



# AWARENESS OF STANDARDS AND ANALYSIS OF PLAYERS

Level II Coaches Course



# By the end of this session you should be able to:

- understand the importance of long term planning for a tennis player
- identify the different stages of the game
- understand how to develop a player profile and use the player's profile checklist
- identify the players characteristics and competencies in each level



# WHAT IS LONG TERM PLANNING?

- The ability to design specifically a tennis player's career in relation to the stages of growth and development
- It tries to achieve a full development of the player
- It should help talented youngsters reach their potential on time and to ensure their long-term participation in the sport



# IMPORTANCE OF LONG TERM PLANNING

- Margins of improvement at the top in high level tennis are very small, preparation and training needs to be very specific and planned well in advance
- Important to control the stress-recovery periods to avoid possible burn out of the players or major injuries caused by overtraining



# IMPORTANT FACTORS that define long term planning

- The developmental age of the player
- The motivational level of the player
- The psychosocial development
- The neurological development (co-ordination)
- The sensitive phases or critical periods during a players life which are most favourable for training certain aspects



# SENSITIVE PHASES of learning

<b>Aspect most favourable to work on</b>	<b>Approximate years of the phase</b>
Co-ordination abilities	4-11/13 years
Tennis technique	6-12/13 years
Flexibility	4-12 years
Reaction speed, frequency speed	8-14/15 years
Power/Strength	From 13/14 years on
Aerobic/Anaerobic Endurance	From 13/14 years on



