



GMP 2024-GOLD MEDAL PROFIL

KEY PERFORMANCE FACTORS FOR BOCCIA - UPDATE FOR 2024 SELECTION

TECHNICAL	First ball	Push	Box utilization & Ramp Alignment
	Placement	Displacement	Lob
TACTICAL	Game planning	Ball selection	Time management
	Decision making	Shot selection	
MENTAL	Emotion management	Concentration	Leadership
	Confidence	Resilience	Communication
ENVIRONNEMENT	Training	Performance partner	Equipements
	Coaching	Specialist(s)	
PHYSICAL	Energy management	Power	
	Combination: Posture / Throw	Nutrition health	

SCORING SCALE	
8	Innovative / Exceptionnal
7	Excellent
6	Very good
5	Good
4	Average
3	Acquiring
2	Under developped
1	Not demonstrated

TECHNICAL			Coach evaluation results (Boccia Canada Apps)									
PERFORMANCE OUTCOME DESCRIPTIONS			BENCHMARK AND EVALUATION GRID (considering top international athletes)									
KEY ELEMENTS TO CONSIDER	Type of shot Description	Expected outcome	FBC1	MBC1	FBC2	MBC2	FBC3	MBC3	FBC4	MBC4		
FIRST BALL	First ball delivered after the jack.	To secure court-position to make difficult the next shot for the opponent.	8	80%+	80%+	88%+	90%+	92%+	92%+	88%+	88%+	8
			7	65-79%	65-79%	75-87%	80-89%	85-91%	85-91%	75-87%	75-87%	7
			6	55-64%	55-64%	70-74%	75-79%	75-84%	75-84%	70-74%	70-74%	6
			5	45-54%	45-54%	65-69%	70-74%	65-74%	65-74%	65-69%	65-69%	5
			4	35-44%	35-44%	60-64%	65-69%	55-64%	55-64%	60-64%	60-64%	4
			3	25-34%	25-34%	55-59%	60-64%	45-54%	45-54%	55-59%	55-59%	3
			2	15-24%	15-24%	28-54%	30-59%	35-44%	35-44%	28-54%	28-54%	2
			1	14%-	14%-	27%-	29%-	34%-	34%-	27%-	27%-	1
PLACEMENT	A shot played to deliver a ball in a specific area.	To deliver the ball into a specific target area.	8	75%+	80%+	86%+	86%+	90%+	90%+	88%+	90%+	8
			7	60-74%	65-79%	70-85%	70-85%	80-89%	80-89%	75-87%	80-89%	7
			6	50-59%	55-64%	65-69%	65-69%	75-79%	75-79%	70-74%	75-79%	6
			5	40-49%	45-54%	60-64%	60-64%	70-74%	70-74%	65-69%	70-74%	5
			4	30-39%	35-44%	55-59%	55-59%	65-69%	65-69%	60-64%	65-69%	4
