

Module 3. Observation in Competition Games

Introduction

We have explored how to make observations during a training session, storage information, transfer it and show what we want to highlight. In this module, we will look at how this process takes place during a competitive game.

Module 3 is divided into three different parts. In each of them, we want to communicate a clear idea about the match observation of our own team, highlighting the differences between a post-match analysis at a professional level and one of a team in formative phases. This type of observation in competition is linked to the type of observation made during the week, since this function is key to our work.

Unit 3.1. From Analysis to Observation

In this section, we want to emphasize the differences that can be found between a post-match analysis of our own team at a professional level and the one we perform throughout the formative phases.

It should be taken into account that the many teams at the formative level have limited technological resources compared to professional teams. Therefore, we will show you different realities that may apply to you and may be useful for your teams.

We should bear in mind that the observation during the game serves to find out a series of important points, namely:

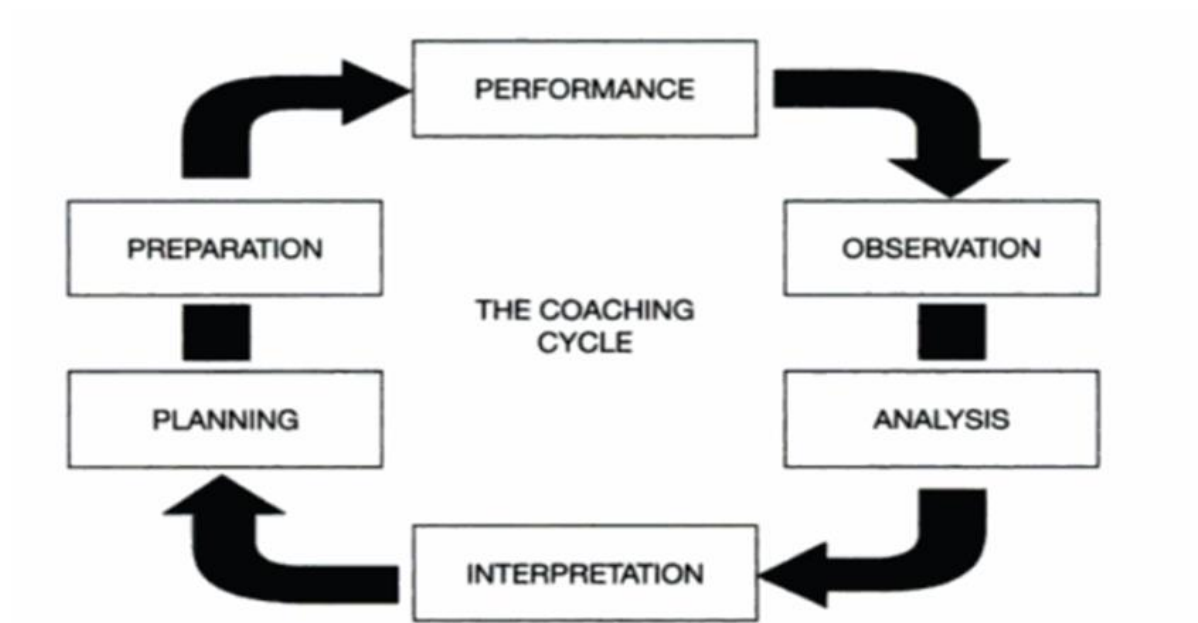
1. The starting point to spot the areas that we will need to focus on during the next micro cycle.
2. Knowledge of the team's level of play.
3. Knowing the reasons behind both the positive and the negative behaviours.
4. Gathering information on everything that happened during the game.



As observers, we have to take into account the process that the coach follows to gather information from the match in order to be able to provide the correct, necessary and on-time information so that they may understand and use it.

The coaching process generally comprises a series of steps or cycles, as indicated in Figure 1.

Figure 1. The coaching cycle, stressing the importance of observation and analysis



Source: Carling, C., Williams, A. M., & Reilly, T. (2005). p. 10.

The coaches initially assess the performance before planning and carrying out the training sessions so as to improve performance on the following match. Before carrying out the session, information on performance is vital for the players' improvement.

The process of analysing the match tends to revolve around this information, analysing, evaluating and providing feedback on the actions and movements made.

This information could be quantitative through a statistic analysis or qualitative through the use of video recording and re-enactment of games.

Later, some examples mentioned before will be shown in order to clarify the differences among each one of them.

The coach's performance assessment is usually based on their observation, analysis and interpretation of the previous game or, at best, a series of games. However, research indicates that coaches are capable of remembering less than half of the key incidents that



take place during a match. Several factors influence the coach's recount of the match, such as:

- The field of vision: the coaches and the spectators tend to follow the ball and miss information around it. Their field of vision is limited.
- Limitations of human memory.
- Pre-existing points of view and prejudices: some coaches only see what they want or expect to see.
- The effects of emotions such as stress and rage: they affect concentration and can distort the coach's impression of the match.

Due to these limitations, it is important that coaches try to avoid making decisions based only on their subjective assessment of performance.

A mistake during match observation and performance evaluation would certainly have an impact on the effectiveness of the rest of the training process. Therefore, coaches must try to gather as much information as possible so their decisions are based on objective data or on an independent performance record rather than being based on personal memories.

The data from the analysis of games can be used to guide the preparation and assess the team's performance on several phases of the training process, as indicated in Figure 1. The key stages are before the match, during the match and, lastly, after the match. We are going to focus on the last stage, the post-match analysis.

This objective analysis can be focused on the team's performance and on the individual players. This information is used to establish short and medium-term priorities for practise and instruction, probably, together with the players. This information can be used to reinforce good performance as well as to identify areas of improvement.

In order to better understand the differences that can be found between a post-match analysis of an elite professional team and that of a team on a formative phase, authors like Sánchez (2015) show in how the team's technical report is structured. Their aim is to identify the team's deficits and weaknesses according to the style of play. The positive aspects and the strengths that the block has shown during the game provides the technical staff with objective and contrasted information. This will help to prepare and develop new workstreams, fostering the team's progress and performance optimisation, regarding both collective and individual aspects.



Game Analysis and Tactical Report The analysis is carried out once the game has finished and in every subsequent game. Criteria previously established together with the coach and all the phases of play are analysed, always taking into account the coach's perspective of the style of play.

PHASES OF PLAY:

1. Organized attack
 - Start of play
 - Building the attack
 - Finish of play
2. Build-up transition
 - Behaviours due to recovery of the ball
 - Way to start
 - How to take advantage of the transitions
 - Recovery zone
3. Organized defense
 - Start of pressing
 - Destruction of the creation of the opponent team
 - Finishing defense
4. Defensive transition
 - Behaviour after loss of the ball
 - Way to start
 - Defensive shape and zone
5. Offensive set pieces
 - Corner kick
 - Foul (distant, lateral, angle, direct)



