

Finley Mcgrath

Sports Management Year 2 Portfolio

2215276

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In class test semester 1:

Observational Analysis – Game			
Physical	Technical	Tactical	Psychological
Pulling out of 50/50s.	Passing is often being intercepted, poor communication from teammates.	Marking is poor opposition have lots of space when they have possession.	Losing the ball under pressure.
Fitness is at a high level.	Goalkick – not spreading out and giving keeper lots of options for passes which in result is overturning their possession quickly.	Number 2 giving the winger too much space.	Goalkeeper is not commanding her wall which shows a lack of confidence.
Not showing a strong physical presence which is enco	Players are doing a good job of covering for players when they go out of position.	Teammates not calling for passes and scrambling round the ball, resulting in a turnover in possession which led to opposition goal.	Communication is overall not good enough
	Individual's have great technical ability and are able to control the ball very well.		

Overall Review and Link to Session Planner: U19s womens academy

Poor communication is hindering this team's ability to play as a team, passing in this game was poor and they struggled to handle pressure from opposition when holding the ball.

Confidence -

UWTSD Session Planner

Venue: Briton Ferry		Age group: under 19s Number Attending:
Date 15/01/24		Start time: 1 hour session Finish time:
Equipment: footballs, cones/ whistles, bibs,		
Nearest Telephone:	1st Aid bag:	
Risk Assessment completed:	Additional Hazards and actions taken:	
Learning from Observational Analysis:		Personal action points Observational Analysis: Communication and confidence to command others.
Goals for the session: Improve communication within the team Learn how to stay composed when receiving pressure on the ball Up the confidence of the players and help impose a more physical presence.		
Introduction and warm-up 15 minute rondo in groups of 10 with two people looking to intercept passes. This warm up will focus on improving the communication of the players who are looking to receive the ball to help create options for the player on the ball. Will help increase the physical presence of players trying to intercept as they will look to put pressure on players holding the ball.		
Main Content/Game Set pieces 25 minutes - will take set pieces from different marked areas with the goal of improving our defensive area as the		Organisation/diagram

game highlighted a weakness with marking and communication. This will give the goalkeeper an opportunity to practice organising her wall and build up her confidence in doing so. 3 vs 3 mini matches. 20 minutes – Create smaller team based matches with the goal of allowing players to learn how to communicate with eachother to improve their overall scanning of the pitch and their communication with eachother.	
Ideas for Development (progression / regression): Practice different marking techniques such as zonal marking to test what suits the team more. Change the quantity of players such as 4 vs 2 or 3 vs 2 to test how the communication has improved.	Diagram for activity

5Cs to be included in this session	Select 2 of the 5 and apply to session HOW?
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Competence	
Confidence:	Individuals such as the goalkeeper should feel more confident going into the next match knowing that they've practiced set pieces and being commanding.
Connection:	Communication between each other should be stronger as the sessions require teammates to communicate regularly.
Character and caring:	
Creativity:	
Cool-down:	

Observational Analysis – Game

Physical	Technical	Tactical	Psychological
Strong physical presence. Seem to succeed with the ball in the air winning most of their headers.	Defenders not holding a defensive line.	Players are often scrambling towards the ball which is leaving opposition players open. Shows lack of positional awareness.	Strong communication between players.
	Communication between the backline is poor.	Attack not running to support and give options to the midfielders which leads to possession turnover occasionally.	Not playing to the whistle.
		Not closing down on players with possession fast enough giving time for opposition to pick out the best pass.	

Overall Review and Link to Session Planner:

Very fit and physical team and seem to succeed a lot in physical battles but struggle mostly with closing down the opposition when they get long periods on the ball, this could be improved if they closed opposition down at a faster pace as the opposition struggled when they received pressure.