			3	20-29%	25-34%	50-54%	50-54%	60-64%	60-64%	55-59%	60-64%	3
			2	10-19%	15-24%	25-49%	25-49%	30-59%	30-59%	28-54%	30-59%	2
			1	9%-	14%-	24%-	24%-	29%-	29%-	27%-	29%-	1
PUSH	A shot in which the player pushes own ball closer into a target area : e.g. jack ball or scoring space.	To secure optimal court-position or to score points.	8	80%+	80%+	86%+	90%+	90%+	90%+	88%+	88%+	8
			7	65-79%	65-79%	70-85%	80-89%	80-89%	80-89%	75-87%	75-87%	7
			6	55-64%	55-64%	65-69%	75-79%	75-79%	75-79%	70-74%	70-74%	6
			5	45-54%	45-54%	60-64%	70-74%	70-74%	70-74%	65-69%	65-69%	5
			4	35-44%	35-44%	55-59%	65-69%	65-69%	65-69%	60-64%	60-64%	4
			3	25-34%	25-34%	50-54%	60-64%	60-64%	60-64%	55-59%	55-59%	3
			2	15-24%	15-24%	25-49%	30-59%	30-59%	30-59%	28-54%	28-54%	2
			1	14%-	14%-	24%-	29%-	29%-	29%-	27%-	27%-	1
DISPLACEMENT	A shot in which the player pushes opposition ball away from the specific target.	To create a space for the opportunity to score.	8	70%+	75%+	80%+	88%+	92%+	90%+	88%+	90%+	8
			7	55-69%	60-74%	65-79%	75-87%	85-91%	80-89%	75-87%	80-89%	7
			6	45-54%	50-59%	55-64%	70-74%	75-84%	75-79%	70-74%	75-79%	6
			5	35-44%	40-49%	45-54%	65-69%	65-74%	70-74%	65-69%	70-74%	5
			4	25-34%	30-39%	35-44%	60-64%	55-64%	65-69%	60-64%	65-69%	4
			3	15-24%	20-29%	25-34%	55-59%	45-54%	60-64%	55-59%	60-64%	3
			2	05-14%	10-19%	15-24%	28-54%	35-44%	30-59%	28-54%	30-59%	2
			1	4%-	9%-	14%-	27%-	34%-	29%-	27%-	29%-	1
LOB (Throwers)	An aerial shot played to move a target ball by attacking over a ball.	To move a specific ball, which the player is unable to displace on the floor.	8	65%+	75%+	75%+	80%+	NA	86%+	88%+	8	
			7	50-64%	60-74%	60-74%	65-79%		70-85%	75-87%	7	
			6	45-49%	50-59%	50-59%	55-64%		65-69%	70-74%	6	
			5	40-44%	40-49%	40-49%	45-54%		60-64%	65-69%	5	
			4	30-39%	30-39%	30-39%	35-44%		55-59%	60-64%	4	
			3	20-29%	20-29%	20-29%	25-34%		50-54%	55-59%	3	
			2	10-19%	10-19%	10-19%	15-24%		25-49%	28-54%	2	
			1	9%-	9%-	9%-	14%-		24%-	27%-	1	