- Penalty kick

6. Defensive set pieces

- Corner kick
- Foul (distant, lateral, angle, direct)
- Penalty kick

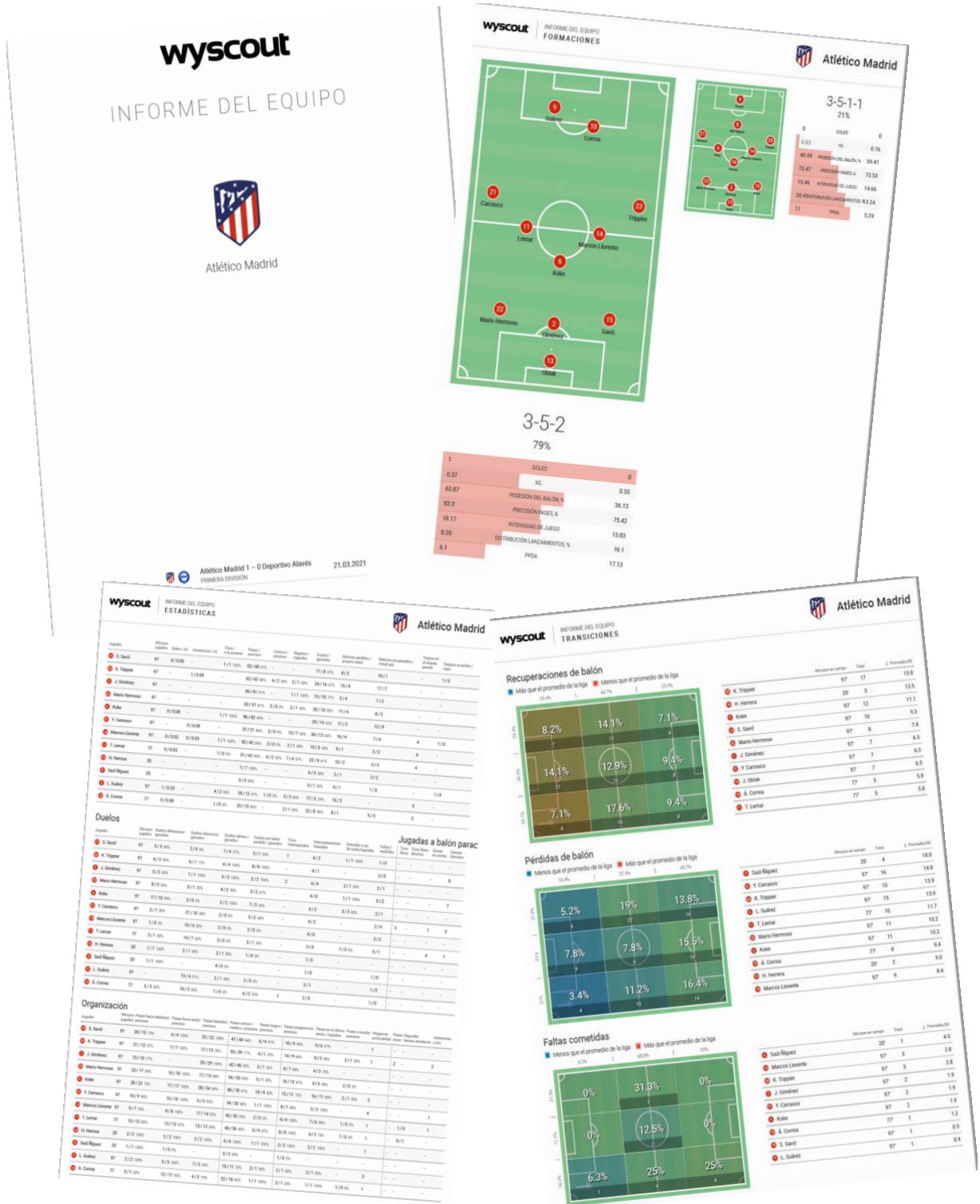
Analysis and Statistic or Accumulated Report This analysis is carried out once games are played. It is completed through a statistic report of the first and second tournament rounds. These reports provide the technical staff with a general panorama of game performance using variables different from the tactical ones. They enable the staff to draw comparisons with previous games regarding home and away goals, scored goals on specific phases of play, fouls committed and fouls received, among others.

Figure 2 shows an example of the statistic report that a professional team could get from its last game.

Moreover, we would like to remind you that in Module 1 we studied some platforms for professional use and Big Data programmes which are the media used by these teams to get the statistic reports.



Figure 2. Post-match Statistic Report



Source: Source: [Image with no title about the WYSCOUT'S TEAM REPORT], n.d. Retrieved from <https://platform.wyscout.com/app/>



Other examples that can be found are the ones described by Antolín Gonzalo Martín (2020), who performs a post-match analysis and shows different perspectives that we can use to collect all the information we want to highlight about the disputed game.

- **From the perspective of action:** Technical hits and misses that have influenced the performance of the team are observed - ball losses, low percentages of passes, shots off target, difficulty at dribbles, etc.
- **From the perspective of decision:** Everything related to the specific - defensive or build-up - tactical aspect that serves as a clue on the finishing result of the match is analysed. Perceiving the game as a global whole and making sure that players achieve a holistic understanding of football is part of the coach's job. All the necessary data, reports and images for the team to understand the circumstances under which they act and the fact that their decisions have consequences on the team's quality, have to be provided from this perspective.
- **From the perspective of the match plan:** designed and trained to face that match. Here, we ask the following questions:
 - What did we do right?

This question is important to reinforce those behaviours and to raise awareness among players. Constructing, evolving and correcting from well-performed events will grant the team extra confidence and self-esteem.
 - What did we do wrong?

Taking into account the aspects we need to adjust is also a crucial part of this process, but we need to manage this information and the way we transmit it carefully.
 - What did we not do, that was part of the match plan?
 - We did not know how to actually transmit those concepts.
 - The circumstances for the behaviours to actually happen did not occur.
 - We lacked courage, will and commitment enough to keep up with this situation.
 - Among others.
 - How much of what was expected did we accomplish?



It serves to analyse the causes that led to these results.

- Which behaviours of the opponent can we counteract and which ones can we not?

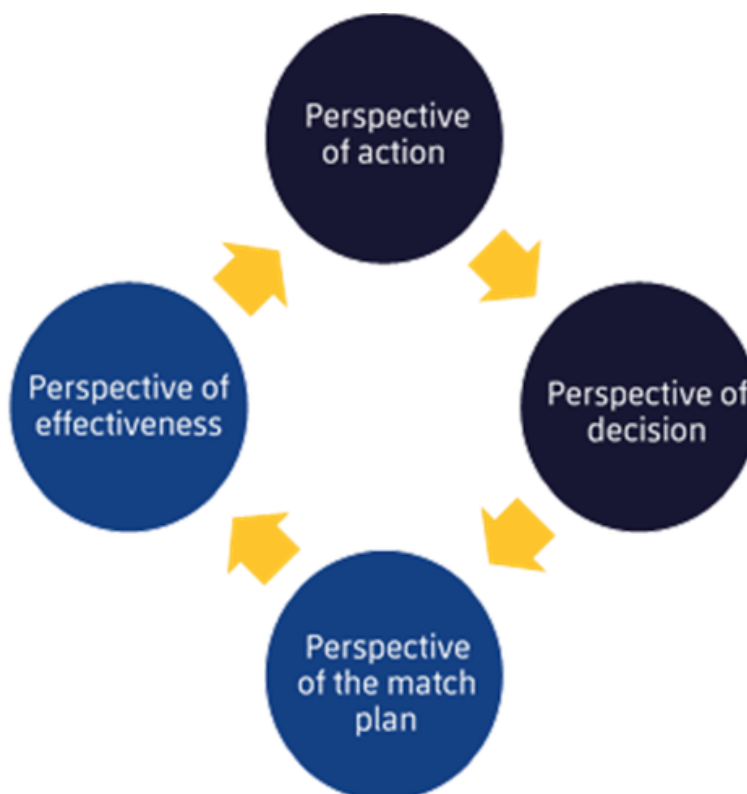
It may happen that, even if we follow our match plan, we are not successful in some performances. Analysing the match from this perspective will be highly beneficial for future practices, since we will be able to reinforce certain behaviours and look for alternatives for some others.

- **From the perspective of efficiency:**

- Did we achieve our goals? (Yes/no, why?)
- Did we win because we were efficient?
- Did we win because the opponent has been less efficient?
- Did we win due to a specific action?

These are some of the perspectives that can help us prepare part of our team's post-match report.

Figure 3. Simple diagram of the different perspectives to collect relevant information from a match



Source: Author's production, adapted from Antolín Gonzalo Martín (2020).

In this section of the module we intended to present different post-match analysis examples that can be found in elite football teams. Evidently, they have highly advanced technological resources that provide a great amount and variety of information about the disputed games.

It is also remarkable to know the coach's perspective, since that will help us better understand where to focus on once the game has finished.

Our ultimate goal when we hand in this report or clip is to show both positive and negative aspects, so as to aid the team's progress.



Unit 3.2. Observation in the game

Introduction

In this section, the entire process of game observation and analysis will be explained. Finally, we will show what to highlight once the game has finished.

We will start off by illustrating the work behind the recording of the games, video cameras, shots, players block, etc. We will try to give all the clues to make a good-quality recording which is useful to show what we want to emphasise.

Next, for a better understanding, we will explain through examples and video practices what we observe, always focusing on our methodology, behaviours, requests from the technical staff, individual observations, and so on.

To conclude, we will illustrate the different ways in which to transmit the match's collective and individual behaviours that we consider convenient to emphasise. These may be shared with the technical staff or the club's authorised personnel.

