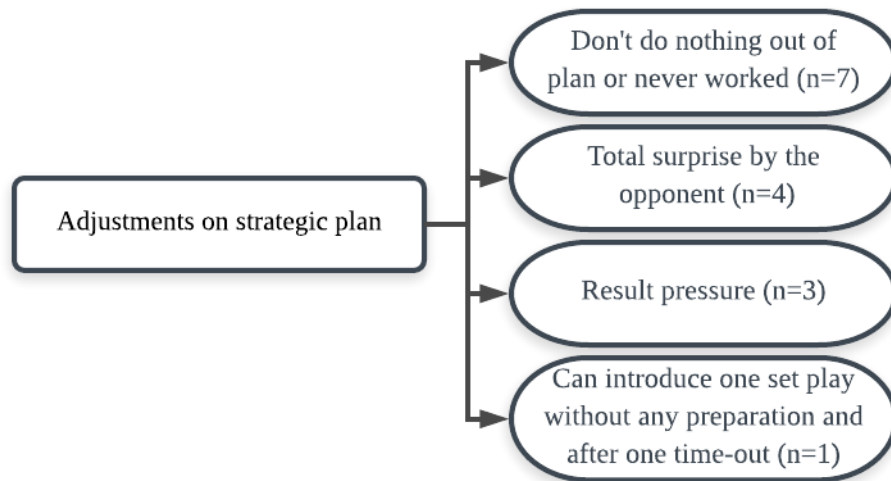
Figure 13: Graphical representation of the sub-categories of the "Adjustments on strategic plan" category

Don't do nothing out of plan or never worked
Coaches showed always as a base for the team, the own identity and organization being
impossible to push the team out of those points. According to that, they refer that hardly any
solution will help more than any worked and planned solution, and everything should be
connected with the long-term progress and the game capacity development.

Coaches work on their game plan and team strategy and they must be aware of the need to
change, even if that push him to admit any mistake during the game preparation, it's important
to be open for those situations and have planned solutions ready to one immediate
implementation.

> The coach need to have different plans, I mean, maybe during the week you can
> prepare one kind of game strategy, of course you expect one game and you have a
> plan for this game, but coach also must different plans, even if during the week,
> Team didn't focus in the other plans, but they must be ready. The team must have
> different weapons to answer or different answers. You know? Using different kind of
> players, or changing the plan, you must be able to offer different solutions. Even this
> isn't what you aren't expecting before the game, but you must be able. The problem
> isn't if you make a mistake planning the game, the problem is if you aren't able to

react to the mistake. I say, you will do a lot of mistakes, the difference is if you are able to change and be able to change the plan fast. (Coach 3)

Total surprise by the opponent

Other mentioned point was the need to change the game plan due to one total surprise from the opponent in the game approach. For that it's important the coach capacity to read and understand the opponent game from the first minute, to evaluate if the game plan it's correct or if need to be changed according to other team solutions.

Giving one example, last game we play, my intention was to start with three-line ups, because the intention was to let them play few minutes until they ask to change and hoping the players to be honest and also with the intention to ask them sometimes. So, when one player asks to change we always change four by four. Then I realize the opponent was very aggressive and good in the defensive process and creating difficulties to us, so we decided to change to play with only two line ups, because the third line up was very young and might fail, so I changed the plan because of the opponent game approach. (Coach 6)

Result pressure

The third referred situation that might push the coach to change the game strategy is the result, forcing coaches to try other solutions to reach the victory, but always under one different worked and familiarized plan.

The good or bad performance from who we expect to perform more or less related to the need of win might push us to other things and solutions. (Coach 8)

Can introduce one set play without any previous preparation and after one time-out

At last, other situation was the introduction of one set play out of the team plan and strategy and that wasn't worked before, if it was identified any special situation that can push the team for that. This only happens after one stop, such time-out or half-time, for example.

