



Talent Nomination / Talent Profile Form - Coach Input

This form has been designed to fulfil multiple requirements such as Nominations and Profiling.

Over the coming months the form will be used at different windows for open nominations into Great Britain Elite Development Programme (GB EDP), England Age Group and Talent Academy environments as well as for profiling of existing GB EDP, England Age Group and Current Performance Centre Players.

We recognise over time you may complete this form for the same player from the perspective of a different role you might undertake in another capacity. We do ask however the form is completed with the view of only one of the following:

- GB EDP Coach
- England Age Group Coach
- Performance Centre Coach
- England Hockey Scout
- Talent Academy Coach
- County Coach
- School Coach
- Or Club Coach

Please be sure to complete the form following the required formats

Thank you in advance for your care and consideration as you complete the form.

* Required

General Info

General Information

Nomination Information

4

Date of nomination (todays date) *



Format: M/d/yyyy

5

Name of coach/scout completing the nomination - SURNAME FORNAME (ALL IN CAPITALS) *

6

Email address of the coach/scout completing the nomination *

If this answer is incomplete or inaccurate the nomination will be null and void.

7

Phone number of the coach/scout completing the nomination. *

8

Is this player you are nominating.. *

Female

Male

9

Player FIRST name (CAPITALS PLEASE) *

10

Player SURNAME (CAPITALS PLEASE) *

11

Date of Birth (Player) - dd/mm/yyyy (this format only please) *

Please make sure to enter the year of birth



Format: M/d/yyyy

12

Please provide the email address of the parent / guardian of the player you are nominating *

If this answer is incomplete or inaccurate the nomination will be null and void.

13

Please provide a contact telephone number for the parent / guardian of the player you are nominating *

If this answer is incomplete or inaccurate the nomination will be null and void.

14

Please provide the home postcode of the player you are nominating *

If this answer is inaccurate the nomination will be null and void.

Current environment

Which environment are you nominating from?

- Club
- School
- University
- Talent Academy
- County
- England U18 Boys
- England U18 Girls

Future Potential

Detecting future potential is a challenge but a combination of current performance, quality of superstrengths, physical, social and mental maturation, on pitch communication, engagement and general curiosity to improve and relative training age both physically and mentally can all be interesting factors to consider. Each individual will be different and its important as coaches, as scouts, as selectors/assessors that we take all this information into consideration.

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How physically mature in comparison to their peers are they?

- 1** being physically immature in comparison (shorter than the majority, less muscle mass than the majority, slower physiological developments than peers)
- 2** being on par (similar height to the majority, similar muscle mass to the majority, feet and limbs are in proportion to their body.)
- 3** being physically more mature (are taller, are more muscular, greater limb length, large feet compared to body, sudden growth spurt, sudden physiological developments (like voice breaking) in comparison to the majority.) *

1 2 3

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How socially mature in comparison to their peers are they?

- 1** being socially immature in comparison (Unable to hold conversation compared to peers; often result in giggling to overcome silence or nerves when talking to others when compared to peers.)
- 2** being on par (Able to hold conversation about hockey and other topics that are really of interest to themselves similar to peers. Ask questions but often dont get a continuation having answered a question similar to their peers.)
- 3** being socially more mature (Able to hold conversation about hockey and non hockey related subjects compared to their peers. Ask questions without prompting about hockey and non-hockey related questions compared to their peers. Hold eye contact when in conversation compared to their peers.) *

1 2 3

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How much hockey have they experienced at SCHOOL/UNIVERSITY?

4 stars - Quality hockey - High level hockey specific coach, multiple times a week throughout the school year

3 stars - Average hockey - A hockey specific coach, multiple times a week only through one term.

2 star - Limited amount of hockey - A non-hockey coach, once a week and occasional through the year or only one term.

1 star - No hockey through school or just a couple of taster sessions.



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How much hockey have they experienced at CLUB?

4 stars - Quality hockey - High level talent coach at least 2x/week &/or a long season of hockey (44 weeks)

3 stars - Average hockey - A good talent coach at least 2x/week &/or a normal season (30 weeks)

2 star - Limited hockey - Regardless of quality of coaching access one session a week for a normal season.

1 star - No club hockey does not play club hockey.



44

What is the ability of the player to learn?

4 stars - learns quickly - you can see within one or two sessions them attempting to put into practice what you have been working on and progresses;

3 stars - slow but consistent progress - over a period of a few weeks you see them attempting to put into practice what you have worked on and you see progress that is slow but consistent.

2 star - no progress - never attempt to put into practice the coaching points. (need to challenge self as a coach is it your coaching style, do they have difficulties learning that you haven't taken into consideration or do they not want to engage in the learning?)

1 stars - they simply do not want to engage in learning and improving.



Do you see the player having any of these future Super Strengths? *

- GK - keeps the ball out of the goal.
 - GK - amazing 1v1
 - Ball winner - excellent timing and ability to win ball - can be an attacker or defender!
 - Goal scorer - amazing ability to score from edge of circle.
 - Goal scorer - brave, good eye for the ball, willing to dive, excellent in and around the 9yrd area.
 - High speed runner - excellent elimination from running fast with the ball
 - Control of the ball - excellent ability to control the ball on receive and carry
 - Game understanding - positioning and game awareness is exceptional
 - Outletting - has a long accurate pass - hit; overhead; slap.
 - Tactician - player has an outstanding understanding of tactics and can problem solve on the field
 - Leader - great leadership qualities
 - Player doesn't demonstrate any specific super strengths
 -
- Other

What is the preferred playing position of the player? *

- GK
- Defender
- Defensive Midfielder
- Attacking Midfielder
- Forward

Hockey Intelligence Profiling - Field Player

Please only fill in for field players.



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What do you see as their current Super Strength/s? *

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What do you see as their current Super Focus? (Area to specifically improve on) *

Please rate the players - Game Understanding

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|--|---|---|----|
| Limiting Factor Performance in this area would NOT support individual and team performance at current age group International Level. | | Limited Potential Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Possible Strength Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Strength Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Super Strength Performance in this area WILL support individual and team performance at current age group international level | |
| Game Understanding | | | | | | | | | |
| Encapsulates their understanding and awareness of different phases of the game, the structure they are being asked to play to, any tactical adaptations that are made and the context of the game. This results in them consistently being able to make quality decisions on which Highly Skilled Action (HSA) is appropriate for this moment. (Even if the HSA is not well executed the intent is good) | | | | | | | | | |

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Super Focus

Super Strength

Highly Skilled Actions - In Possession - Carrying - How does the player carry the ball?