TECHNICAL

PERFORMANCE OUTCOME DESCRIPTIONS

KEY ELEMENTS TO CONSIDER	PERFORMANCE FACTORS TO CONSIDER FOR HIGH PERFORMANCE ATHLETES	PERFORMANCE FACTORS TO CONSIDER FOR HIGH PERFORMANCE ATHLETES
BC3 Box utilization & Ramp Alignment.	<p>On their throw, the athlete automatically considers every throwing line and communicates efficiently to their ramp operator (RO) where they want the feet of the ramp to be. The RO manipulates the ramp in a timely manner.</p> <p>The athlete utilize every available part of their throwing box and court positions to line up their ramp. (Lateral box, behind the box, back and both sides of the box).</p> <p>The athlete will ask their ramp operator (RO), to swap position with the ramp when it is necessary, to maximize angles.</p> <p>The athlete is mindful of making use of the best point of contact on the balls, to optimize results.</p>	1-2 = Fulfills none or few of the criterias cited in the definition.
		3-4 = Meets some of the criteria listed in the definition.
		5-6 = Fulfills most of the criterias cited in the definition.
		7-8 = Fulfills all of the criterias cited in the definition. The athlete find creative ways to utilize their throwing box.

TACTICAL

PERFORMANCE OUTCOME DESCRIPTIONS

KEY ELEMENTS TO CONSIDER	PERFORMANCE FACTORS TO CONSIDER FOR HIGH PERFORMANCE ATHLETES	COACH OBSERVATIONS AND SCORING
GAME PLANNING	The athlete's ability to effectively prepare a game plan and make the best decisions at the right time throughout the tournament for each of their games, taking into account the abilities of each opponent.	1-2 = No game plan is considered and does not adjust according to his opponents.
		3-4 = Seems to have a game plan but does not always adjust properly. Tendencies to leave the game plan are often observed.
		5-6 = Always has a game plan and is able to adjust against opponents he knows.
		7-8 = Always has a game plan and is able to adjust it effectively against all opponents.
DECISION MAKING	The athlete's ability to make the best possible decisions in each game, based on a realistic perception of own and opponent's skills.	1-2 Does not demonstrate an understanding of all options and decision making remains vague.
		3-4 = Make decisions most of the time adequate but often based on inadequate perception of skills.
		5-6 = Takes good decisions and calculated risks based on a realistic perception of abilities.
		7-8 = Always makes good decisions and finds creative options based on realistic perception of skills.
BALL SELECTION	The athlete's ability to make the best possible choice of balls in each situation. Decisions are made with consistency and a high level of ball knowledge, taking into account the specific characteristics of each ball.	1-2 = Understands ball options, but does not care enough and tends to play the first available ball.
		3-4 = Tends to choose the right ball, but does not rely on a realistic perception of skills.
		5-6 = Usually chooses the right ball based on a realistic perception of skills.
		7-8 = Always choose the right ball according to the perception of performance skills.
SHOT SELECTION	The athlete considers different types of throws and selects the appropriate throw to achieve their goals. The athlete has a realistic perception of skills.	1-2 = Understands throwing options, but does not care enough and tends to play mechanically.
		3-4 = Tends to choose the right shot to do, but does not rely on realistic perception of their skills.
		5-6 = Usually chooses the right shot to do based on a realistic perception of their skills.
		7-8 = Always choose the right shot to do according to the perception of their performance skills.
TIME MANAGMENT	The athlete effectively manages the time needed to analyze situations and prepare adequately for throws. The athlete makes adjustments to maximize execution within the allotted time.	1-2 = Does not manage their time effectively. Usually take too much or not enough time.
		3-4 = Begins to manage their time effectively but may still run out of time.
		5-6 = Manages their time efficiently and rarely lacks time.
		7-8 = Manages their time effectively and to their advantage in all situations. Never miss time.

MENTAL

PERFORMANCE OUTCOME DESCRIPTIONS

KEY ELEMENTS TO CONSIDER	PERFORMANCE FACTORS TO CONSIDER FOR HIGH PERFORMANCE ATHLETES	COACH OBSERVATIONS AND SCORING
EMOTION MANAGMENT	The athlete's ability to manage emotions, to recognize, identify and accept them. The athlete learns to understand and identify the origins of their emotions. They implement effective strategies in competition and training to minimize the impact of these emotions, so as to remain focused on the task and the execution process in the present moment.	1-2 = The athlete is distracted by everything that's going on and is unable to control their emotions. Overall performance is affected.
		3-4 = The athlete is challenged by emotions and has difficulty overcoming them in certain situations. Overall performance may be affected.
		5-6 = The athlete handles different emotions well and is able to identify and manage them in most situations. Overall performance is mildly affected.
		7-8 = Use of effectives strategies, the athlete manages emotions very well and is able to overcome them in all situations. No affect on overall performance.
CONFIDENCE	Athletes show self-confidence, believing in themselves, their skills, their potential and their abilities. They have confidence in their training and preparation, and feel ready to perform when they compete. This is evident both on and off the field of play.	1-2 = Athlete shows little or no confidence
		3-4 = The athlete shows some ability to be confident but has difficulty demonstrating this in their performance.
		5-6 = The athlete demonstrates the ability to be confident and shows this in their performance.
		7-8 = The athlete is always confident in all situations and demonstrates this in their performance.
CONCENTRATION	The athlete takes the necessary time before their throwing routine, They show good concentration on each of their throws throughout the competition. The athlete shows excellent management of own playing time and opponent's playing time.	1-2 = The athlete does not demonstrate the ability to concentrate. Inability to manage their time.
		3-4 = The athlete demonstrates some ability to focus but has difficulty demonstrating this in execution. Inconsistency in their time management.
		5-6 = The athlete demonstrates the ability to concentrate in most situations and execution is adequate. Good time management.
		7-8 = The athlete is always focused for all situations and demonstrates this in their performance. Excellent time management.