Situations that I never prepared and I can do in the game, strategic plays, I ask "Time Out" and explain, other situations, only if something very rare or strange happens, if not, never. (Coach 10)

Discussion

The main objective of this study was to present the thinking patterns of expert futsal coaches on the momentary process of decision-making and intervention. From a generic point of view, it is possible to conclude that coaches always look to their capacities as something in continuous

development, improving their individual perspective to be able to give advantage in the collective side of the team. To be able to do this, the integrated professional, interpersonal and intrapersonal knowledge are the base of coaches' development vision. In line with the notion of coach effectiveness (Gilbert, 2009), Increasing players competence, confidence, connection and character, are goals that coaches chase. As observed in different answers, coaches always put the focus on the players as the principal roles of the game.

It is also possible to observe the concern in a lifelong learning, being clear the general principle that mistakes can be used for learning purposes and to develop new knowledge related with the game development (Jarvis, 2006). Such results can contribute to improve the coaching education programs, introducing the learner's perspective with information regarding the coaching effectiveness (Trudel, 2009), but also sharing the importance and capital behaviors of elite futsal coaches (Borrie & Kowles,2003).

Also, such results, allows to share different coaches' perspectives, not blocking the process of mentoring focused in only one vision (Trudel & Gilbert, 2004). Also, this study goes inside the elite coaches' thinking process, sharing how and why, situationally meaningful judgements and decisions are made, and also exploring the understanding of the pragmatic constraints of coaching contexts (Cushion et al.,2003). It allows to explain the different guidelines, reactions and the typical behaviors of expert futsal coaches'. For that, the separation of results in preparation for decision-making moments and game momentary decision-making, allow a better perception and understanding of the coaching process for intervention.

Preparation for decision making moments

Analyzing the coaches' answers for the preparation for decision making moments, allows to understand that elite futsal coaches follow very similar ideas to manage their teams and to prepare the competitive moment. The preparation moment was centered on priorities, related to the own team identity and expected performance on the top putting all the other game components to a second plan. Such process has been referred to as being a breadth first approach to problem solving (Abraham & Collins, 1998; Johnson et al., 1981; Zeitz & Spoehr, 1989). There is a weekly work to develop the knowledge of the opponent team and to develop the own team game performance and posture, generating perceptual information, which, in turn, constraints the emergence of further reactions (Araújo et al., 2017).

With the perception of most dangerous actions and limitations, coaches' take the key information's to introduce small adaptations in the own team with the main goal to be prepared to avoid the opposite team strengths and to take advantage of their weaknesses, always faithful to their team main identity, principles and posture. As referred before and according to Williams and Grant (1999), the anticipation capacity in sports requires high capacity to recognize different information and patterns.

Having the own team identity and posture well developed and prepared was the next focus highlighted and clearly understood in the first four proposed problems (Priorities for a strategic game preparation; Planned actions for the game; Game decisions; Personal preparation to the game). Coaches clearly defined priorities for the preparation. First, they look to their own participation, action and plan for the game and then, managing the knowledge from the opposition they structure how to adjust the team for the game challenges. As referred by Coach 5, the first priority is how own team play and how to develop it in long term. The identity and the vision for the future should be the first value (i.e., the plan for the team, how to play), the second value is to make sure that the process of development if growing and the third value should be how to find a way to win without compromise the other two values. Regarding the last proposed problem of preparation for decision making moments, it's clear the general principle of lifelong learning process, based on experience and taking any mistake in deep analysis with the purpose to understand the reasons and to learn with it.

Concluding, in this category it was possible to observe one special concern with the game knowledge, the recognition of patterns and behaviors that allow the coach to react over the game. Also, it was possible to observe one vision for long term development, not allowing the immediate success to bring massive implications to the long vision plan, including this long-term vision in one lifelong learning process, following the game development. As the key message, from almost all of the coaches it is possible to highlight that the team is the center of attention of all the process and the player the most important resource to allow the team success.