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|--|---|---|----|
| Limiting Factor Performance in this area would NOT support individual and team performance at current age group International Level. | | Limited Potential Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Possible Strength Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Strength Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Super Strength Performance in this area WILL support individual and team performance at current age group international level | |
| Highly Skilled Action - Carrying the hockey ball | | | | | | | | | |
| The ability to carry the ball with vision; the ability to eliminate in control with speed; the ability to eliminate with quick hands; the ability to eliminate with agility and body feint; the ability to combine quick hands with agility and acceleration to eliminate the opponent; the ability to set up defenders to force their weight in one direction to then manipulate the ball with quick hands or quick body movement to evade the defender. | | | | | | | | | |

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Super Focus

Super Strength

Highly Skilled Actions - In Possession - Passing

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|--|----|
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| Performance in this area would NOT support individual and team performance at current age group International Level. | | Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Performance in this area WILL support individual and team performance at current age group international level | |
| Highly Skilled Action - Passing the hockey ball | | | | | | | | | |
| The ability to play accurate, appropriately paced, appropriate height passes to a team mate to make their control and first touch as easy as possible for their next action. The ability to play a range of passes - push off both feet on the move; push pass over distance, slap pass, slider pass, hit pass, reverse hit pass, reverse split grip pass and overhead. The ability to make passes with disguise. | | | | | | | | | |

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Super Focus

Super Strength

Highly Skilled Actions - In Possession - Receiving

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|--|---|---|----|
| Limiting Factor Performance in this area would NOT support individual and team performance at current age group International Level. | | Limited Potential Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Possible Strength Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Strength Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Super Strength Performance in this area WILL support individual and team performance at current age group international level | |
| Highly Skilled Action - Receiving the hockey ball | | | | | | | | | |
| The ability to make the right decision as to which type of receive is required - post up; across body; half open - from having excellent awareness and understanding of what is around. First touch is taken to space and with complete control again considering the surroundings of team mates, opposition and where on the field. Body is open to the attacking goal and rest of the field whenever possible (heels/bottom to sidelines or baselines). Can eliminate by breaking a line on the opponent with receive using body if necessary to screen the ball from the opponent. | | | | | | | | | |

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Super Focus

Super Strength

Highly Skilled Actions - In Possession - Goal Scoring

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|--|---|---|----|
| Limiting Factor Performance in this area would NOT support individual and team performance at current age group International Level. | | Limited Potential Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Possible Strength Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Strength Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Super Strength Performance in this area WILL support individual and team performance at current age group international level | |
| Highly Skilled Action - Scoring a goal | | | | | | | | | |
| The ability to make the right decision as to which type of HSA is required to execute an efficient shot to goal. Knows where the goal is and how they can manipulate their position to get a shot to goal. Shows understanding of spacial awareness and recognises how much space and time is required to get a shot to goal. Places the ball on goal knowing that where they shoot can impact efficiency of team scoring - low far post can reward the team with a rebound, deflection possibility and is the hardest place for the GK to make saves. Shows a bravery in and around the 4m scoring zone to jump in front of the opponent for tips and touches. | | | | | | | | | |

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Super Focus

Super Strength

Highly Skilled Actions - In Possession - Positioning and Leading

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|--|---|---|----|
| Limiting Factor Performance in this area would NOT support individual and team performance at current age group International Level. | | Limited Potential Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Possible Strength Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Strength Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Super Strength Performance in this area WILL support individual and team performance at current age group international level | |
| Highly Skilled Action - In Possession - Positioning and Leading | | | | | | | | | |
| Shows understanding of positioning to aid efficiency of attacking play. Positions themselves open to the field whenever possible (heels to sideline/baseline or forward facing when possible in midfield). They have an awareness when leading of others in the team. They can recognise to replace height when required. They understand the key positions of leading to height, width, post up and guard and lead with dynamic intent to either create space for others or for the ball themselves. Can lead in conjunction with others in their team. Shows a change of pace and understanding timing of when to lead. | | | | | | | | | |

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Super Focus

Super Strength

Highly Skilled Actions - Out of Possession - Marking

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|--|---|---|----|
| Limiting Factor Performance in this area would NOT support individual and team performance at current age group International Level. | | Limited Potential Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Possible Strength Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Strength Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Super Strength Performance in this area WILL support individual and team performance at current age group international level | |
| Highly Skilled Action - Out of Possession - Marking | | | | | | | | | |
| Understands the concept of marking and denying the opponent the ball. Can position themselves according to the structure and tactics that the team are playing to in relation to marking position. Shows they can use appropriate body pressure when marking and especially in and around the defending circle. Has agility, acceleration and deceleration skills to ensure they are marking in the appropriate position constantly. Shows game awareness to the distance of their marking in relation to the where on the field the ball is and their opponent is standing (i.e when the ball is at distance can be in a position to take both player and space) | | | | | | | | | |

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Super Focus

Super Strength

Highly Skilled Actions - Out of Possession - Tackling

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|--|---|---|----|
| Limiting Factor Performance in this area would NOT support individual and team performance at current age group International Level. | | Limited Potential Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Possible Strength Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Strength Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Super Strength Performance in this area WILL support individual and team performance at current age group international level | |
| Highly Skilled Action - Out of Possession - Tackling | | | | | | | | | |
| <p>Show ability to win possession of the ball by making a clean tackle. They use quality tackling technique - PALM 2 - proactive, aggressive, low, mobile and with 2 hands. They use their body and stick position to dictate to the opposition where they can go with the ball to allow them the best chance to win the ball in the tackle. If someone is running at speed at them they move their feet positioning so ensure they remain in contention to win the ball.</p> | | | | | | | | | |

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Super Focus

Super Strength

Highly Skilled Actions - Out of Possession - Positioning and Movement

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|--|---|---|----|
| Limiting Factor Performance in this area would NOT support individual and team performance at current age group International Level. | | Limited Potential Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Possible Strength Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Strength Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Super Strength Performance in this area WILL support individual and team performance at current age group international level | |
| Highly Skilled Action - Out of Possession - Positioning and Movement | | | | | | | | | |
| Shows understanding of positioning and movement to aid efficiency of defending play. Proactively positions themselves to ensure they are best placed to manage out of possession situations. Constantly aware and scanning of a need to change positions and moves dynamically adjusting their positioning as the ball moves. | | | | | | | | | |

