

ITF Coaches Education Programme Level 2 Coaching Course



Awareness of standards and analysis of players

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 enable talented youngsters to 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



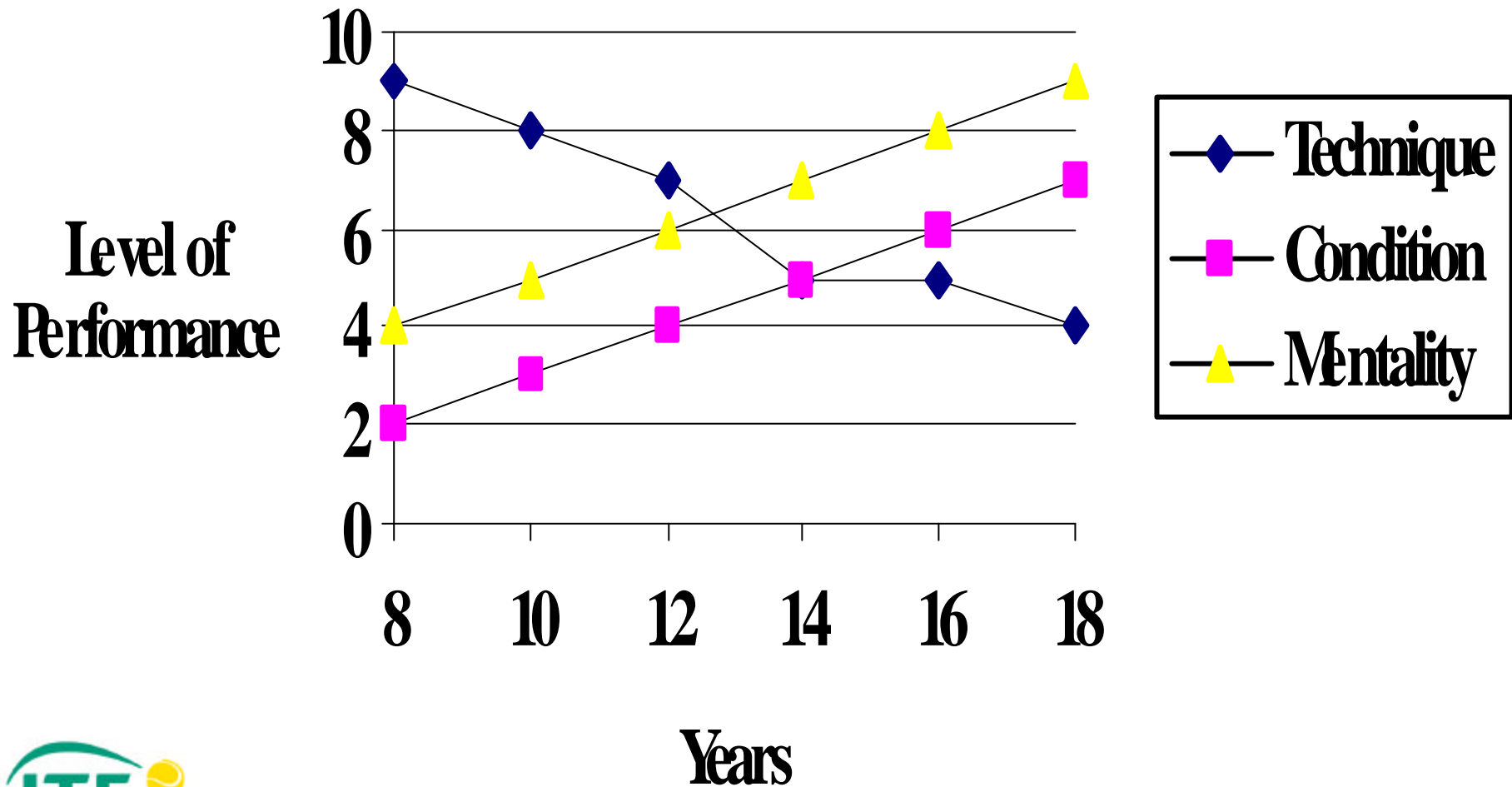
| Aspect most favourable to work on | Approximate years of the phase |
|--|---------------------------------------|
| Co-ordination abilities | 4-11/13 years |
| Tennis technique | 6-12/13 years |
| Flexibility | 4-12 years |
| Reaction speed, frequency speed | 8-14/15 years |
| Power/Strength | From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