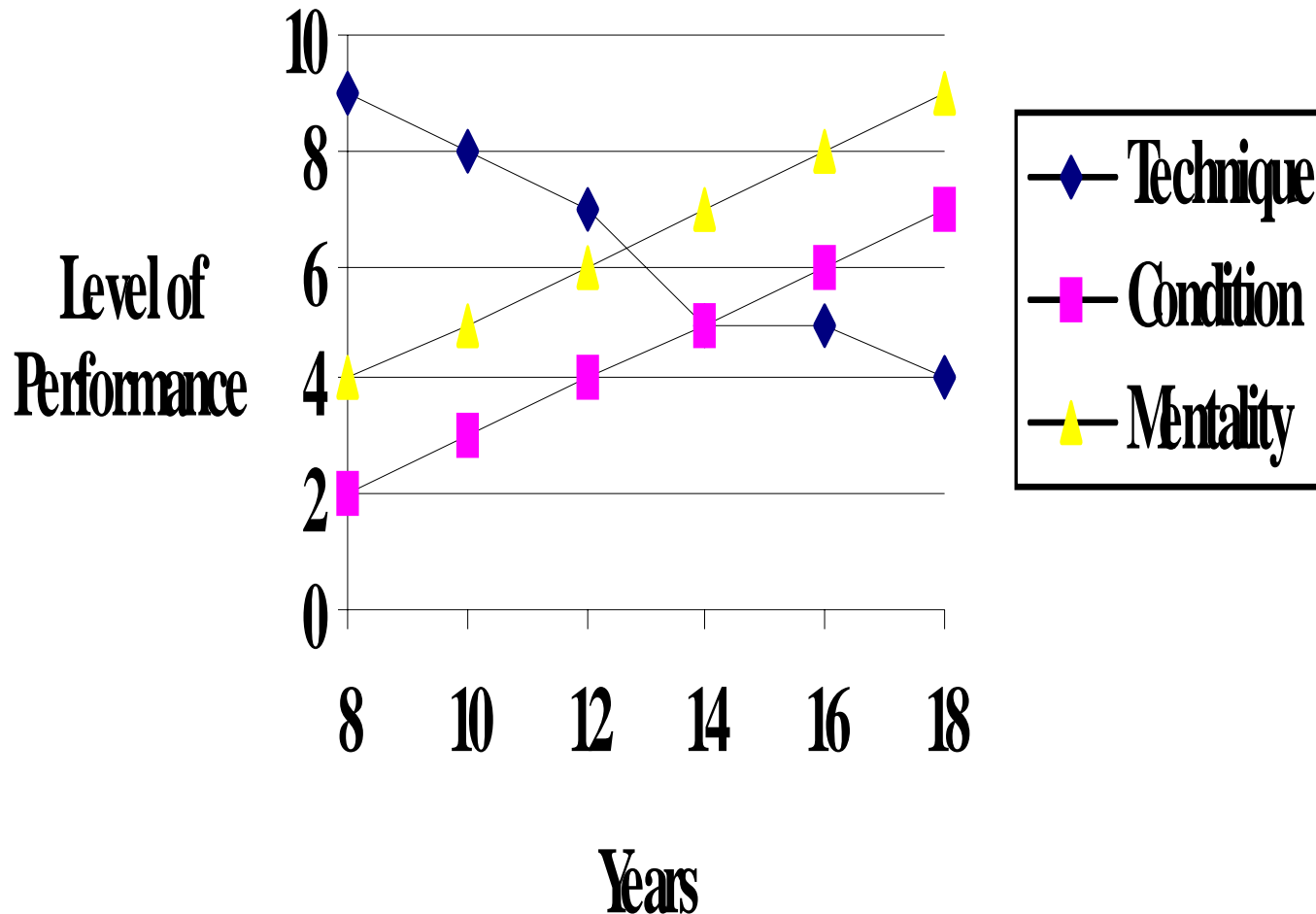
# TENNIS FACTORS

## important in long term planning

<b>TENNIS FACTORS</b>	<b>TIME PERIOD IN YEARS</b>
Period of systematic training necessary to achieve high performance	Between 7 and 10
Average age at which top performance is achieved	Approx. 16-19 women and 18-21 men
Optimum age at which specialised training should commence	Approx. 12-14 for women and 13-14 for men



# PLAYER DEVELOPMENT



# STAGES OF THE GAME

<b>Name of period</b>	<b>Name of sub-period</b>	<b>Characteristics</b>	<b>App. years</b>
Preparatory phase (foundation training)	Initiation	General all round basic motor skill development	6-8
	Instructional	Versatile all round basic training	9-10
Versatile sport specific training phase	Development	Building up training	11-12
	Performance	Performance training	13-15
	High Performance	High performance training	16-18 >



# GENERAL FRAMEWORK

## Initiation (6-8 years)

Physical	Mental	Tactical-Technical	Competition	Coaching
<ul style="list-style-type: none"> <li>• Participation in many different sports</li> <li>• Exercises to music to develop rhythm</li> <li>• Encourage gymnastics ballet, dancing, etc.</li> <li>• Try to develop all-round co-ordination and dexterity</li> <li>• Approx. 2 ½ h/ week</li> </ul>	<ul style="list-style-type: none"> <li>• Period of fun and learning</li> <li>• Emphasis is on freeplay and effort.</li> <li>• Ensure success</li> <li>• Praise player often</li> </ul>	<ul style="list-style-type: none"> <li>• Co-operate with the partner</li> <li>• Keep ball in play</li> <li>• Approx. 1 ½ h/ week</li> </ul>	<ul style="list-style-type: none"> <li>• Low key competition</li> <li>• Self-competition</li> <li>• Mini-tennis team competition</li> <li>• Boys and girls can compete together</li> </ul>	<ul style="list-style-type: none"> <li>• High amount of variety and fun</li> <li>• Allow a certain amount of free play and creativity</li> </ul>



# GENERAL FRAMEWORK

## Instructional (9-10 years)

Physical	Mental	Tactical-Technical	Competition	Coaching
<ul style="list-style-type: none"> <li>• Participation in ball sports e.g. football, basketball, table tennis</li> <li>• Continue development of co-ordination and dexterity</li> <li>• Development of footwork and movement</li> <li>• Approx. 4 ½ h/ week</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage and develop self-esteem competition</li> <li>• Winning / losing should be put into a healthy perspective</li> <li>• Introduce informal goal setting</li> <li>• Optimal challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Develop rough form of all strokes</li> <li>• Introduce all tactical phases of play</li> <li>• Emphasis on appropriate grips. and appropriate proper footwork</li> <li>• Encourage players to retain position on the baseline and to attack on short ball (accuracy attack)</li> <li>• Develop 'feel' for variety and creativeness</li> <li>• App. 4 ½ h/ week</li> </ul>	<ul style="list-style-type: none"> <li>• Approx. 15 singles and 30 doubles per year</li> <li>• Round robin tournament</li> <li>• Fun starter competition</li> <li>• Boys and girls can compete together</li> </ul>	<ul style="list-style-type: none"> <li>• Good demonstrations required</li> <li>• Most receptive time for motor skills training because usually least growth throughout these years</li> </ul>