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Super Focus

Super Strength

Highly Skilled Actions - Out of Possession - Closing Down Space

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| Limiting Factor Performance in this area would NOT support individual and team performance at current age group International Level. | | Limited Potential Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Possible Strength Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Strength Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Super Strength Performance in this area WILL support individual and team performance at current age group international level | |
| Highly Skilled Action - Out of Possession - Closing Down Space | | | | | | | | | |
| <p>The ability to close space and engage the ball carrier. Using their stick and body as a barrier to show the opponent that you can not coem through the space. Brave with positioning and body language. Left hand often to the floor to present a big barrier. Uses acceleration and deceleration skills to reduce space and dictate to opponents where you/your team want them to go. Forces the opposition into error and turnover.</p> | | | | | | | | | |

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Super Focus

Super Strength

Highly Skilled Actions - Out of Possession - Intercepting

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|---|---|--|----|
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| Performance in this area would NOT support individual and team performance at current age group International Level. | | Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Performance in this area WILL support individual and team performance at current age group international level | |

Highly Skilled Action - Out of Possession - Intercepting

The ability to position themselves in preparation and readiness to intercept. Can make clean intercepts using acceleration and quick deceleration to win the ball from the opponent. Reads the game by being aware of both opponent, space, the ball and an understanding of their own speed and how quickly they can close space to allow them the opportunity to intercept passes.

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Super Focus

Super Strength

Do you feel the player has High Potential with their hockey playing ability? *

| 1 | 2 | 3 | 4 | 5 |
|--|---|--|--|--|
| Minimal Potential | Limited Potential | Possible Potential | Potential | High Potential |
| Performance will NOT support individual and team performance at current age group International Level and shows minimal potential to be a Senior International Player. | Performance will UNLIKELY support individual and team performance at current age group International Level and shows limited potential to be a Senior International player. | Performance will POSSIBLY support individual and team performance at current age group International level and shows possible potential to be a Senior International player. | Performance will PROBABLY support individual and team performance at current age group international level and shows some potential to be a Senior International player. | Performance WILL WITHOUT DOUBT support individual and team performance at current age group international level and shows potential to be a Senior International Player. |



PCA & PCD Skills

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PCA Skill - (consistently = 8/10 times)

- Inject - accurate to two castles.
- Trap and touch into D if required
- Drag Flick - consistently in low corners
- Drag Flick - consistently in high corners
- Hit from top - consistently in corners of goal.
- Slap from top - consistently in corners of goal.
- Deflect - consistently get a touch on the ball
- Player does not demonstrate competency and/or consistency in any of the above

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PCD Skill - can consistently execute and show good level of game understanding.

- Runner
- Blocker
- Post Player
- Player does not demonstrate competency and/or consistency in any of the above

Physical Capabilities for a Field Player



| Physical Capabilities - Field Player | | | | | | | | | |
|--|---|--|---|---|---|--|---|--|----|
| Speed | | | | | | | | | |
| Speed is critical for a field player - speed of acceleration to close space of the opponent. Speed of change of direction - ability to decelerate, change direction and reaccelerate. Maximum Velocity the top speed of a player this requires huge force and is often not reached in hockey but is required at moments and is important is trained. | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| Regularly beaten to the ball and cannot turn or change direction well. | | Often beaten to the ball and is slow to change direction. Has slow footwork but can demonstrate intent to use footwork patterns to change direction. | | Of average speed occasionally beaten to the ball. Unremarkable in their ability to move and change direction. | | Quite often the fastest to the ball. Has quick footwork in changing direction and can change direction as quick. | | The fastest to the ball. Exceptional quick feet and change of direction. | |

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Super Focus

Super Strength

| Physical Capabilities - Field Player | | | | | | | | | |
|--|---|---|---|---|---|---|---|--|----|
| Conditioning | | | | | | | | | |
| <p>Aerobic Endurance the ability to continually perform an activity without tiring. It involves getting oxygen to muscles and the more conditioned your body is the greater the high intensity efforts are improved.</p> <p>Repeated Sprint Ability is also important for field players as hockey has rolling subs and therefore the talent/performance game has become very intense. The ability to repeat high speed with short amounts of rest has become one of the most important elements of the game.</p> | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| <p>Has no base endurance. Is the last of the group every time there is a warm up or physical running session. Does not often run in a game. Can not repeatedly sprint in matches, will require regularly substitutions of minimal periods to maintain intensity of a match.</p> | | <p>Has an aerobic base in the bottom half of the squad. Can make one or two repeated sprints in training/match but it starts to affect their control of their body and technique. Will require regular substituting to maintain intensity in a match.</p> | | <p>Has an aerobic base average of the whole squad. Can make some repeated sprints but not regularly throughout a training or a match. Will need regular substituting to maintain intensity.</p> | | <p>Has a good aerobic base. In the top half of the squad. Can cope with load in training and repeatedly pushed themselves to maintain their acceleration and top speed when repeatedly having to sprint. In a game they are relentless in nature and keep pushing themselves to maintain the intensity.</p> | | <p>Has the aerobic base that is the best in the squad. In training can continue with any amount of repeated sprints without looking fatigued. They are exceptional in their relentless behaviours they lead the group and will push the boundaries of intensity of the team.</p> | |

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| Physical Capabilities - Field Player | | | | | | | | | |
|--|---|--|---|--|---|---|---|---|----|
| Strength | | | | | | | | | |
| <p>Strength includes the four different areas: physical dominance - which is the ability of the player to express strength through hockey such as hitting a ball hard, evading an opponent using force, physically protecting the ball on receive; Robustness - the body's ability to withstand the physical demands of hockey training and game play. Stronger athletes are more resilient to injury and therefore able to train more regularly making themselves consistently more available; Balance - ability to stay in control of body movement. Can the player maintain their centre of gravity over a constantly changing base of support for example when in a low lunge to slap the ball; finally Explosivity - ability to produce large amounts of force in a small amount of time for example when making a push pass.</p> | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| Physically dominated by other players around them. Is often injured due to a lack of robustness. Does not have a strong pass and is often pushed off the ball due to being too weak. | | Is occasionally physically dominated by other players around them. Is occasionally injured due to a lack of robustness. Has a relatively weak pass. Is occasionally pushed off the ball due to a lack of strength. | | Neither dominated physically nor the dominant. Is in control of their movements and can perform them with speed and power but their ball pace never stands out. You rarely see them being pushed off the ball. | | Mostly dominates opposition field players. Is robust from injury. Passes the ball strongly. Is in control of their body through all ranges of motion. Can use lowness to really increase the speed of a pass. | | Physically dominant - opposition bounce off them. Physically very robust. Has strong and powerful passes. Uses their physical strength to their advantage in a game. Is in control of their body at all times and through low movement at speed and with power. | |