As it was previously stated in other modules, we consider that, as tactical analysts, it is of paramount importance to make a good planning for future activities. In this module, we will focus on the planning for the day of the game. In order to make a good job on the day of the competition, everything has to be organised in advance so that a feedback regarding what happened during the game can be provided afterwards.

Video Cameras

This is the first thing to consider in order to make a fine recording of the game.

In this section, the kinds of cameras and recordings we work with, and important points to have a good visual aid will be shown. These favour a detailed observation of the game.

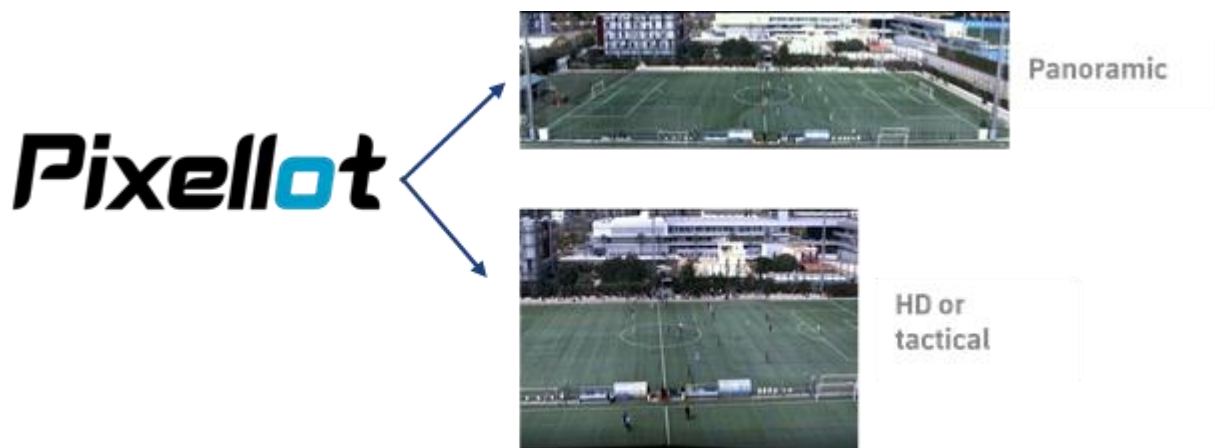
We have to bear in mind that, in our case, as a local team, we will not have the same kind of recording when we play as the home team and when we do it as the away team. There are several differences in the recording of the game, since, as the home team, we do it automatically but, as an away team, we do it manually. Now, we will look at these differences.

Recording as a Home Team

As a local team, the recording is made automatically if it is planned before the game. In the club, we have at our disposal a Pixellot multi-camera system that generates two types of recordings. On the one hand, we have the panoramic capture. On the other hand, we have the HD or tactical capture. More details will be given below.



Figure 4. Angles provided by Pixellot



Source: FC Barcelona Video Analysis Department.

Panoramic Capture

This capture covers the entire field showing the 22 players all the time; it provides a fixed and static image.

The shot used by this camera is a wide shot since it includes more elements, in this case, the players.

As regards the angle, it is a lateral angle held at a good height and it adds quality to see details.

Figure 5. Example: Recording with a panoramic camera



Source: FC Barcelona Video Analysis Department.

As it can be observed, all the players are on the shot at all times, which allows us to keep track of all the behaviours displayed.

HD or Tactical Capture

This is a different type of recording that we have as the local team, called HD or tactical. Here, 21 players are shown, that is, the players from each team together with the goalkeeper of the box that is under attack or at start of play.

Also, the wide shot shows a greater number of players.

The angle is also lateral. The recording is made from the same side as the panoramic one; however, the focus with a multi-camera system is different.

Figure 6. Example: Capture with an HD or tactical camera



Source: FC Barcelona Video Analysis Department.

We have seen the two types of recording available as locals, with no differences as regards shot and angle.

There are some differences, however, with the tracking of the game. The panoramic camera is fixed but the tactical camera follows the players at all times.

As observers, we usually work with tactical camera recordings, since it is more comfortable to have a closer capture of the players to see the details. This camera is useful to observe more individual behaviours, such as communication between the players, their orientation, their movements and their individual interventions, etc. In specific situations, it could be interesting to observe all the field with the 22 players and use the panoramic capture. We want to clarify that this is just an opinion when it comes to working with video recordings.

Recording as an Away Team

At this point, we record the game manually.

Here are some key points to consider before, during and after the recording in order to have useful quality material for the post-match observation.

As we have seen before, in the recordings at home, the camera is in the middle of the field. When we play away, if possible, we can ask the opposing team for permission to set up the camera in the middle of the field.

Figure 7. Example: Away team's manual camera positioning



Source: FC Barcelona Video Analysis Department.

As it can be seen in Figure 7, this would be the ideal position to set up the camera. If this is not possible, it is advisable to set it up in the nearest area to the middle of the field.

The capture we make as visitors should reproduce as fair as possible the capture we would make at home with an HD or tactical camera.

We will use a wide shot showing the greater possible number of players. In general, the shot shows two groups of players and one goalkeeper. As a result, we can see 21 players in the camera. This example is illustrated in Figure 8.

Figure 8. Manual Capture as the away team



Source: FC Barcelona Video Analysis Department.

If it is not possible to have this kind of shot, we will focus on keeping track of the ball and the players closer to it. This can happen when the camera is too close to the field, if we are not in a good position, etc. Therefore, a closer shot will be necessary.

Also, it is important to stress the fact that the manual capture allows us to use the zoom feature. This feature is useful to focus on some actions worthy to highlight and for the post-match observation. For example, when the ball is too far away from us and we need a closer shot in order not to miss any detail of the game. This example is illustrated in Figure 9.

Figure 9. Manual capture as the away team using the zoom feature



Source: FC Barcelona Video Analysis Department.

It is also important to use the zoom feature in set pieces.

We capture them in the following way:

1. Make a wide shot showing the largest number of players possible to see if the opponent leaves a player on an offensive position.
2. Focus on the shooter and the box.
3. Record a closer shot.

Figure 10 is an example of a wide shot that shows how the opposing team does not leave any player on an offensive position.

Figure 10. Manual recording of a set piece in a wide shot



Source: FC Barcelona Video Analysis Department.

Once we have seen that the opposing team does not leave any player in the opponent's field we can close the shot to get closer to the ball and the players involved in the set piece, as shown in Figure 11.

Figure 11. Manual recording of a set piece using zoom



Source: FC Barcelona Video Analysis Department.

What do we observe?

Once we have explored the different types of recording, shots, angles and key points, which are useful in order to have well registered actions for future observation, we will see what we observe when we cut behaviours that have occurred during the game.

Bear in mind that our work is directed towards Formative Football, which is quite different from Professional Football concerning objectives in the observation and resources.

The most important differences we can find when observing are:

- 1. Not taking the opponent into account:** All the behaviours highlighted are focused on our team without taking into account the opponent's offensive or defensive plan opponent.
- 2. Not having post-match statistic data reports:** As we have seen in the previous section, the professional teams, immediately after the game, have a statistic data report that formative teams do not have.
- 3. Not making the clips based on the tactical phases of the game:** We will focus in cutting the behaviours when the team is in possession of the ball as well as when this does not happen. It is also important to say that in advanced age categories, there can be a special request by the technical staff on some phases of the game, which should be addressed as an exception. An example of this will be provided soon.