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UWTSD Session Planner	
Venue: Briton ferry	Age group: Number Attending:
Date	Start time: Finish time:
Equipment: balls,cones,bibs and whistle.	
Nearest Telephone: clubhouse	1 st Aid bag: clubhouse
Risk Assessment completed:	Additional Hazards and actions taken:
Learning from Observational Analysis: Learning why closing down players faster will help limit the opposition's attacking output.	Personal action points Observational Analysis: Close down players more effectively
Goals for the session: improve communication between backline. Faster pace of closing down on players in possession.	
Introduction and warm-up 10 minute rondo in groups of 8 with 1/2 players in the middle depending on success rates, simple warm up designed to get players communicating and dealing with pressure on the ball.	
Main Content/Game	Organisation/diagram

Goal Kick practice (25 minutes) –
Practicing goal kicks with the idea of improving communication between backline and also giving attackers a chance to try and close down players faster. The aim will be to create a certain amount of passes with the goal of getting the ball up the pitch past a certain line without losing possession e.g. the halfway line.

Set piece Practice (10 minutes) –
Practicing set pieces for a short duration as this is a clear strength of the team so should be practiced as it has proved to be very effective for goals.

Practice game (15 minutes) half sized pitch –
short practice game on a half pitch with the goal of implementing tips from practice such as faster closing down and better communication between the backline.



Ideas for Development (progression / regression):

Change the target line to get to depending on success rate.

Vary number of attackers/defenders.

Vary number of passes needed.

Change areas of set pieces to test teams ariel ability.

Implement rules that affect play of game.

Diagram for activity

For example the winning team cant head the ball so they have a handicap.	
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5Cs to be included in this session	Select 2 of the 5 and apply to session HOW?
Competence	They are physically in great condition so there shouldn't be an excuse to not close down opposition on the ball so that has been addressed in practice.
Confidence:	Keeping the confidence high in their best asset: set pieces, by adding more practice time for set pieces to allow them to maintain the ariel confidence.
Connection:	
Character and caring:	
Creativity:	
Cool-down: 5 minutes of stretches	

Observational Analysis – Game			
Physical	Technical	Tactical	Psychological
Backing off standing tackles	Passing is good.	Defensive position shows they aren't aware of where they need to be.	
	Players are often offloading passes when actually they have space to make a run with the ball		
	Ball watching.		
Overall Review and Link to Session Planner:			

UWTSD Session Planner

Venue: Briton ferry		Age group:	
		Number Attending:	
Date 15/01/24		Start time: 1 hour session	
		Finish time:	
Equipment: balls, cones, bibs & mini goals.			
Nearest Telephone:		1st Aid bag:	
Risk Assessment completed:		Additional Hazards and actions taken:	
Learning from Observational Analysis:		Personal action points Observational Analysis:	
Learning how to scan the pitch so they know where they need to be.		Confidence with tackling and striking the ball.	
Goals for the session: Improve confidence in players ability to dribble with the ball and run at players with the ball. Defensive awareness needs improved and confidence in tackling needs to be looked at.			
Introduction and warm-up Tails (10 minutes)- Give each player two bibs to tuck into their shorts as ‘tails’ and make a small square and the aim is for players to collect as many tails while dribbling a ball in the square. This will allow players to get used to dribbling in close quarters and up their confidence in their ability to control a ball.			
Main Content/Game		Organisation/diagram	
1 vs 1 attack vs defence (20 minutes) – 1 vs 1 opportunity for players to work on both their dribbling and attacking ability but also get the opportunity to defend and allow themselves to gain confidence in stand/slide tackling. With the aim of dribbling the ball into the other players net.			

3 vs 3 (15 minutes) – 3 vs 3 match in a small square allowing the players to work on their spacial awareness and get used to looking around to see where defenders and teammates are. Penalty shootout – As the players will be tired finish off with a penalty shootout to allow the goalkeeper to face off with shots and allow players to get confident in striking the ball.	
Ideas for Development (progression / regression): Change players around based on ability. Introduce handicaps such as having to shoot with left foot.	Diagram for activity

5Cs to be included in this session	Select 2 of the 5 and apply to session HOW?
Competence	
Confidence:	Confidence in tackling and stiking the ball.

Connection:	Connection with eachother due to having to communicate in the 3 vs 3.
Character and caring:	
Creativity:	
Cool-down:	

Journal Review 1:

Andrew Williams and Naida Wainwright explore creative ways to improve adventurous activities in physical education curriculum in their 2019 paper, "Re-thinking adventurous activities in physical education: models-based approaches." The authors promote a move away from conventional, prescribed methods and towards models-based pedagogy, which places an emphasis on the development of skills, learner involvement, and comprehensive learning experiences.