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| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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| Physical Capabilities - Field Player | | | | | | | | | | |
|--|--|--|--|---|--|---|--|---|--|--|
| Nutrition | | | | | | | | | | |
| Combination of fueling and hydration to maximise performance, does the player take into consideration the timing, quantity and quality which becomes vital for peak performance. Also their behaviours around resting and active recovery. A strong understanding about recovery fueling and hydration is also important as players move into and through the talent system. What does this player know and show around their nutritional choices. | | | | | | | | | | |
| 1 2 | | 3 4 | | 5 6 | | 7 8 | | 9 10 | | |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | | |
| Does not practice or think about eating or drinking for performance. No thought about recovery choices. Won't accept support with their choices. | | Will go through periods where they think about what they eat and drink to perform but not consistent. Or they can articulate what they should do but struggle to put it into action without support. | | Have periods that they fuel and hydrate sensibly. Have periods where they forget or are not diligent about what they are eating and drinking. Do not think about their performance or recovery choices all the time. Need support often to keep them on track | | Often hydrating and fuelling self appropriately for training/match phase. Need some but minimal support with choices they are making. | | Is very diligent about how they fuel and hydrate themselves relative to the training/match phase. Know their body exceptionally well and can make very well informed choices. | | |

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|---|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Hockey Intelligence Profiling - GK



Please only fill in for goalkeepers.

67

How many years has the GK been playing in goal (not just playing hockey)? *

68

What do you see as their current Super Strength/s? *

What do you see as their current Super Focus? (Area to specifically improve on) *

Goal-Keeping - Game Understanding

| | | | | | | | | | |
|--|----------|---|----------|---|----------|---|----------|--|-----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| Performance in this area would NOT support individual and team performance at current age group International Level. | | Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Performance in this area WILL support individual and team performance at current age group international level | |
| Game Understanding - Goal Keeping | | | | | | | | | |
| Always prepared, follows the ball and has an awareness of future threats, defence and dangerous spaces. | | | | | | | | | |

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| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Game Understanding - Goal Keeping - Small Goal Principle

| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | |
|--|--|---|--|---|--|---|--|--|--|---|--|---|--|---|--|---|--|----|--|
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | | | | | | | | | | | |
| Performance in this area would NOT support individual and team performance at current age group International Level. | | Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Performance in this area WILL support individual and team performance at current age group international level | | | | | | | | | | | |
| Game Understanding - Goal Keeping - Small Goal Principle | | | | | | | | | | | | | | | | | | | |
| they position themselves well in the circle, angle and depth to match the situation, reach the corners of the goal. | | | | | | | | | | | | | | | | | | | |

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| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Game Understanding - Goal Keeping - Win Space Own Space Principle

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|--|---|---|----|
| Limiting Factor Performance in this area would NOT support individual and team performance at current age group International Level. | | Limited Potential Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Possible Strength Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Strength Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Super Strength Performance in this area WILL support individual and team performance at current age group international level | |
| Game Understanding - Goal Keeping - Win Space Own Space Principle | | | | | | | | | |
| They have quick acceleration and Deceleration skills to close down space at speed. They show good balance and awareness of play to know when they should close at speed and when to stay in the goal. | | | | | | | | | |

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| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Highly Skilled Actions - Goal Keeping - Shot Stopping Low

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|--|---|---|---|---|---|--|---|---|----|
| Limiting Factor Performance in this area would NOT support individual and team performance at current age group International Level. | | Limited Potential Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Possible Strength Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Strength Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Super Strength Performance in this area WILL support individual and team performance at current age group international level | |
| Highly Skilled Action - Goal Keeping - Shot Stopping Low | | | | | | | | | |
| GK demonstrates a quality ready position - they show balance, control and power in shot stopping. | | | | | | | | | |

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| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Highly Skilled Actions - Goal Keeping - Shot Stopping - High

| 1 2 | | 3 4 | | 5 6 | | 7 8 | | 9 10 | |
|---|--|---|--|---|--|---|--|--|--|
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| Performance in this area would NOT support individual and team performance at current age group International Level. | | Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Performance in this area WILL support individual and team performance at current age group international level | |
| Highly Skilled Action - Goal Keeping - Shot Stopping High | | | | | | | | | |
| GK demonstrates a quality ready position - they show balance, control and power in shot stopping. They use their left and right glove including control of the rebound from the gloves. | | | | | | | | | |

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| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Highly Skilled Actions - Goal Keeping - Clearances

| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | |
|--|--|---|--|---|--|---|--|--|--|---|--|---|--|---|--|---|--|----|--|
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | | | | | | | | | | | |
| Performance in this area would NOT support individual and team performance at current age group International Level. | | Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Performance in this area WILL support individual and team performance at current age group international level | | | | | | | | | | | |
| Highly Skilled Action - Goal Keeping - Clearances | | | | | | | | | | | | | | | | | | | |
| GK chooses appropriate option with different speed/pressure, flat, bouncing, upright and sliding. | | | | | | | | | | | | | | | | | | | |

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| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Highly Skilled Actions - Goal Keeping - Blocking

| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | |
|--|--|---|--|---|--|---|--|--|--|---|--|---|--|---|--|---|--|----|--|
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | | | | | | | | | | | |
| Performance in this area would NOT support individual and team performance at current age group International Level. | | Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Performance in this area WILL support individual and team performance at current age group international level | | | | | | | | | | | |
| Highly Skilled Action - Goal Keeping - Blocking | | | | | | | | | | | | | | | | | | | |
| GK chooses appropriate option with regards to the shape they create, whether it be upright, slide or smother or combination. | | | | | | | | | | | | | | | | | | | |

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| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Highly Skilled Actions - Goal Keeping - Stick

| 1 2 | | 3 4 | | 5 6 | | 7 8 | | 9 10 | |
|--|--|---|--|---|--|---|--|--|--|
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| Performance in this area would NOT support individual and team performance at current age group International Level. | | Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Performance in this area WILL support individual and team performance at current age group international level | |
| Highly Skilled Action - Goal Keeping - Stick | | | | | | | | | |
| GK uses their stick as a tool and not a prop. | | | | | | | | | |