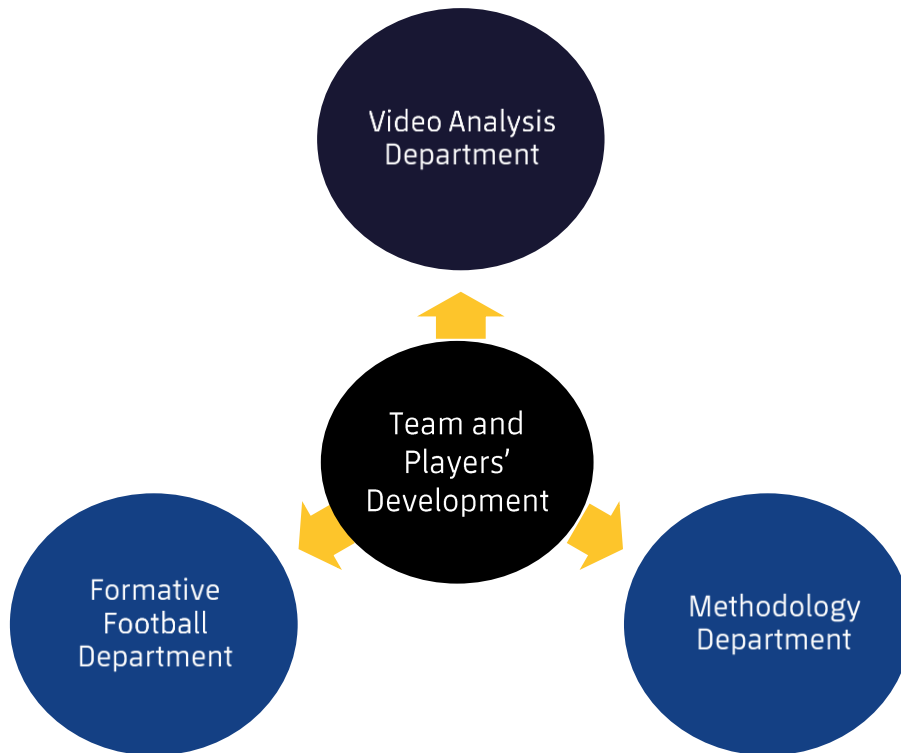
Once the match has finished, we start with the observation, which has been previously delineated. That is to say, there are different requests when it comes to making the clips.

The way we cut the clips will be based on our knowledge and requests of the following:

- 1. Us as observers:** We know the basis of our style of play and, depending on this, we also know the behaviours during the match that can be observed and emphasised for us and for the club.
- 2. Methodology Department:** We work in cooperation with this club department. This is why they can request that we highlight behaviours that could interest them or that they have seen during the live game. This is why we should also make a series of clips showing the content they have requested.
- 3. Team's technical staff:** They should also be considered. Maybe it is not that frequent in younger categories, but for the most advanced ages, the technical staff may request us to record different moments of the game that have been practised

during the week. They want to assess the performance on the day of the competition.

Figure 12. Connection between the different departments interested in observation



Source: Author's production.

In Figure 12 we want to highlight the importance of our work for the club. There are many departments that work towards one common objective, which is improving the performance of our players and, as a consequence, of the whole team. This ultimate goal implies that various departments work together daily and our work should be as qualitative as possible in order to satisfy the needs of the club.

Post-match observation

As it has been demonstrated above, observation follows different paths. In this section we will show you different real-life examples of post-match observation, according to the different requests from the departments involved.

Practical examples (OBSERVER)

1. Making mistakes or rushing

In these clips, we want to show the types of behaviours that need some improvement. To this end, we have provided a video with different options that players had in order to

perform an action correctly, which could positively contribute to the progress of the players and the team.

Figure 13. Mistake during kick-off. FC Barcelona U-16 (A) team



Source: FC Barcelona Video Analysis Department.

Figure 13 shows a kick-off action in which there was no connection between the attacking midfielders and the centre mid-fielder, and the opposing team ends up winning the ball. When developing these clips we paid attention to the players orientation, support movements, etc., so that the technical staff can visualise the action, draw its own conclusions and present them to the team.

Figure 14. Rushing to make long shots during ball possession. FC Barcelona U-16 (A) team.



Source: FC Barcelona Video Analysis Department.

This is an example of what we consider rushing during ball possession. Once we have recovered possession, we observe different movements of players in the internal corridors and that there is possibility to circulate the ball, but we end up with long movements and losing ball possession, even though there were different possibilities of playing with a teammate.

2. Good ball possessions

These types of actions will show ball possessions and circulations that demonstrate the behaviour which defines our identity and style of play. We will try to show clips with long possessions, circulations with few contacts, different teammate support and movements, dribbles, creation of space, patience in the progression of the move, situations in which

the player finds the exact moment to advance, dribble, connect with a teammate, temporize, etc., all of this happening in one single possession.

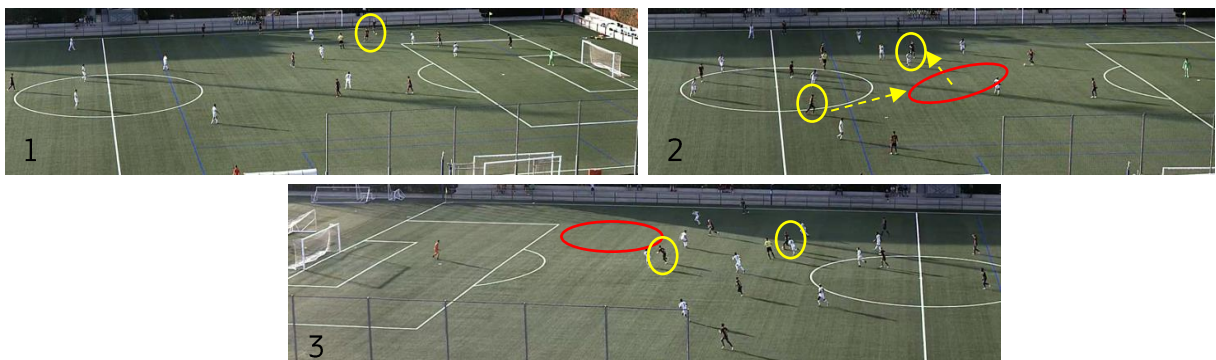
Figure 15. Ball possession with different behaviours. FC Barcelona U-16 (B) team



Source: FC Barcelona Video Analysis Department.

In the ball circulation on Figure 15, we started possession and ended up having a corner kick set piece. During this ball possession, different elements of our identity are displayed, and should be highlighted: repeating passes to attract the opponent, movements of players in internal corridors to support the player in possession of the ball, identifying moments to circulate or dribble back so as to connect with another player at the perfect moment to gain an advantage.

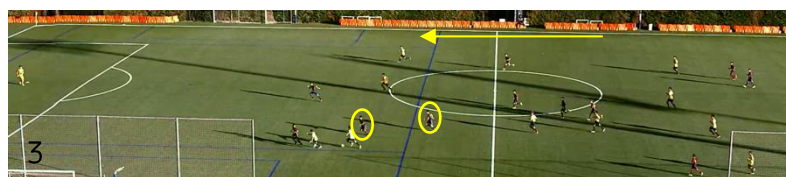
Figure 16. Possession on internal corridors. FC Barcelona U-16 (B) team



Source: FC Barcelona Video Analysis Department.

In Figure 16, we start the possession by recovering the ball on our own field and, from there, we started circulating until we got to the opponent's box. What we want to highlight are the style of play and the constant movement of the players on the internal corridors, who have a good orientation, repeat the pass with the other player and always grant support to continue with possession. This allows us to move forward through ball circulation and the pass from the internal corridor.

Figure 17. Long ball possession with different behaviours. FC Barcelona U-16 (B) team