MENTAL

PERFORMANCE OUTCOME DESCRIPTIONS

KEY ELEMENTS TO CONSIDER	PERFORMANCE FACTORS TO CONSIDER FOR HIGH PERFORMANCE ATHLETES	COACH OBSERVATIONS AND SCORING
RESILIENCE	The athlete's ability to continue to perform regardless of the unforeseen circumstances they encounter during competition. The athlete is able to recover, adapt and perform well despite adverse circumstances.	1-2 = The athlete lacks resilience and is often frustrated or indifferent.
		3-4 = The athlete shows some ability to be resilient but has difficulty demonstrating this on the field of play.
		5-6 = The athlete demonstrates good resilience in most situations.
		7-8 = The athlete is resilient in all situations, always remaining calm and in control.
LEADERSHIP	The athlete implements a positive and effective leadership style in order to develop interpersonal relationships based on mutual trust and respect with teammates, coaches and team members. An effective leader is one who guides the team to success and offers support and encouragement when needed.	1-2 = The athlete doesn't show leadership ability, They are not very present and often self-effacing.
		3-4 = The athlete demonstrates a certain capacity for positive and negative leadership.
		5-6 = The athlete demonstrates a good capacity for positive leadership
		7-8 = The athlete demonstrates a strong capacity for constructive leadership at all times, with all members of the programs.
COMMUNICATION	The athlete is proactive, using open and appropriate communication with teammates and coaches to develop interpersonal relationships based on mutual trust and respect.	1-2 = The athlete demonstrates little or no ability to communicate.
		3-4 = The athlete demonstrates adequate communication skills.
		5-6 = The athlete demonstrates good communication skills in most situations.
		7-8 = The athlete is proactive in his communication, always expressing himself respectfully using the right words at the right time and in the right way.

ENVIRONMENT

PERFORMANCE OUTCOME DESCRIPTIONS

KEY ELEMENTS TO CONSIDER	PERFORMANCE FACTORS TO CONSIDER FOR HIGH PERFORMANCE ATHLETES	COACH OBSERVATIONS AND SCORING
TRAINING	<p>The athlete trains a minimum of 3 times a week in a stable environment, is proactive in finding places to train and attends training every week with diligence throughout the year. They are access to a lined boccia court.</p> <p>Other athletes are present at training and they have access to a stable performance partner involved in his training.</p>	1-2 = Fulfills none or some of the criteria listed in the definition.
		3-4 = Meets some of the criteria listed in the definition.
		5-6 = Meets most of the criteria listed in the definition.
		7-8 = Meets all the criteria listed in the definition. The athlete benefits from the presence of other high-level athletes in training.
COACHING	<p>Training level of the coach working with the athlete at training. Evaluation is based on the coach's NCCP level. Coaches must be committed to continuous improvement.</p>	1- A person present at the training no coaching experience.
		2- Same person systematically present at training with the athlete. Experience in boccia or other sport.
		3- Trained Boccia Community Coach.
		4- Trained introduction to competition Boccia coach.
		5- Certified Introduction to Competition Boccia coach.
		6- Certified Competition Development Boccia coach.
		7- Certified Boccia International Experience High Performance boccia Coach.
		8- Professional Boccia Coach.
PERFORMANCE PARTNER	<p>The athlete has access to the services of a regular performance partner (PP) demonstrate a good attitude. The athlete is able to manage the relationship at all times by communicating their expectations.</p> <p>The PP must be physically and mentally able to react quickly and effectively to any situation. They are able to help other members of the group in various situations, as well as managing the physical and mental safety of his athlete.</p>	1-2 = Fulfills none or very few of the criteria listed in the definition.
		3-4 = Fulfills some of the criteria for listed in the definition.
		5-6 = Meets some of the criteria listed in the definition.
		7-8 = Meets all the criteria listed in the definition. The Performance partner contribute to the high performance environnement.