Game momentary decision-making

Keeping the same work principles and showing structured and stable processes, coaches showed with their answers a tendency to maintain the connection to the game plan, even with many constraints over the game, the team identity always must prevail. Also, it was clear that, as referred before by Araújo, et al., (2017), the action mode can change to other action modes guided by the information conveyed by the affordance. Based on that, it is possible to observe the importance to adjust the game strategy (Afonso, et al., 2012).

Expert coaches', according to the observed information, revealed the importance to have the team ready to follow different game approaches and composures, building a base to allow the team to become comfortable in different tactical styles without losing effectiveness. Even with the possibility to change the game plan, the occurrence of some proposed problems (strategic adaptations to injuries, intervention on the game, main thoughts for tactical changes and adjustments on strategic plan) not change the team focus and coaches prioritize in their answers that the team stability, team focus and structure is fundamental to win.

Related to the focus and team structure maintenance, coaches realize the importance to keep the players over the game, showing a tendency to give feedbacks with a positive approach and perceptible cues, avoiding complex information's and promoting the fast understanding by the players. The intervention with players must have capacity to open two communicational channels, not only from coach to players, but also in the opposite way, being up to the coaches the how to filter and react to the received information. With this, coaches are more able to understand players momentary feelings and constraints, facilitating the perception and capacity to predict and avoid possible momentary team limitations. This also can be extended to the technical team, being possible to observe that coaches accept that different perceptions and ideas can help the momentary coaching effectiveness and game momentary decisions.

Implications for coaching development programs

This study follows Cushion (2006) vision, being identified to the idea that future coach education programs are to improve in terms of individualizing the coaching process to the situation, then social contextual factors that influence and impinge upon the lives of the coach and athlete, and the relationship that exists between them, must be taken in account. This study presents the process of preparation and momentary decision making, sharing the prioritization process for each proposed problem, and matching the requirement to present practical solutions from the coach point of view.

This study intention is to make possible the introduction of one proposal for the decision-making process in each situation, allowing the coaches to react faster and better according to the proposed guidelines. Also, with this, the coaching principles and team development plan can be shared in a more clear and understandable way, giving the real vision of expert coaches during their long-term plan and also during their weekly plan.

Conclusion

The present study allowed the detection of regular posture on the decision-making process, either on the preparation for it and in momentary decisions, promoting the development of futsal coaches in this area, with more practical and objective instruments available for futsal coaching education programs. The final results were found after ten expert futsal coaches being part of one behavioral analysis, answering to eleven different problems separated on two different categories: (a) preparation for decision-making during the game; (b) game momentary decision-making. According to the coaches' answers and reactions, it was possible to connect their ideas and find general instructions to understand and extract the prioritization principles to find each solution.

The generic and more referred principles by the expert futsal coaches and that should always be in the coaches' mentality in the preparation and in momentary decisions, are:

- Own team identity;
- Have different solutions always prepared according to the team identity and to present in different moments or as answer do different problems;
- Always know the players and understand the income and outcome of each one;
- Do one analysis of opponent team based on their weaknesses and strengths, and according to the own team identity construct the game strategy;
- Coaching is one position with continuous learning moments and all the mistakes should be part of that, analyzed and fixed;
- Always stick to the team plan, even if sometimes coach have to deflect from that specific game plan;
- Focus and stability never should be affected by any situation or game moment;
- Any unexpected change should maintain the team stability;
- Take advantage of the players and mutual communication to add tactical changes or to recover the game plan control;
- Have one open relation with the technical team, to receive the maximum income from it, but always develop the working process;
- The intervention with players should respect the team stability and game moment, always managing to have the best of them;
- Any disciplinary problem should be exemplary solved;
- Never do something that might help the team in the short term but that will block the long-term development;
- The only exception and accepted not planned and trained moment is one set piece in one special moment;

Being a futsal coach demands full awareness of different signs at the same time, perception and capacity to deal with the game pressure.

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