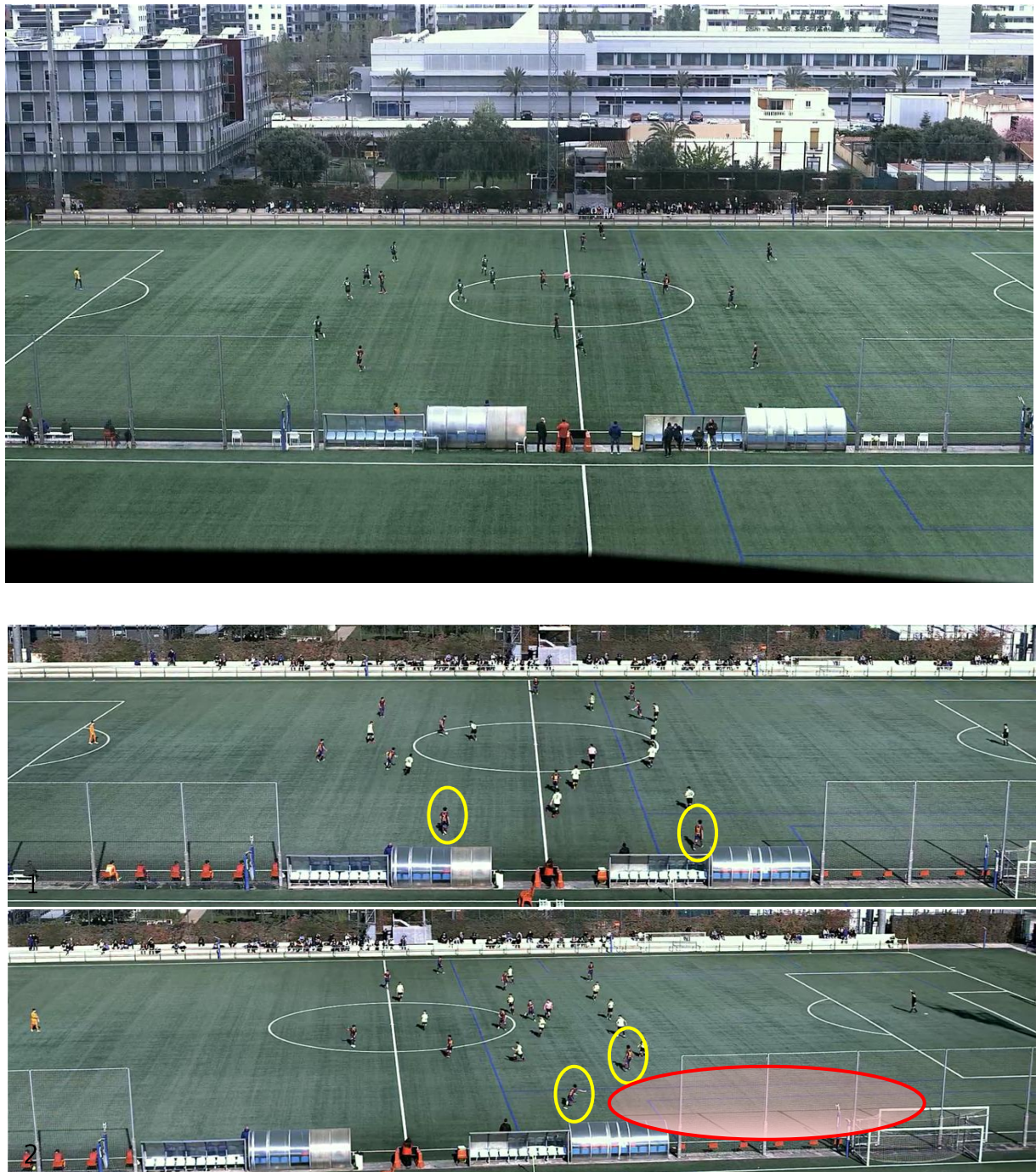
Source: FC Barcelona Video Analysis Department.

Figure 17 is a clip where there are behaviours that show our identity. We started with a build-up play and ended up in the finishing zone. During the possession, different behaviours come up, not only when there is ball possession but also when there is not. When there is possession, there are movements, passes with little contact, and repeated passes, but we also want to highlight the fast recovery of the ball after we have lost it. All these are behaviours worth highlighting.

3. Players' movement

In this section, we wish to highlight the movements of specific players that enable progression in circulation, kick-off, creation of space, finishing, etc., that is, actions that could prove decisive in the game.

Figure 18. Forward and winger movement. FC Barcelona U-16 (A) team



Source: FC Barcelona Video Analysis Department.

Figure18 illustrates the importance of the final part of the video, when the centre forward moves to the centre, leaving the external corridor free so that the winger can move up, make a low cross when number 9 enters, and ends up scoring a goal.

Figure 19. Centre forward movement to the back of the defender. FC Barcelona U-16 (B) team.



Source: FC Barcelona Video Analysis Department.

In this video, we want to stress the final movement of the centre forward to the back of the opposing team's defender, finally scoring a goal. It is also worth noting the great forward pass from the centre back to the winger.

Figure 20. Movement of No. 9 to occupy the space and kick the ball from the front. FC Barcelona U-16 (B) team.



Source: FC Barcelona Video Analysis Department.

Figure 20 shows both the movement of the right attacking midfielder and the centre forward. We can observe that when the centre right receives the ball, the attacking midfielder goes to the sideline, creating a space in the internal corridor so that the centre forward can move up to receive the ball and turn around. The action does not end with an attempt at goal, but we are also interested in No. 9's movement to occupy the space and give continuity to the game.

4. Recovering the ball/ pressure

The examples that will be shown in the videos are actions in which there is an intention to recover ball possession as quickly as possible on the part of the whole team, the players that are nearest the ball or the ones that are furthest to the ball, performing vigilances.

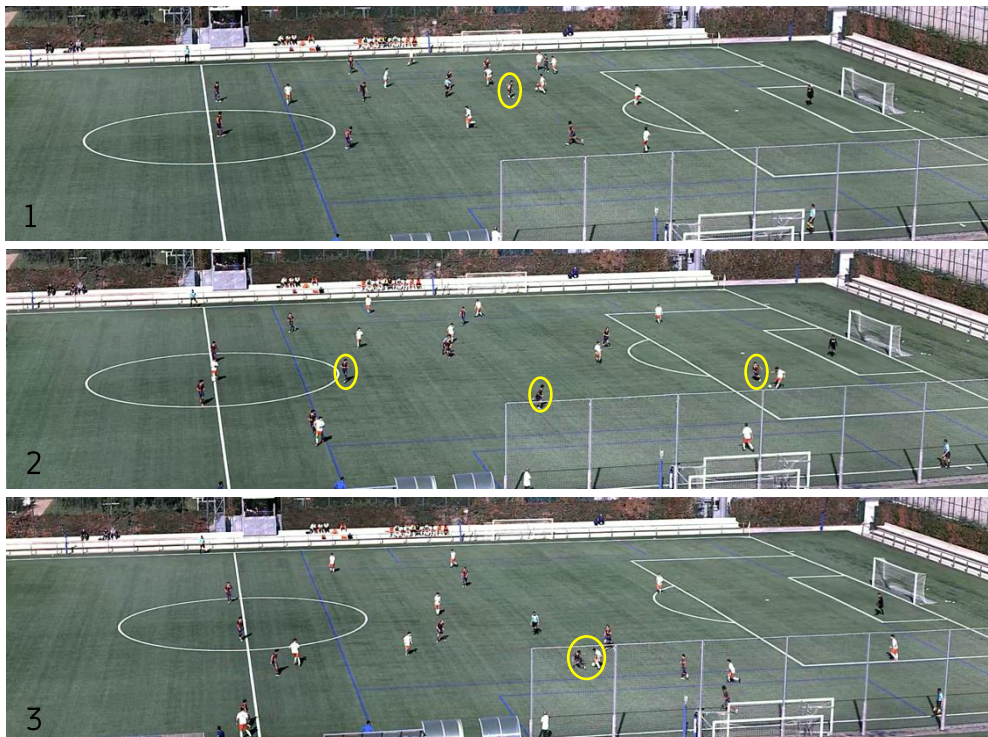
Figure 21. Ball recovery by the player closest to the loss. FC Barcelona U-16 (B) team.



Source: FC Barcelona Video Analysis Department.

We see that there is possession in the opponent's midfield, and that is when the same player who made an attempt on goal, after losing the ball, rapidly presses the opponent and recovers the ball, so that the team continues with the offense.