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| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Highly Skilled Actions - Goal Keeper - Second Phase Play

| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | |
|---|--|---|--|---|--|---|--|--|--|---|--|---|--|---|--|---|--|----|--|
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | | | | | | | | | | | |
| Performance in this area would NOT support individual and team performance at current age group International Level. | | Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Performance in this area WILL support individual and team performance at current age group international level | | | | | | | | | | | |
| Highly Skilled Action - Goal Keeping - Second Phase Play GK stays in the game both mentally and physically to continually make positive decisions around which HSA is required at which moment when making a second, third or more saves on the bounce. | | | | | | | | | | | | | | | | | | | |

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| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Highly Skilled Actions - Goal Keeping - 1v1 skills

| | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|---|--|---|--|--|--|----------|--|----------|--|----------|--|----------|--|-----------|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | | | | | | | | | | | |
| Performance in this area would NOT support individual and team performance at current age group International Level. | | Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Performance in this area WILL support individual and team performance at current age group international level | | | | | | | | | | | |

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| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
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Super Focus

Super Strength

Highly Skilled Actions - Goal Keeping - PCD Skills - Positioning in the goal

| | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|---|--|---|--|--|--|----------|--|----------|--|----------|--|----------|--|-----------|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | | | | | | | | | | | |
| Performance in this area would NOT support individual and team performance at current age group International Level. | | Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Performance in this area WILL support individual and team performance at current age group international level | | | | | | | | | | | |

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| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Highly Skilled Actions - Goal Keeping - PCD Skills - Logging against a hit.

| | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|---|--|---|--|--|--|----------|--|----------|--|----------|--|----------|--|-----------|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | | | | | | | | | | | |
| Performance in this area would NOT support individual and team performance at current age group International Level. | | Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Performance in this area WILL support individual and team performance at current age group international level | | | | | | | | | | | |

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| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Highly Skilled Actions - Goal Keeping - PCD Skills - Against a drag flick.

| | | | | | | | | | | | | | | | | | | | |
|--|--|---|--|---|--|---|--|--|--|----------|--|----------|--|----------|--|----------|--|-----------|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | | | | | | | | | | | |
| Performance in this area would NOT support individual and team performance at current age group International Level. | | Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | Performance in this area would PROBABLY support individual and team performance at current age group international level. | | Performance in this area WILL support individual and team performance at current age group international level | | | | | | | | | | | |

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| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Game Understanding - Goal Keeping - PCD Skills - Calling PCD defence, understands game and reads opponents.

| | | | | | | | | | | | | | | | | | | | |
|--|--|----------|--|---|--|----------|--|---|--|----------|--|---|--|----------|--|--|--|-----------|--|
| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | |
| Limiting Factor | | | | Limited Potential | | | | Possible Strength | | | | Strength | | | | Super Strength | | | |
| Performance in this area would NOT support individual and team performance at current age group International Level. | | | | Performance in this area is UNLIKELY to support individual and team performance at current age group International Level. | | | | Performance in this area would POSSIBLY support individual and team performance at current age group International level. | | | | Performance in this area would PROBABLY support individual and team performance at current age group international level. | | | | Performance in this area WILL support individual and team performance at current age group international level | | | |

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|---|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Do you feel the player has High Potential with their hockey playing ability? *

| 1 | 2 | 3 | 4 | 5 |
|--|---|--|--|--|
| Minimal Potential | Limited Potential | Possible Potential | Potential | High Potential |
| Performance will NOT support individual and team performance at current age group International Level and shows minimal potential to be a Senior International Player. | Performance will UNLIKELY support individual and team performance at current age group International Level and shows limited potential to be a Senior International player. | Performance will POSSIBLY support individual and team performance at current age group International level and shows possible potential to be a Senior International player. | Performance will PROBABLY support individual and team performance at current age group international level and shows some potential to be a Senior International player. | Performance WILL WITHOUT DOUBT support individual and team performance at current age group international level and shows potential to be a Senior International Player. |



Physical Capabilities for a GK

Please only fill in areas that you have information.



Physical Capabilities - GK

Speed

Speed is critical for a GK - speed of acceleration to close space of the opponent. Speed of change of direction - ability to move from one side of the goal to the other, and from floor to upright and back again. Speed is essential for goalkeepers.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|--|---|--|---|--|----|
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| Regularly beaten to the ball and cannot turn or change direction well. Does not get to or from the floor quickly. | | Often beaten to the ball and is slow to change direction. Has slow footwork but can demonstrate intent to use footwork patterns to change direction Can get to the floor quickly but struggles to get back up again at speed. | | Of average speed occasionally beaten to the ball. Unremarkable in their ability to move and change direction. Can get to the floor quickly and can be quick to get up again but not very efficient in their style. | | Quite often the fastest to the ball. Has quick footwork in changing direction and can change direction as quick as field players when in kit. Is relatively quick in getting up and down from the ground and ready to perform their next action. | | The fastest to the ball. Exceptional quick feet and change of direction. Can move quicker than field players even when in kit. Is very quick to get up and down from the ground and is ready to perform their next action. | |

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| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Physical Capabilities - GK

Conditioning

Aerobic Endurance which may not be deemed as necessary for a GK is important for a baseline level as elite GK performers have to perform in a lot of kit, in at times extreme conditions, having a baseline level of endurance allows them the level of aerobic conditioning to ensure they can maintain their level of performance. The other area of conditioning important for GK is their repeated power ability - anaerobic system - when forced to make numerous saves in a row this system becomes extremely important.

| 1 2 | | 3 4 | | 5 6 | | 7 8 | | 9 10 | |
|---|--|---|--|---|--|--|--|---|--|
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| Has no base endurance. Is the last of the group every time there is a pitch lap. Plays in goal as they don't have to run. Can not repeatedly make saves without looking fatigued. | | Has an aerobic base in the bottom third of the squad. Can make one or two repeated saves in training/match but it starts to affect their control and technique with more. | | Has an aerobic base under average of the whole squad. Struggles to maintain control of repeatable saves due to fatigue. | | Has a good aerobic base. In the top half of the squad despite being a GK. Can cope with load in training, but does start to fatigue after numerous saves in a row. | | Has the aerobic base of other field players. In training can continue with any amount of fast pace continuous save training without looking fatigued. | |

| | | | | | | | | | | |
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| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Physical Capabilities - GK