Tennis factors important in long term planning

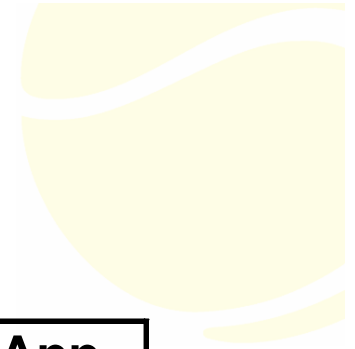


| TENNIS FACTORS | TIME PERIOD IN YEARS |
|---|---|
| Period of systematic training necessary to achieve high performance | Between 7 and 10 |
| Average age at which top performance is achieved | Approx. 16-19 women and 18-21 men |
| Optimum age at which specialised training should commence | Approx.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

Player development



Stages of the game



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

General framework instructional (9-10 years)



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

General framework development (11-12 years)



| Physical | Mental | Tactical-Technical | Competition | Coaching |
|---|--|--|---|---|
| <ul style="list-style-type: none"> • Develop both upper and lower body reaction speed. Speed games • Fine tuning of co-ordination and dexterity • Develop flexibility • Strength training using own body weight exercises • Participation in complementary sports • Approx. 5 h/ week | <ul style="list-style-type: none"> • Emphasis on learning and performing well rather than winning • Emphasis on 100% effort • Encourage children to love the battle | <ul style="list-style-type: none"> • Develop attacking game style and strategy • Refining strokes and technique • Consistency of all strokes • Training should begin to resemble competition • Train all 5 game situations • Approx. 6 h/ week | <ul style="list-style-type: none"> • 50 singles and 30 doubles per year • Events on clay if possible • Regional and National tournament • 2 competition periods | <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"> • Develop speed endurance • Strength training using medicine balls and light weights • Participation in complementary sports • Approx. 8 h/week | <ul style="list-style-type: none"> • Encourage goal setting/self-management • Continue to emphasise 100 effort | <ul style="list-style-type: none"> • Develop power on serve and groundstrokes • Develop individual but adaptable game style • Approx 12 h/week | <ul style="list-style-type: none"> • 70 singles & 35 doubles per year • National and international events • 2 competition periods • Variety of surfaces • 2:1 win loss ratio | <ul style="list-style-type: none"> • Coach should ensure that emphasis is placed upon player being responsible for their own tennis |

General framework high performance (16-18 years)



| Physical | Mental | Tactical-Technical | Competition | Coaching |
|---|---|--|---|--|
| <ul style="list-style-type: none"> • Full development of aerobic endurance • Strength training with weights • Increase in plyometric (bounding) training • Approx. 8 hours per week | <ul style="list-style-type: none"> • Develop self-reliance i.e. independence and responsibility for own training | <ul style="list-style-type: none"> • Fully develop individual style • Further development of power, depth and direction on groundstrokes • App. 15-20 h/ week | <ul style="list-style-type: none"> • 80-100 singles and 40-50 doubles per year • Maximum competition load • 2:1 win loss ratio | 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"> • Age, experience in tennis and in other sports • Physical shape, size and development, type of player • General personality traits: negative or positive, defensive or aggressive, erratic or consistent, etc. • Psychological make up in terms of motivation, interest, etc |
| Preferred method of play | <ul style="list-style-type: none"> • Style of play (player's role model) • Grips used, stroke range and use of variations |
| Tactical knowledge | <ul style="list-style-type: none"> • Overall understanding of the game, patterns of play used • Ability to use variations of pace, etc. to change the game |
| Physical abilities | <ul style="list-style-type: none"> • Co-ordination, balance and footwork • Movement and court coverage, recovery and positioning |
| Attitude to the game | <ul style="list-style-type: none"> • Desire to play tennis rather than other sports • Pressure: the ability to meet and enjoy challenges • Practice: enjoyment of practice and hard work • Learning: desire to learn. Competition |

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

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

Candidates' task other aspects to complete the player profile?



- Physiological characteristics
- Anthropometrical characteristics
- Player's overall progression
- Player's previous training load
- Parental influence
- Financial situation of player or family