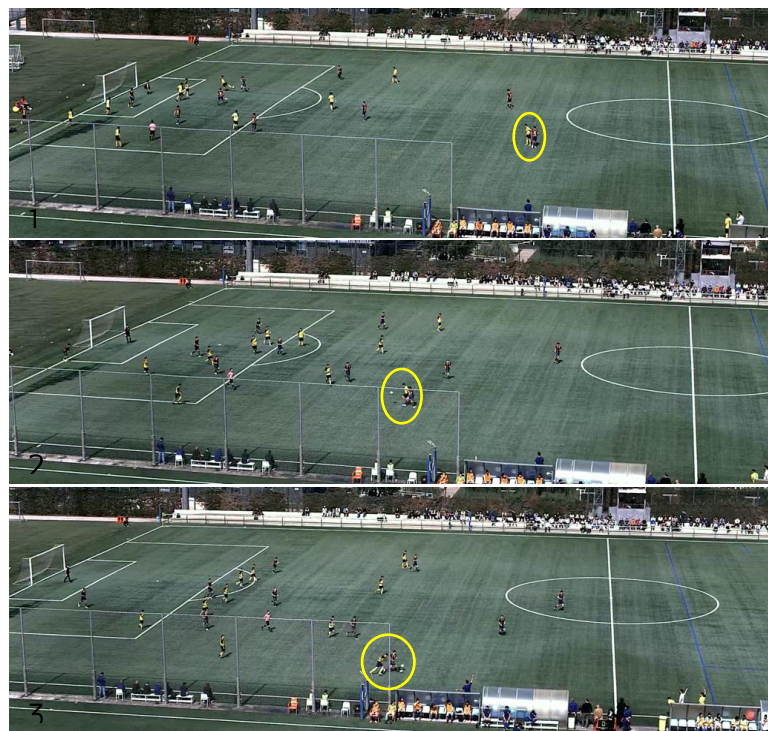
Figure 22. The player closest to the ball recovers it, steps forward and scores. FC Barcelona U-16 (A) team.



Source: FC Barcelona Video Analysis Department.

The team is organized in a high block on the opponent's field and the player closest to the opponent starts pressing. After this pressure, the teammates take action when the ball gets to their zone and, finally, a player in the second line, specifically player No. 6, takes some steps forward and recovers the ball. Recovering the ball leads to an attempt on goal and, after that, to a goal of 2nd move.

Figure 23. Ball recovery due to the centre back's vigilance, who is furthest to the loss of the ball. FC Barcelona U-16 (B) team.



Source: FC Barcelona Video Analysis Department.

Figure 23 emphasises the left centre back's vigilance to avoid an attack from the opposing team. After they lose the ball, the centre back is on the alert to anticipate his closest opponent's moves, and recovers the ball.

Practical examples (METHODOLOGY)

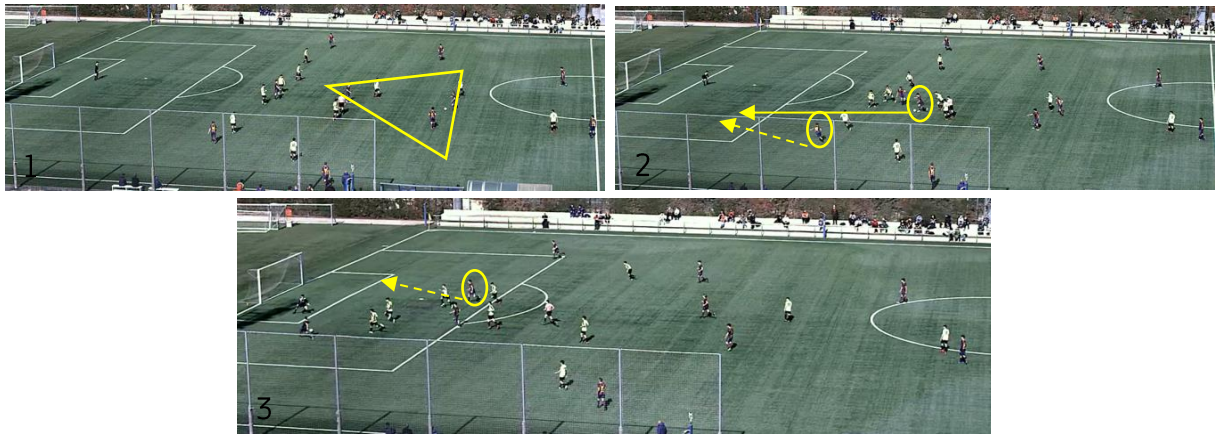
Having presented the clips we made as observers, we will now show you the clips we made due to different requests we received from the Methodology Department. It must be taken into account that these requests change depending on the week. They are not always the same, so we will provide you with possible examples.

1. Interactions between attacking midfielders

From these actions, it is important to notice the interactions between the attacking midfielders prioritizing play in the midfield.

Figure 24. Communication channels on internal corridors I. FC Barcelona U-16 (A) team.



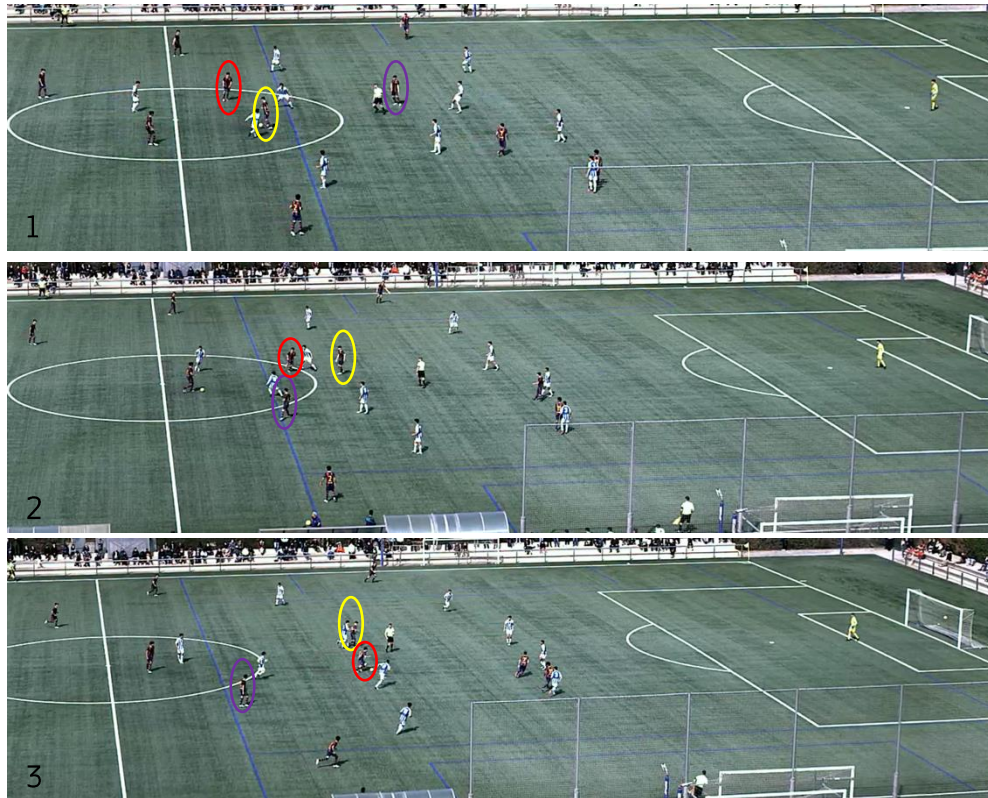


Source: FC Barcelona Video Analysis Department.

Figure 24 shows how attacking midfielders interact through passes and movements. At first, the ball does not go towards the centre forward's detachment, but in the recovery, they try again and the ball crosses the opponent's line and finishes with an attempt on goal.

Figure 25. Communication channels in the midfield II. FC Barcelona U-16 (A) team.

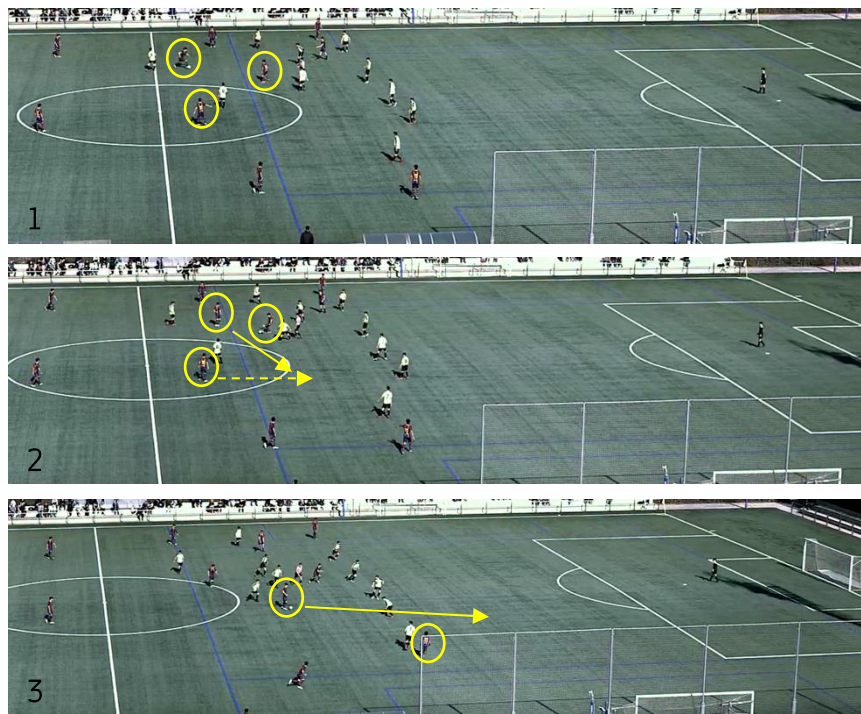




Source: FC Barcelona Video Analysis Department.