Strength

Strength includes the four different areas: physical dominance - which is the ability of the GK to express through GK specific situations such as clearing kick or protecting their space when an attacker wants to use the same space; Robustness - the bodys ability to withstand the physical demands of hockey training and game play. Stronger athletes are more resilient to injruy and therefore able to train more regularly making themselves consistently more available; Balance - ability to stay in control of body movmeent. Especially important for GK to maintain their centre of gravity over a constantly changing base of support to make saves; finally Explosivity - ability to produce large amounts of force in a small amoutn of time for example reactional lunge to get to the ball in the bottom corner at top speed.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| Physically dominated by field players around them. Is often injured due to a lack of robustness. Does not have a strong kick and struggles to push off standing leg to lunge. Lacks control of a lunge. | | Is occosaionally physically dominated by field players around them. Is occasionally injured due to a lack of robustness. Has a relatively weak kick. Can lunge and hold form but not explosively. | | Neither dominated physically nor the dominant. Is in control of their movements and can perform them with at speed. | | Mostly dominates opposition field players around them. Is robust from injury. Clears the ball strongly. Can lunge explosively with control. | | Physically dominant - opposition bounce off them. Physically very robust. Has strong and powerful clearances. Lunges explosively with control. Retains good shape and position post save. | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Physical Capabilities - GK

Nutrition

Combination of fueling and hydration to maximise performance, does the player take into consideration the timing, quantity and quality which becomes vital for peak performance. Also their behaviours around resting and active recovery. A strong understanding about recovery fueling and hydration is also important as players move into and through the talent system. What does this player know and show around their nutritional choices.

| 1 2 | | 3 4 | | 5 6 | | 7 8 | | 9 10 | |
|---|--|--|--|---|--|---|--|---|--|
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| Does not practice or think about eating or drinking for performance. No thought about recovery choices. Wont accept support with their choices. | | Will go through periods where they think about what they eat and drink to perform but not consistent. Or they can articulate what they should do but struggle to put it into action without support. | | Have periods that they fuel and hydrate sensibly. Have periods where they forget or are not diligent about what they are eating and drinking. Do not think about their performance or recovery choices all the time. Need support often to keep them on track | | Often hydrating and fuelling self appropriately for training/match phase. Need some but minimal support with choices they are making. | | Is very diligent about how they fuel and hydrate themselves relative to the training/match phase. Know their body exceptionally well and can make very well informed choices. | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Power

Mental Skill Profiling

Please fill in the sections you feel you have enough knowledge.



Progression - Desire to learn - Training Mindset - The player makes the most of training to accelerate their development.

| Mental Skills | | | | | | | | | |
|---|---|---|---|--|---|---|---|---|----|
| Progression - Desire to Learn - Training Mindset | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| The player is passive, doesn't work on their difficult areas, depends on or closed to feedback and gives inconsistent effort. | | The player occasionally shows a desire to improve and a positivity in their approach. However they do not display this consistently. They are often passive and avoid working on their difficult areas. They are often closed to feedback and can lack in effort. | | The player can sometimes display their desire to improve by being hungry and positive in their approach. However they don't display this consistently and can also demonstrate inconsistent effort, a passive approach and avoid working on their difficult areas. | | Player is consistent but not exceptional in how they demonstrate consistency, being hungry and positive in their approach to getting better at every opportunity. | | The player is exceptional in how they demonstrate being consistent, hungry and positive in their approach to getting better at every opportunity. | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

| Mental Skills | | | | | | | | | |
|--|---|--|---|---|---|--|---|---|----|
| Progression - Desire to Learn - Skill Transfer | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| The player does not demonstrate skill transfer. They do not show willingness nor ability to transfer coaching points into game play and training situations. | | The player occasionally displays skill transfer. They occasionally show willingness but lack the ability to transfer coaching points into game play and training situations. | | The player can sometimes display skill transfer. They show a willingness but sometimes lack the ability to transfer coaching points into game play and training situations. | | Player is consistent but not exceptional in how they demonstrate skill transfer. They have a willingness and ability to transfer coaching points into game play and training situations. They are less curious and self aware to develop their own methods of skill transfer and prefer being told how to develop. | | The player is exceptional in how they demonstrate skill transfer. They have a great willingness and ability to directly transfer coaching points into game play and training situations. They are also curious and self aware to develop their own methods of skill transfer. | |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|----|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|----|

Super Focus

Super Strength

Progression - Commitment - The player is present and committed to the team/group/to improving.

| Mental Skills | | | | | | | | | |
|---|--|--|--|---|--|--|--|--|--|
| Progression - Commitment | | | | | | | | | |
| 1 2 | | 3 4 | | 5 6 | | 7 8 | | 9 10 | |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| The player does not show commitment to their individual or team progression. They show a lack of respect to the team and not prioritise their development in hockey over other aspects of their life. | | The player shows some commitment to either their own or the team progression. They are not able to demonstrate time management skills which allow them to manage commitments but are able to show that at some moments they prioritise their hockey development. | | The player shows good commitment to either their own progression or the team progression but struggles to demonstrate the ability to develop both due to time pressures and prioritising commitments. They struggle to manage time efficiently and effectively. | | The player shows good commitment to their own and team progression. They demonstrate the ability to manage their time efficiently and effectively but may miss one or two areas of their game when looking at their overall progression both on and off the field. | | The player shows outstanding commitment to their own and team progression. They demonstrate the ability to manage time efficiently and effectively to ensure all areas of their game are progressing on and off the field. | |

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Super Focus

Super Strength

Performance - Perform Under Pressure - Consistent game impact - Player consistently impacts the game.

| Mental Skills | | | | | | | | | |
|---|--|--|--|--|--|---|--|--|--|
| Performance - Perform Under Pressure - Consistent Game Impact | | | | | | | | | |
| 1 2 | | 3 4 | | 5 6 | | 7 8 | | 9 10 | |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| <p>The player is passive for extended periods, perhaps not starting or finishing well. They may be inconsistent tactically or technically. Team mates either do not look to them or do not respond well to how they behave.</p> | | <p>The player shows a rare glimpse of being able to impact the game, they occasionally make a positive contribution to team mates - but this is not consistent or effective. Occasionally team mates do not respond well to how they behave.</p> | | <p>The player may show glimpse of being able to impact on the game, sometimes making a positive contribution to team mates - but this is not always consistent or effective.</p> | | <p>The player is effective in delivering their skills for most of the game and have a level of impact on the opposition. Teammates sometimes look to them, in word or deed.</p> | | <p>The player is always in the game, consistently delivering their skills, often imposing themselves on the opposition and derailing them. Team mates often look to them, in word or deed.</p> | |