ENVIRONMENT		
PERFORMANCE OUTCOME DESCRIPTIONS		
KEY ELEMENTS TO CONSIDER	PERFORMANCE FACTORS TO CONSIDER FOR HIGH PERFORMANCE ATHLETES	COACH OBSERVATIONS AND SCORING
SPECIALIST	<p>Athletes makes it a priority to work with specialists. Athlete takes full responsibility in this regard, in consultation with coaches. The athlete regularly consults specialists via the resources offered at their local national training centers. (list of boccia specialists: physiotherapist, massage therapist, sports physiologist, mental preparation consultant, psychologist, physical trainer, sexologist, sports physician, neuroscientist).</p>	1-2 = Consult no specialist or consult once a year without follow-up
		3-4 = Consultations with specialists are limited, showing no interest in organizing meetings.
		5-6 = Consult a few specialists quite frequently, often at the request of coaches.
		7-8 = Frequent consultations with various sports specialists align with their individual performance plan
EQUIPMENT	<p>The athlete always uses high-quality equipment (wheelchairs, balls, ball racks, ramps, straps, stabilizers, pointers...) best suited to their style of play. They always look for the best equipment available, and regularly consults their coaches on the subject.</p>	1-2 = Does not have the right equipment and does not have the intention or resources to change the situation.
		3-4 = Changes are occasionally made, the equipment is appropriate but often not personalized enough. Changes are often limited to ball adjustments.
		5-6 = Equipment is generally good but not fully customized to maximize performance.
		7-8 = The equipment is excellent, the athlete has a range of balls of different densities and is able to maximize his performance with all his equipment.

PHYSICAL

PERFORMANCE OUTCOME DESCRIPTIONS

KEY ELEMENTS TO CONSIDER	PERFORMANCE FACTORS TO CONSIDER FOR ATHLETES	COACH OBSERVATIONS AND SCORING
Energy Management	The athlete implements various recovery strategies to maintain an adequate level of physical and mental energy (concentration) throughout the event.	1-2 = Is always tired or fatigue easily.
		3-4 = Fairly good endurance, but is not able to maintain the same level for several days in a row.
		5-6 = Good endurance level observed and is able to maintain the same level for several days in a row.
		7-8 = Very good endurance throughout the competitions, effectively manages fatigue.
COMBINATION: <i>POSTURE / THROW / Positioning</i>	<p>The evaluator will give a score based on 4 Phases of Movement :</p> <p style="text-align: center;">Preparation Ability to get into proper throwing position Optimal positioning in the throwing area.</p> <p style="text-align: center;">Force production Stability and consistency in the posture and throwing routine. Good body alignment towards the target or behind the ramp.</p> <p style="text-align: center;">Critical instant Fluid release of the ball at the right height.</p> <p style="text-align: center;">Follow-through & Recovery Follow-through performed systematically. Consistent repeatability of throws. Ability to return to neutral position.</p>	<p style="text-align: center;">Preparation : 0= Not demonstrated 1= Under development 2= Systematic.</p>
		<p style="text-align: center;">Force production : 0= Not demonstrated 1= Under development 2= Systematic.</p>
		<p style="text-align: center;">Critical instant : 0= Not demonstrated 1= Under development 2= Systematic.</p>
		<p style="text-align: center;">Follow-through & Recovery : 0= Not demonstrated 1= Under development 2= Systematic.</p>

PHYSICAL

PERFORMANCE OUTCOME DESCRIPTIONS

KEY ELEMENTS TO CONSIDER	PERFORMANCE FACTORS TO CONSIDER FOR ATHLETES	COACH OBSERVATIONS AND SCORING
POWER	The athlete generates power adapted to the situation. Thrower: stable, fluid movement. Ramp: adapted use of its extensions and hard balls.	1-2 = The athlete does not generate enough power.
		3-4 = The athlete is able to generate fairly good power but doesn't always use it appropriately.
		5-6 = The athlete generates good power and uses it appropriately.
		7-8 = The athlete generates very good power and always uses it appropriately and to his advantage.
NUTRITION / HEALTH	The athlete is aware that Nutrition/hydratation has an impact on health and performance.	1-2 = Insufficient attention, no actions taken with a professional.
		3-4 = Actions are made to take care of nutritional health.
		5-6 = A specific plan is put in place for competition periods. Particular attention is paid to the athlete's health and well-being.
		7-8 = Pro-active management of health and well-being during competition and in everyday life. Set up an annual action plan with the help of a professional.