Figure 25 presents an action that finishes through internal corridors. What should be highlighted are the connections between the players that are in the midfield, the movements, the passes, the creation of spaces and behaviour that favours progression in these zones.

Figure 26. Interactions of attacking midfielders. FC Barcelona U-16 (A) team.



Source: FC Barcelona Video Analysis Department.

In Figure 26, ball circulation among the attacking midfielders, the movements for the creation of spaces, the support to the teammate, etc. also stand out. The action does not lead to an attempt on goal but a deep pass to the winger.

Practical examples (TECHNICAL STAFF)

In this last section of practical examples, we will look at the clips we make when the technical staff makes requests. These requests can be made once the match has finished, since the staff are interested in one action they remember, a goal or a set piece, etc., or whatever could be useful or interesting for them. They could even make requests before the match, since they may want to examine individual and collective behaviours that have been practised during the training week.

It should be mentioned that when we receive requests before the game so that we record those actions or behaviours, they may not always unfold as we or the technical staff expect. In this case, the most valuable actions will be highlighted and discussed with the technical staff.

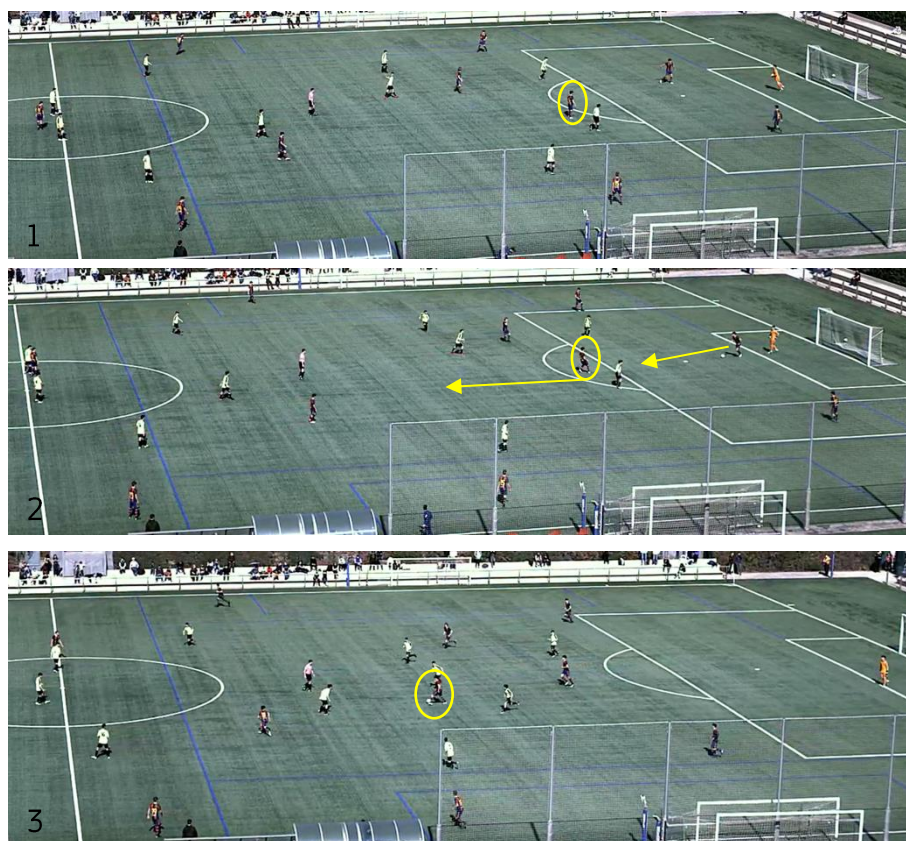
Below you will find some examples.

1. Build-up play

In this case, we were interested in looking at the behaviour of player No. 6 during build-up play. This was one of the actions that had been practised during the week and the aim was to see how it developed in the competition.

Figure 27. Action during build-up play highlighting the behaviour of player No. 6. FC Barcelona U-16 (B) team.





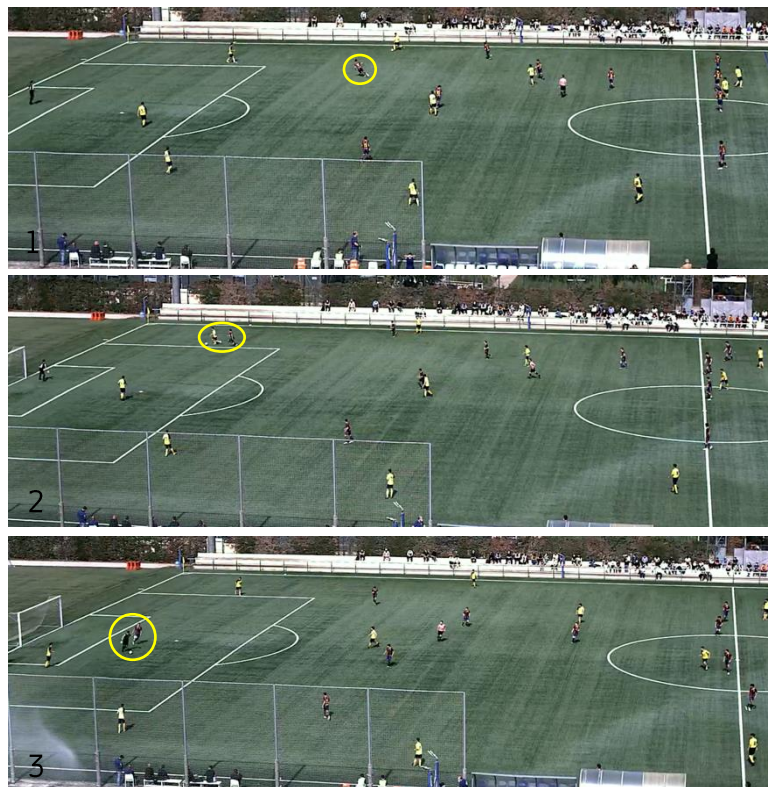
Source: FC Barcelona Video Analysis Department.

Figure 27 illustrates how we start with a build-up play from our field. Once the ball is into play, it can be noted that there is a very good coordination between the centre back, who runs with the ball, and player No. 6. This player is constantly looking at the space he has so as to give a free outlet to the teammate, since his movement attracts opponent players. The movement, coordination and attitude of the player are key to cross the opponent's line with only one move.

2. Pressure on the opponent's midfield

This is another behaviour that had been practised during the week. The technical staff is interested in the moment the team does not have the ball, specifically when high pressure is put upon the opposing team.

Figura 28. High pressure with recovery. FC Barcelona U-16 (B) team.