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Super Focus

Super Strength

Well-Being - Resilience - The player can effectively bounce back from setbacks/mistakes.

| Mental Skills | | | | | | | | | |
|---|--|---|--|--|--|---|--|--|--|
| Well Being - Resilience - Managing set backs | | | | | | | | | |
| 1 2 | | 3 4 | | 5 6 | | 7 8 | | 9 10 | |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| The player does not deal with setback in a consistent, effective or efficient manner which has negative implications for their performance. | | The player occasionally deals with setbacks positively but the majority of the time they are inconsistent and do not deal with set backs efficiently or effectively which leads to negative implications when they perform. | | The player shows some ability to respond after a setback in the game however this may be inconsistent in its effectiveness and efficiency. | | The player shows a good level of ability to effectively and efficiently respond after a setback in the game on a mostly consistent basis. | | The player shows an exceptional ability effectively and efficiently respond after a setback in the game on a consistent basis. | |

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Super Focus

Super Strength

| Mental Skills | | | | | | | | | |
|---|---|---|---|---|---|--|---|---|----|
| Consistency - Critical Moments | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| <p>The player does not recognise big moments, often 'going missing' in critical periods. They try to force it with poor decisions at these times. Their skills, body language and communications fall below their typical reponse in less critical moments.</p> | | <p>The player occasionally demonstrates the ability to impact on critical moments but it is rare and most of the time are recognised at not being present. They are very anxious in these moments and can often demonstrate poor skill.</p> | | <p>The player sometimes deomonstrates the ability to impact on critical moments, but this is rare and may still demonstrate some poor skills, body language or communication at these times. They sometimes enjoy these moments but more often are anxious.</p> | | <p>The player is often ready and takes critical moments that arise. They can occasionally create this moments. It can often raise their game but not exceptionally so.</p> | | <p>The player is consistenly ready and takes any critical moment that arises. They enjoy this moment and relish the opportunity that this provides. They may have even created the critical moment and often raise their game at these moments.</p> | |

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Super Focus

Super Strength

Teamship Skills Profiling

Please only fill in the areas that you feel you have enough information.



| Teamship Skills | | | | | | | | | |
|---|--|--|--|--|--|--|--|---|--|
| Emotional Intelligence | | | | | | | | | |
| 1 2 | | 3 4 | | 5 6 | | 7 8 | | 9 10 | |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| The player shows no empathy and understanding of team mates and coaches emotions. They do not recognise the impact that their emotions can have on others and do not change their behaviours. | | The player occasionally shows empathy and understanding of team mates and coaches emotions. They do not recognise that they could adapt their behaviour and impact they could have on others - positively or negatively. | | The player sometimes shows empathy and understanding of team mates and coaches emotions. They do not always recognise that they could adapt their behaviour therefore don't have a good understanding of the impact they could have on others. | | The player shows some empathy and understanding of team mates and coaches emotions. They often adapt their behaviour accordingly and can recognise the impact of their emotions on others. They can see the strength in others but do not always outwardly show this when credit is due. | | The player shows great empathy and understanding of team mates and coaches emotions. They are able to adapt their behaviour accordingly and can recognise the impact of their emotions on others. Emotional intelligent players recognise strengths of others and give credit to others when its due. | |

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Super Focus

Super Strength

| Mental Skills | | | | | | | | | |
|--|---|--|---|---|---|--|---|--|----|
| Leadership | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| The player mostly has a non existent or negative impact on individuals or the team as a whole through their behaviours and/or communication. | | The player shows occasional glimpses of ability to positively influence the team however can also show negative impact on individuals or as a team on the whole through their behaviours and/or communication. | | The player shows some limited ability to positively influence the team however is mostly self-focused and/or more comfortable to be influenced by others. | | The player has a generally positive impact on individuals and/or the team as a whole through their behaviours and communication. | | The player consistently has a significant positive impact on the performance behaviours of individuals and the team as a whole through their behaviours and communication, particularly at critical moments or at time of challenge. | |

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Super Focus

Super Strength

| Mental Skills | | | | | | | | | |
|---|---|--|---|--|---|---|---|--|----|
| Communication | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| <p>The player has no communication skills. They are quiet in all situations and socially awkward in 1-1 and small groups. In large groups they do not speak only when spoken to and then do not often answer with relevant thoughts. They can negatively influence the team with a lack of communication.</p> | | <p>The player is happy to talk in small groups or 1-1 but is not confident at all in large groups. When asked questions they answer but not always with relevant answers. They can be either quiet or loud in the group generally but when talking on task don't like to involve themselves in discussion.</p> | | <p>The player occasionally impacts the team through their communication. They are not so confident in larger groups or 1-1 but in small groups they are happy to contribute. They are very good listeners and therefore anything they do say has purpose. They tend to be quite quiet overall in the group but when asked can answer most questions posed to them.</p> | | <p>The player generally has an impact on the team through their communication. They are confident to communicate in large or small groups and in 1-1 situations. They show key listening skills as part of the skill set of communication. They do not necessarily understand moments not to speak.</p> | | <p>The player consistently has a significant impact on the team through their communication. They are confident in large or small groups and in 1-1 situations to instigate, lead and organise through their communication. They also show key listening skills as part of their skill set of communication. They also recognise and understand moments not to speak and to let the group time to process information.</p> | |

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Super Focus

Super Strength

| Teamship Skills | | | | | | | | | |
|--|--|--|--|---|--|--|--|--|--|
| Collaboration | | | | | | | | | |
| 1 2 | | 3 4 | | 5 6 | | 7 8 | | 9 10 | |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| The player undermines the performance of the team through selfish or unhelpful behaviours. | | The player occasionally make a positive contribution to the team but can also undermine the performance of the team through selfish or unhelpful behaviours. | | The player may sometimes make a positive contribution to the team but often displays negative behaviours that impact the team's function. | | The player regularly contributes to the task of the team by executing their role, supporting others and/or working for the good of the team. | | The player consistently contributes to the task of the team by executing their role, supporting others with great impact, and working exceptionally hard for the good of the team. | |