# GENERAL FRAMEWORK

## Development (11-12 years)

Physical	Mental	Tactical- Technical	Competition	Coaching
<ul style="list-style-type: none"> <li>• Develop both upper and lower body reaction speed. Speed games</li> <li>• Fine tuning of co-ordination and dexterity</li> <li>• Develop flexibility</li> <li>• Strength training using own body weight exercises</li> <li>• Participation in complementary sports</li> <li>• Approx. 5 h/ week</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on learning and performing well rather than winning</li> <li>• Emphasis on 100% effort</li> <li>• Encourage children to love the battle</li> </ul>	<ul style="list-style-type: none"> <li>• Develop attacking gamestyle and strategy</li> <li>• Refining strokes and technique</li> <li>• Consistency of all strokes</li> <li>• Training should begin to resemble competition</li> <li>• Train all 5 game situations</li> <li>• Approx. 6 h/ week</li> </ul>	<ul style="list-style-type: none"> <li>• 50 singles and 30 doubles per year</li> <li>• Events on clay if possible</li> <li>• Regional and National tournament</li> <li>• 2 competition periods</li> </ul>	<p>Coach to put emphasis on performance and process goals rather than outcome goals</p>



# GENERAL FRAMEWORK

## Performance (13-15 years)

Physical	Mental	Tactical-Technical	Competition	Coaching
<ul style="list-style-type: none"> <li>• Develop speed endurance</li> <li>• Strength training using medicine balls and light weights</li> <li>• Participation in complementary sports</li> <li>• Approx. 8 h/week</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage goal setting/self-management</li> <li>• Continue to emphasise 100 effort</li> </ul>	<ul style="list-style-type: none"> <li>• Develop power on serve and groundstrokes</li> <li>• Develop individual but adaptable gamestyle</li> <li>• Approx 12 h/week</li> </ul>	<ul style="list-style-type: none"> <li>• 70 singles &amp; 35 doubles per year</li> <li>• National and international events</li> <li>• 2 competition periods</li> <li>• Variety of surfaces</li> <li>• 2:1 win loss ratio</li> </ul>	<ul style="list-style-type: none"> <li>• Coach should ensure that emphasis is placed upon player being responsible for their own tennis</li> </ul>



# GENERAL FRAMEWORK

## High Performance (16-18 years)

Physical	Mental	Tactical-Technical	Competition	Coaching
<ul style="list-style-type: none"> <li>• Full development of aerobic endurance</li> <li>• Strength training with weights</li> <li>• Increase in plyometric (bounding) training</li> <li>• Approx. 8 hours per week</li> </ul>	<ul style="list-style-type: none"> <li>• Develop self-reliance i.e.independence and responsibility for own training</li> </ul>	<ul style="list-style-type: none"> <li>• Fully develop individual style</li> <li>• Further development of power, depth and direction on groundstrokes</li> <li>• Ap. 15-20 h/ week</li> </ul>	<ul style="list-style-type: none"> <li>• 80-100 singles and 40-50 doubles per year</li> <li>• Maximum competition load</li> <li>• 2:1 win loss ratio</li> </ul>	Coach to be more of a planner /organiser to a player



# PLAYER PROFILING

## Factors involved

FACTORS	DESCRIPTION
General background	<ul style="list-style-type: none"> <li>• Age, experience in tennis and in other sports</li> <li>• Physical shape, size and development, type of player</li> <li>• General personality traits: negative or positive, defensive or aggressive, erratic or consistent, etc.</li> <li>• Psychological make up in terms of motivation, interest, etc</li> </ul>
Preferred method of play	<ul style="list-style-type: none"> <li>• Style of play (player's role model)</li> <li>• Grips used, stroke range and use of variations</li> </ul>
Tactical knowledge	<ul style="list-style-type: none"> <li>• Overall understanding of the game, patterns of play used</li> <li>• Ability to use variations of pace, etc. to change the game</li> </ul>
Physical abilities	<ul style="list-style-type: none"> <li>• Co-ordination, balance and footwork</li> <li>• Movement and court coverage, recovery and positioning</li> </ul>
Attitude to the game	<ul style="list-style-type: none"> <li>• Desire to play tennis rather than other sports</li> <li>• Pressure: the ability to meet and enjoy challenges</li> <li>• Practice: enjoyment of practice and hard work</li> <li>• Learning: desire to learn. Competition</li> </ul>



# PLAYER PROFILE

- Players should ideally be evaluated while playing a match or when in simulated matchplay situations
- Your notes will help your player's goal setting
- You may want to use a numerical value based on a rating scale to assign an appropriate score



# CANDIDATES' TASK

## Other aspects to complete the Player Profile?

- Game style (tactics & technique)
- Psychological characteristics
- Fitness level
- Anthropometrical characteristics
- Player's overall progression
- Player's previous training load
- Parental influence
- Economical situation of player or family



# Thank you!

## Questions?



# PLAYER PROFILE

## Rating scale

- **9-10**: Player performs the task with consistency and quality
- **6-8**: Player can perform the task with reasonable quality and consistency
- **3-5**: Player performs the task inconsistently and mostly with inadequate quality
- **1-2**: Player cannot perform the task with either quality or consistency