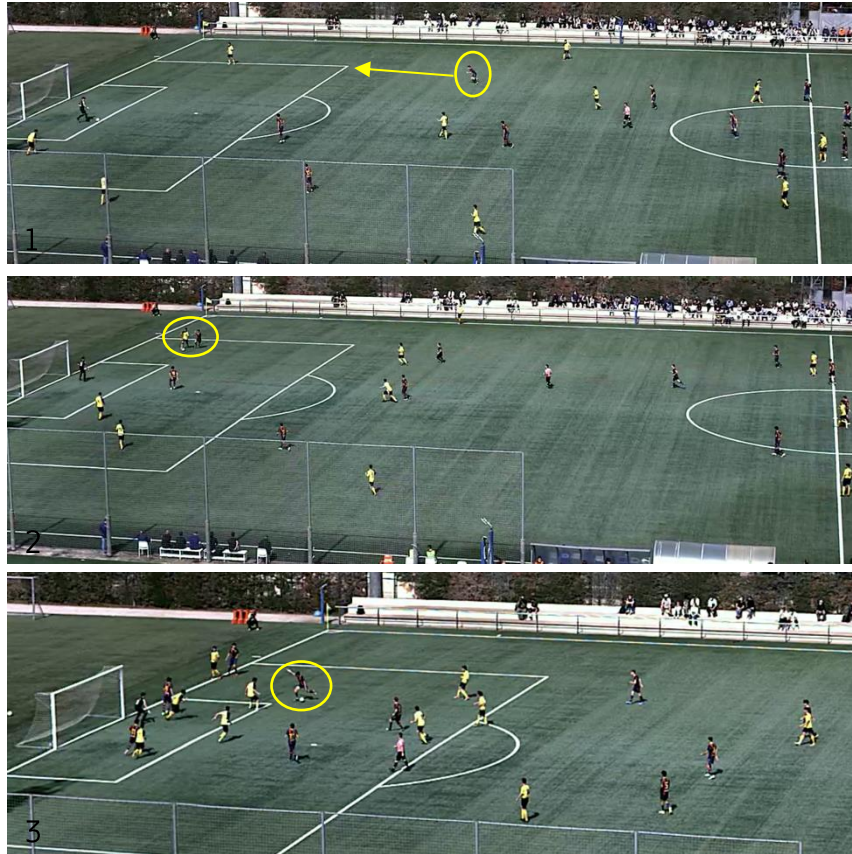
Source: FC Barcelona Video Analysis Department.

This short clip serves as an example to demonstrate that once the ball is into play, there is a quick recovery of the ball from the most advanced players. The centre forward's action is key, since the high pressure makes the opposing goalkeeper kick the ball upwards, allowing our team to recover possession of the ball.

Figure 29 is another example, starting with high pressure that allows our team to recover the ball quickly, since the 1st and 2nd lines of pressure are well positioned, to start possession in the opposing field and, finally, to score a goal.

Figure 29. High pressure with recovery followed by ball possession. FC Barcelona U-16 (B) team.





Source: FC Barcelona Video Analysis Department.

3. Intervention from one specific player

Lastly, when the technical staff wants to see the behaviour of a player in a specific situation on the field, during a certain moment of the game, what we do is look at what the technical staff asks and highlight what comes from that specific request.

Figure 30. No. 6 and No. 8's interventions. FC Barcelona U-16 (B) team.



Source: FC Barcelona Video Analysis Department.



From the start of ball circulation, it is important to know how the two players intervene, not only by touching the ball but also by making support movements and creating spaces. As the possession of the ball continues, the two players take a leading role because No. 8 detaches behind the defense and No. 6 ends up kicking to the box. It is important to notice both player's continuity of play.

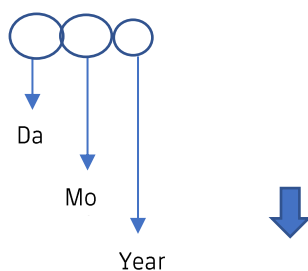
Transmission of information

Once we have finished the observations of the disputed match and we have all the clips we want to show, the next step is the transmission of this information.

It is important to stress that not all the clips we make are the ones we are going to send or post on the platform, but once we have all the videos, we will review the whole content and select the most interesting parts, highlighting positive and negative aspects. As it has been stated in previous modules, the information we share must be more qualitative than quantitative, which will give extra value to our work.

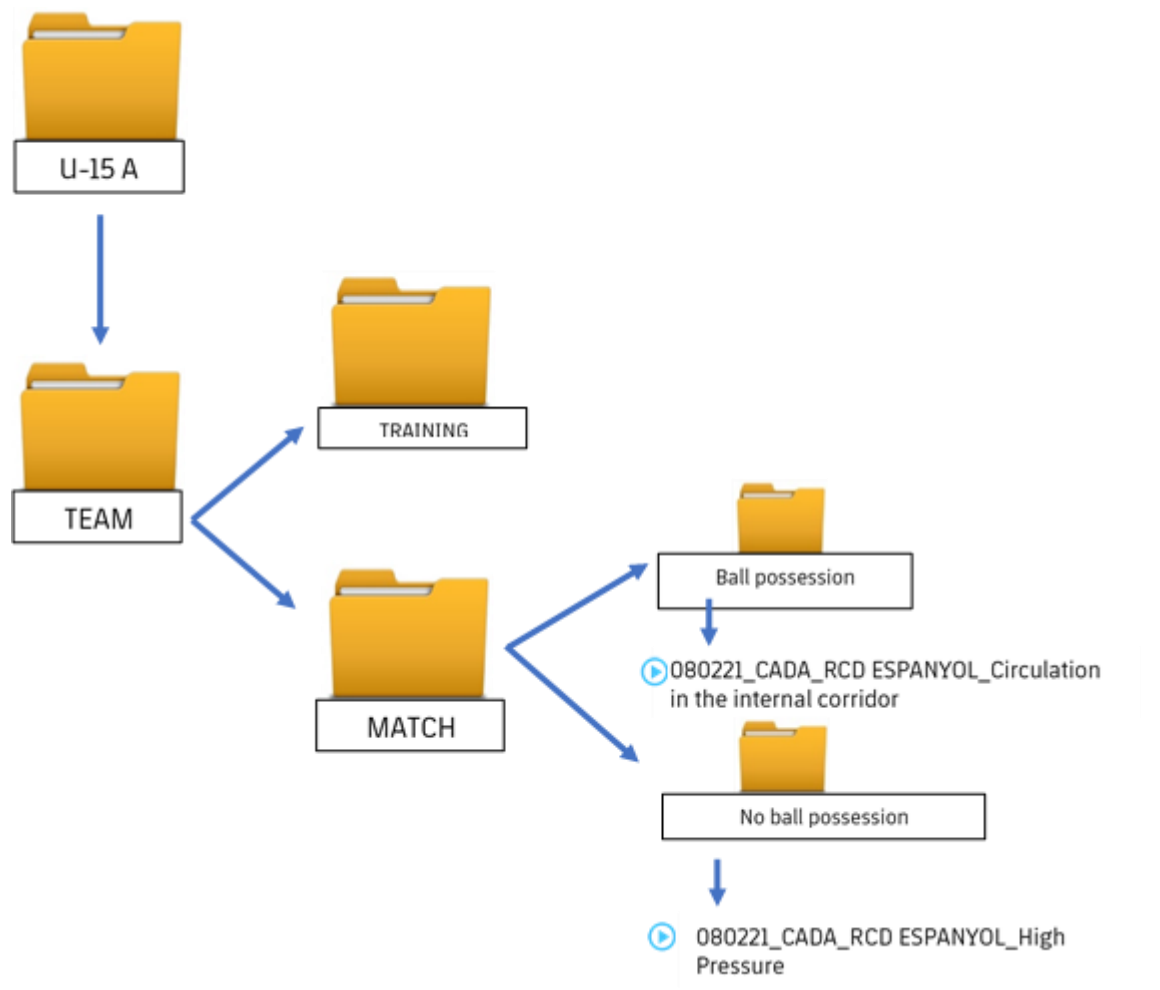
Having said that, the mechanism we will use is the one shown in module 2. We have a repository on the OneDrive platform and, as it is organised by training sessions and competitions, we will store it in the corresponding folder, in this case, in the folder Competition. This folder is organised by the behaviour portrayed on each clip. The videos will be orderly organised thanks to the nomenclature we give to each file, which will be saved together with all the other clips we have previously made.

DDMMYY_OPPOSING_TEAM_COMMENT



080221_CADA_RCD ESPANYOL_Circulation on internal corridor

Figure 31. Example of the cloud storing structure, in this case, the Competition folder (OneDrive).



Source: Author's production

Lastly, we will inform the departments involved that the clips are already available for visualisation and that they can already observe the behaviours we have highlighted on our own and those requested by the Methodology Department and the Technical Staff.

It is crucial that all the information we have shown in this module is delivered as soon as possible once the match has ended, so that, if necessary, the technical staff is able to work on next week's training with everything that has happened.

References

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