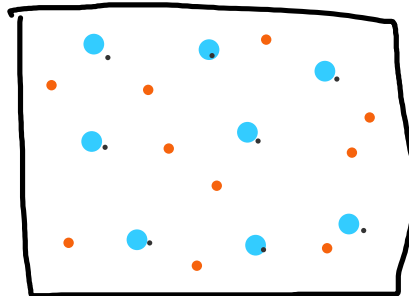
Williams and Wainwright question traditional methods of encouraging adventurous activities, emphasising how ineffective they are at fostering meaningful learning results. They contend that strict, instructor-led approaches frequently fall short in encouraging students' independence, aptitude for solving problems, and transferrable skills. The authors suggest model-based strategies based on theoretical frameworks like the Teaching Games for Understanding (TGfU) model and the Adventure Education Model (AEM) to solve these deficiencies.

The idea of learner-centered education, in which students actively engage in decision-making processes and take ownership of their learning, is at the heart of their contention. Teachers may create learning experiences that are scaffolded to accommodate a range of student ability levels, interests, and learning styles by using a models-based approach. In addition, the reliability and applicability of sporting events are improved by including adventurous education concepts like risk management and experiential learning cycles.

The study of Williams and Wainwright is supported by theoretical and empirical data from educational psychology and pedagogy. Their analysis of the body of research offers a thorough rundown of the advantages and difficulties of using model-based techniques in physical education. Furthermore, the incorporation of real-world examples and case studies demonstrates how these concepts are applied in authentic learning environments.

This paper adds to the continuing conversation on cutting-edge instructional approaches in physical education by building on earlier research. Williams and Wainwright provide a framework for redefining adventurous activities as dynamic, learner-centered experiences that foster development of skills, analytical thinking, and personal growth by supporting models-based methods.

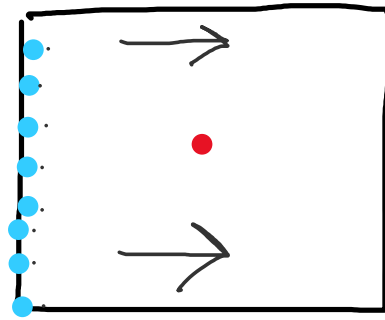
UWTSD Session Planner

Venue: LC		Age group: 6-7 years old Number Attending: 10-12	
Date 27/02/2023		Start time: Finish time: 30 mins later	
Equipment: Football, cones & Bibs			
Nearest Telephone: mine		1st Aid bag: In reception	
Risk Assessment completed:		Additional Hazards and actions taken:	
Learning from previous session:		Personal action points from previous session:	
Goals for the session: Improve confidence in dribbling and spacial awareness			
Introduction and warm-up 5 minutes game of stuck in the mud.			
Main Content/Game Young farmers: Place different cones in a 25x 25 grid and these cones are 'crops'. Get the young farmers to harvest these crops by turning them over. Once completed they need to start replanting the crops. Mix it up by making them do this as different types of animals with noises.		Organisation/diagram 	

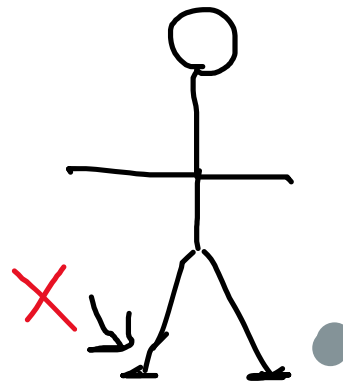
Football Bulldog:

Nominate a bulldog while the rest of the players start on one side of the grid with their balls, aim of the game is for these players to get to the other side without being caught by the bulldog. When they're caught they join in with the bulldog making it harder for players to dribble to the other side.

If there is time finish off with a small game.

**Ideas for Development (progression / regression):**

Introduce a handicap for the dribbling players if the 'bulldog' is struggling. I.e. dribble with left foot.

