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The Effect of Timeouts on Team Performance: Evidence from E-sports

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Abstract

This study aims to determine the causal effect of timeouts on team performance. To do so, I constructed a data set on 103 high-tier *Counter-Strike: Global Offensive* matches. I use exogenous variation stemming from technical difficulties, for example, latency issues. When defining a timeout as one having lasted at least 30 seconds - the usual tactical timeouts' duration- having had a technical timeout increases the probability of reversing the previous round's winner by 14.76 percentage points. This study has important implications for sports. First, it shows that the belief that timeouts can help break the other team's momentum, and are, therefore, a valuable tool to increase the probability of winning, has some empirical support. Second, given the first point, knowing when to call a timeout could be critical to the team's success. That is, coaches should be selected on this capability as well. Third, increasing the number of timeouts, or even making timeouts available on sports that do not currently allow them, could make the sport more competitive by making it easier to stop a team's momentum.

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1 Introduction

Many factors can affect a team’s performance in sports. The physical factor is the most obvious, but there is also the psychological factor. Psychology has been gaining traction in sports over the last few years. One psychological factor which has received much attention is momentum. Iso-Ahola and Mobily (1980) define *psychological momentum* as “an added or gained psychological power which changes a person’s view of himself or of others or others’ view of him and of themselves.” The authors argue that this changed perception then influences players’ performance. Therefore, momentum can influence the outcomes of matches. How does one gain momentum? By being successful. For example, suppose you score 6 points in a row in basketball. In that case, you will likely gain psychological momentum, giving you an advantage over the other team². Timeouts can potentially play an essential role by stopping a team’s momentum and letting players reset their mindset. This study aims to determine the causal effect of timeouts on team performance.

Some studies have tried to determine the main factors influencing coaches’ decisions to call a timeout. Arias *et al.* (2010) found that most timeouts in volleyball are called after the opposing team scores 1 to 3 consecutive points. Lloveras and Vollmer (2021) studied Division 1 NCAA college basketball teams and, in line with these results, found that “the probability of calling a timeout increased as the relative points scored by the opposing team increased.” There are, of course, many reasons to call a timeout beyond breaking the other team’s momentum. Nevertheless, this idea seems to be in the coaches’ minds. For example, Murray (2022) cites Tom Thibodeau, the New York Knicks’ head coach, referring to a 9-0 run by the Los Angeles Clippers: “A bad minute could be 12 points. So I think using your timeouts to kill those runs is important.” Although there have been some attempts to answer whether timeouts affect performance, they fall short in estimating a causal relationship, i.e., the average treatment effect of stopping game play. In the cases where they find an effect on some performance or outcome measure, other stories can serve as an explanation. If we see that, for example, the score differential decreases after a timeout, one might be tempted to attribute it to the timeout itself. Nonetheless, since timeouts are more often called when on a bad slump, we might just be seeing a reversion to the mean. This would be another example of Ashenfelter’s dip (Ashenfelter, 1978). Another source of endogeneity comes from the fact that some coaches can be better than others at motivating the players. If good coaches

²Psychological momentum can also work the other way around. Losing many points in a row can be demoralizing and cause players to play even worse.

know how to motivate their players, they would be more likely to ask for a timeout -since they would find it more effective-. Then the results would contain the effect of stopping the other team's momentum and the difference in the coach's capabilities. Consequently, we need exogenous variation on the timing of the timeout and some control over the coaches' influence to measure a causal effect. I use evidence from *Counter-Strike: Global Offensive*, a video game, to measure a causal effect by using timeout variation stemming from technical issues, for example, connection problems.

Counter-Strike: Global Offensive has two types of timeouts: tactical and technical. *Tactical timeouts* are timeouts a team calls to discuss strategy, the same as in basketball. Each team has a certain amount of available tactical timeouts - depending on the tournament's rules- and can choose to use them anytime they want, even in a row. *Technical timeouts* are called due to technical issues, like player latency. It is important to note that players and coaches are not allowed to speak during technical timeouts, unlike tactical timeouts³. Thus by utilizing technical timeouts, I am looking at the average treatment effect of stopping game play; this is what I will be referring to throughout this study. The no communication rule during technical timeouts makes them different than regular timeouts. Nevertheless, this means that I will estimate the effect of the timeout itself. That is, the results found in this study should be taken into account but are not indicative of anything if the coaches can motivate players enough to overcome the adverse effect of calling a timeout. Although the final effect of tactical timeouts during the game also includes the motivation factor, the momentum-stopping effect is found to be relevant and large.

Unlike in sports like basketball or volleyball, there are rounds in *Counter-Strike: Global Offensive*. The number of rounds won determines the score instead of some particular outcome that can change rapidly. Ideally, I would define *momentum* as having won many rounds in a row, which would be the equivalent of scoring many points in a row on a basketball match, for example. Unfortunately, I am forced to define momentum as having won the previous round due to insufficient data. For example, when defining it as having won the previous two rounds, I am left with only one technical timeout in the sample. Nevertheless, since rounds last up to almost 2 minutes, a team could potentially build momentum within the round and have achieved a psychological momentum advantage by the end of it. I do,

³Since the matches used in this study were played online, all players had cameras on them, which would make monitoring easy. Also, the communications app players use records the voice communications of the players and coaches.

however, also control for the number of rounds won in a row. I run multiple econometric specifications. There are two ways to think about a timeout's effect on performance. It's possible to think that the effect comes from having a timeout or not, the *extensive* effect, or from the duration of the timeout, the *intensive* effect. To measure the extensive and intensive effect of the timeout, I define two different treatment variables. One is a dummy taking the value one if there was a timeout at the beginning of the round. The other is a variable that measures the duration, in seconds, of the timeout. I also run an alternative model where I define a technical timeout as one having lasted over 30 seconds - the usual duration of a tactical timeout-. I run these specifications using two different samples. I keep one round after technical and tactical timeouts in the first sample. This will allow me to compare the exogenous and endogenous timeout estimates. In the second sample, as a robustness check, I drop the rounds after a tactical timeout; thus, I can concentrate only on the exogenous timeout's effect.

When defining a timeout as one having lasted at least 30 seconds, I find a large effect of timeouts on reversing the previous round's winner, even when controlling for several characteristics and having a small number of timeouts. In this setting, a timeout increases the probability of reversing the previous round's winner by 14.76 percentage points. I also find a statistically significant, albeit small, effect of the timeout duration. A timeout lasting 30 seconds -the usual tactical timeout duration- increases the probability of reversing the previous round's winner by 0.67 percentage points. These results have important implications for sports. It shows that the belief that timeouts can help break the other team's momentum, and are, therefore, a valuable tool to increase the probability of winning, has some empirical support. From this, follows two conclusions. First, knowing when to call a timeout could be critical to the team's success. That is, coaches should be selected on this capability as well. Second, increasing the number of timeouts, or even making timeouts available on sports that do not currently allow them, could make the sport more competitive by making it easier to stop a team's momentum.

When deleting the necessary observations, I am left with a small number of exogenous timeouts, which makes it harder to trust the results. For example, if I only had one technical timeout, the obtained coefficient would depend heavily on that round's characteristic. In other words, the coefficient would have a high variance. In this case, I have nine technical timeouts in the first sample and six in the restricted one. This is still a low number, and my results could be due to those rounds' particular characteristics rather than the actual

the difference in the previous round's winner variable's means is not large; it also evidences the opposite of what we would expect if players were faking the technical issues. A mean-comparison test is also presented in the last column of Table 1. In table 2, the difference on the previous round's winner variable seems small even when I could only identify five Team B technical timeouts. A mean-comparison test reveals no statistical difference between the two (see column four).