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Super Focus

Super Strength

| Teamship Skills | | | | | | | | | |
|---|--|--|--|--|--|---|--|---|--|
| Conflict Resolution | | | | | | | | | |
| 1 2 | | 3 4 | | 5 6 | | 7 8 | | 9 10 | |
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| <p>The player shows poor emotional control when under pressure, they do not problem solve effectively and or they make excuses. They are not capable of resolving conflict if anything they are agonists.</p> | | <p>The player shows occasional emotional control but lacks empathy in stressful situations. Their performance can be affected.</p> | | <p>The player shows some emotional control but can lack some empathy. Their performance becomes inconsistent and at times not effective in tough situations.</p> | | <p>The player shows effective emotional control and empathy, execution, problem solving and decision making at tough times.</p> | | <p>The player shows a high level of emotional control and empathy at tough times. Always or almost always continues to perform their role, their skills and makes very good decisions, often problem solving.</p> | |

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Super Focus

Super Strength

Section 9 - Great British Player Qualities

Please only fill in areas that you have information

Relentless Spirit

GB Player Qualities

Relentless Spirit

Relentless Spirit is a way of behaving on and off the field of play. It shows with an attitude of constant grit and determination and never giving up. Typical behaviours on the field could look like sprinting to be in shape quickly, sprinting to lead for the ball or for creating space, sprinting to get ahead of the ball, sprinting to tackle back, sprinting to close down the opponent, constantly hassling and denying the opposition time and space on the ball. Off the field behaviours could look like completing their physical sessions; being diligent with game analysis; following quality nutritional and hydration plans. Relentless Spirit is a behaviour that motivates, inspires, and drives from an internal desire to do what is necessary to be successful.

| 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | 9 | | 10 | |
|--|--|--|--|--|--|---|--|--|--|---|--|---|--|---|--|---|--|----|--|
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | | | | | | | | | | | |
| The player shows no relentless behaviours to the point that it is obvious they do not care about work ethic or intent to be in the right position for the team neither in possession or out of possession. | | The player shows glimpses of relentless behaviours more often in possession than out of possession. They will need consistent reminders about this work ethic. | | The player can show relentless behaviours but not all the time throughout the session. They may need reminding about relentless behaviours in and out of possession. | | The player shows relentless behaviours most of the time on the hockey field. They don't give up and work with intent through a session both in and out of possession. | | The player shows relentless behaviours whenever they are on the hockey field. They never give up and are consistently working with intent throughout a session both in possession and out of possession. | | | | | | | | | | | |

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Super Focus

Super Strength

GB Player Qualities

Embrace Diversity

The recognition of the diversity of the player qualities can not be underestimated. Our best Great Britain teams have been forged from efficiently and effectively utilising the best assets of all individuals to make the best for the team. Developing a full range of superstrengths through our talent system and being able to consistently deliver on that superstrength is vital. Diversity will be the strength of our success. Does this player have clear superstrengths or the potential to develop clear superstrengths and do they recognise their own and can they recognise and draw upon and utilise other players strengths within the squad to get the most out of their team mates.

| 1 2 | | 3 4 | | 5 6 | | 7 8 | | 9 10 | |
|---|--|--|--|--|--|--|--|---|--|
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| The player shows not super strengths or strengths. No box has been highlighted as 7-10 and therefore they are unsure where their strength lies and are completely not self aware of themselves or the possible strengths that they could bring to the game. | | The player has some possible strengths that they could bring the team. At least one or more of the possible strengths has been highlighted as 5 or 6 or more, however they are not self-aware and do not use it as an advantage to the team or to their own performance. | | The player bring strengths to the playing group. At least one or more of the strength boxes have been highlighted as a 7 or 8 or more, however they are not self aware of this strength and do not use it as an advantage to the team. | | The player brings strengths to the playing group. At least one or more of the strength boxes should have been highlighted as a 7 or 8. They are self-aware of their strengths and can consistently use it for the teams advantage. | | The player brings some unique superstrengths to the playing group. At least one or more of the superstrength boxes should have been highlighted as a 9 or 10. They are not only self-aware about their superstrength but they can consistently use it to bring competitive advantage to the team. | |

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GB Player Qualities

Support and Challenge

The need to create both a challenging and supportive environment - player to player; coach to player; and player to coach has been highlighted as key to producing world class GB athletes. Does this player feel psychologically safe to express themselves; do they recognise the role that they can play in creating both a supportive and challenging environment? A 'supportive and challenging' environment creates positivity and rich learning which supports the progression and development of players. Does this player assist in creating this environment?

| 1 2 | | 3 4 | | 5 6 | | 7 8 | | 9 10 | |
|---|--|---|--|---|--|--|--|--|--|
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| Player does not speak up in fact works in the opposite is happy to complain and moan behind the back of team mates. Is not supportive or understanding to the groups learning experience. | | Player will effect both positively and negatively. They will moan behind the back of team mates but also air their frustrations but less likely in front of the group. They do not support the groups positive learning experience. | | Player will speak up and challenge but through the use of leadership team or others as they lack confidence in themselves. They are neutral in helping to build a positive learning experience. | | Player is happy to speak up and to challenge team mates and staff. They can support through the challenge but understand less about the role they play in building a positive learning experience. | | Player has the confidence and ability to speak up to challenge both team mates and staff. They are also able to support them through the challenge and understand the role they can play in building a positive learning experience. | |

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GB Player Qualities

Pursuit of Excellence

A recognition and motivation to consistently drive their progression. Players who are relentless in their courage and determination to not only win, but pursue the best version of themselves as often as possible. Players who excel and become world class do not limit themselves with a ceiling of progression. They constantly strive to take the game to new levels. Does this player have the skill sets - mentally & physically to pursue excellence?

| 1 2 | | 3 4 | | 5 6 | | 7 8 | | 9 10 | |
|---|--|--|--|---|--|---|--|---|--|
| Limiting Factor | | Limited Potential | | Possible Strength | | Strength | | Super Strength | |
| Player shows no drive or motivation in wanting to be better. They often talk about reaching a ceiling and they are not improving and often need reminding of their development areas both on and off the field. | | Player shows some drive and motivation but often talks about lack of improvement and needs reminding of their development areas both on and off the field. | | Player shows some characteristics in being driven and motivated to being better but it is inconsistent in effort. They do not place a ceiling for their development and are self driven but only really on the field of play. They need to take their off field work to the next level. | | Player is driven and motivated in striving to be better. They do not place a ceiling for their development and are self driven in their own development on and off the field. | | Player is very driven and motivated in striving to be better. They reach a fine line between obsessive behaviour and detailed behaviours of an International Athlete. They do not place a ceiling for their development and are very self-driven in their own development on and off the field. | |

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Super Focus

Super Strength

Microsoft Forms