Diagram for activity

5Cs to be included in this session	Select 2 of the 5 and apply to session HOW?
Competence	
Confidence:	Confidence with dribbling the ball.
Connection:	
Character and caring:	
Creativity:	Creatively looking for ways to avoid other players.

Cool-down:	
Comments on session:	

Review of your Coaching Session and Personal Action Plan

For each session you deliver you need to complete a *Coaching Session Review and Evaluation* plus a *Personal Coaching Action Plan*.

Practical: Coaching Session Review and Evaluation (Individual Reflection)

Were the aims of the session achieved? Identify which ones were achieved and which if any, were not.	
What factors helped ensure that your aims were achieved? <i>(Reflect upon organisation, appropriateness of activities, coaching styles.)</i>	
What were the reasons for you not achieving your aims? <i>(Reflect upon organisation, appropriateness of activities, coaching styles.)</i>	.
What changes (if any) did you make to your session that were not in your plan and why?	
Would you do anything differently if you were to deliver the session again?	.

What have you learnt about your coaching from this session?		
Personal Action Plan Using the information above, what changes will you make to your planning, coaching delivery and organisation in future sessions?		
Watch and whistle needed. Add precautions to timing preparations like how long a demo takes and drinks breaks.		
Name of Coach:Finley Andrew McGrath	Venue LC	Date

Risk Assessment (Complete Individually)

Ref	Hazard / Task / Activity Area of Concern	Persons at Risk	Existing Controls	Describe Any Controls / Need
1				
2				
3				
4				
5				

Journal Review 2

The 2015 journal paper "Parenting in Youth Sport" by Knight Harwood provides a thorough analysis of the functions, effects, and ramifications of parental engagement in young sports. Harwood examines the many facets of parenting practices and their effects on the experiences and development of young athletes by synthesising the body of available information.

Harwood starts off by emphasising the important role parents have in determining their kids' participation in and experiences with sports. The author divides parenting behaviours into several categories, from overbearing and demanding to supporting and loving, based on research in sports science and psychology.

The paper by Harwood makes a significant addition when it discusses the intricate relationships that exist between athlete success, parental participation, and the larger social background of child sports. Harwood emphasises the complex ways in which parental behaviours and attitudes interact with coaching techniques, peer dynamics, and social expectations in athletic situations by fusing data from multidisciplinary research.

Harwood also discusses the possible effects of parental styles on the growth and wellbeing of athletes. The author shows how parental demands, ways of speaking, and emotional support, among other things, may affect players' motivation, self-worth, and general enjoyment of participating in sports.

To sum up, Harwood's paper offers insightful information about the complex world of parenting during youth sports. The author advances knowledge of the intricate processes at work in child sports environments by synthesising the body of research and providing coaches, educators, and parents with useful insights.

Mentoring Assessment 1

UWTSD Lecturer Observational Coaching Competence Mentoring Template

Mentor Name - <i>Finley</i>	Venue - <i>LC</i>	Lecturer Name - <i>Amber</i>	Date - <i>11/2/24</i>
Aim of Session <i>Net Tennis</i>	Development Area	Competent +	Achieved ++
Professional Attributes (Engaged in the observational activity, dress code, Approachable, empathy, friendly, time management, professional standards.)		✓	✓
Introduction (Have they spoken to the coaches and confirmed coaching plan focus)	✓	✓	
Explanation (Do they know the key points of the activity from the information provided)	✓		
Demonstration (What did the demonstrations tell us about Mechanics of the movements)		✓	✓
Positioning (Do they move around to view sessions from multiple positions and close the distance when required)		✓	✓
Coach / Mentor Relationship (Is communication flowing between mentor and mentee? And has the relationship developed)		✓	✓
Analysis (Compare against template, Technical to Skill Transfer, Identify development areas and Training gap)		✓	
Feedback (Gain Attention, Consider positions, Clear, Concise, Tone, Positive, Motivated, ask Questions, were the key points reiterated)		✓	✓
Assessor Signature - <i>[Signature]</i>			

Time management poor when Be closer for introduction. Be clear on aim of session. Group interaction needed. She didn't use wall paper. Throwing balls on side when not delivering. Move off the bench or phone (visible)

(13)

Mentoring Assessment 2

UWTSD Observational Coaching Competence Assessment Template and Mentoring Review

Name - <u>Finley</u>	Venue - <u>LC</u>	Student Assessor - <u>Paul Barfoot</u>	Date - <u>18.3.24</u>	
Aim of Session	Development Area	Competent +	Achieved ++	Exceeded +++
Instruction (Gain Attention, Consider positions, Clear, Concise, Tone, Positive, Motivated)			1	
Explanation (Key Points, Questioning, Check for Understanding)			1	
Demonstration (Mechanics, Repetition, Viewing Position, Learning Styles)			1	
Observation (During the activity, Position, Template, Technical to Skill Transfer)				1
Analysis (Compare against template, Identify development areas and Training gap)				1
Provide Feedback (Ask questions, Discussion, Key Points, Specific Information, Positive)				1
Recreation (Freeze, Demonstration, Appropriate Practice, Play Live, Evaluate Success)				1
Game Adaptions or Modifications (Playing area, Positioning, Numbers, Ball Introduction, Conditions, Challenges)				1
APES (Active, Purposeful, Enjoyable, Safe - For Everyone?)			1	
Coaching Attributes (Empathy, Innovative, Friendly, Questioning, Time Management, Motivated, Listening)			1	
Note - Link above observations to NGB coaching standards e.g., Coaching styles, structure, and process. Not all areas will be covered during each session.				
Assessor Signature - <u>[Signature]</u>				

GOT KIT

Mentoring Review

Consider the Coaching Styles and list observations / challenges / success below: (Autocratic / Democratic / Guided Discovery / Question & Answer)

* to much Distance to mentee - improved after 5 minutes closed gap and listened
* Gave advice about adapting games

Review the structure of the session and identify any concerns or good practice:

Good Structure to the lesson plans

Examples of when the coaching process and interventions were used:

took time to interact with mentee

Reflective Cycle - the Development of an Action Plan for the coach:

1. Needs to be more involved in coaching process

2.

3.

In Class Test Semester 2

Finley McGrath

Application of the advanced
coaching and mentoring process

In class test

Semester 2

My 5 year plan to help a coach reach Elite level of Football Coaching



Year 1 – 3 big steps

In the first year of this five year plan I have put together what I consider to be three very important steps: enroll in a course related to sports Coaching, obtain a level one FA qualification and get a job in the USA as a Football coach.

Enrolling into University is what I believe to be a very beneficial step for an aspiring Football coach as you will now have a steady income of Student Finance to help support costs of your living and potential costs of courses you may want to do, it also allows you to study within your field and ask questions to your tutors who have far more experience than you do in the coaching field. A University degree also provides other opportunities if your goals change as you get older. If you are concerned about your grades you may want to apply for a Higher National Diploma (HND) as the grade boundaries are lower for this than a Bachelors degree.

Obtaining a level 1 qualification is the first step of the journey to Elite coaching as it is the start of the pathway to the UEFA A licence and only costs £100.

Going out and coaching in the USA is a very good experience for aspiring coaches as it does not require much experience and the finance costs can be helped by bursaries your university. companies such as Challenger Sports and USA Summer camp offer this opportunity.

Year 2 – getting comfortable with being uncomfortable

in year 2 we look to expand on the experience already gathered by volunteering to coach a local kids side, there is always a need for more coaches so this wont be an issue.

With this volunteer work we will now look to obtain a UEFA C licence as you need to be coaching a team to progress with the programme.

Year 3 – progression is key

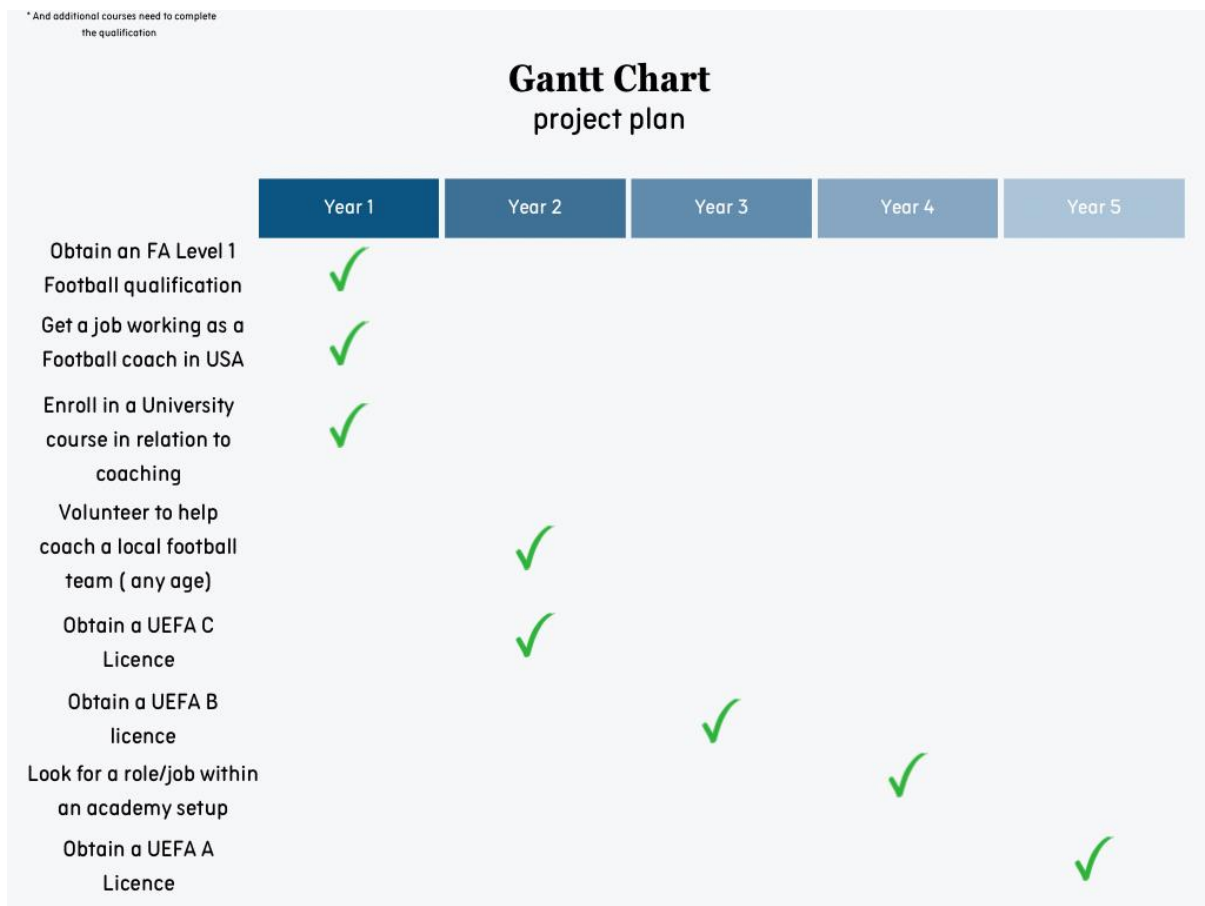
Year 3 is simply about progression, as you have now achieved your UEFA C licence you will now continue to complete your UEFA B licence which is a big push towards coaching at an elite level.

Year 4 – Stepping up a notch

Now that you have gained vital experience as a coach and have graduated from University we should look to secure a job within an academy setup as our resume in coaching is now to a good standard, use sites such as Linkedin to help with this.

Year 5 – The final push

As we are now working within an academy we should push for them to help finance our UEFA A Licence as this is the final qualification we need to reach Elite level coaching. additionally, if this proves to be difficult the FA offer a 'Fully Funded Places Programme' that you can apply for which would pay the full cost of this course.



My Five year Gantt reference - learn.englandfootball.com. (n.d.). Fully Funded Places Programme | EnglandFootball Learning. [online] Available at:<https://learn.englandfootball.com/ongoing-learning/Initiatives/fully-funded-Chartplaces>.