

# LEARNING TO PREFORM

**Ages: Girls {15-16 Years Old}, Boys {16-18 Years Old}**

## Beginning to put it all together

The participant has made a conscious decision to pursue a potential career as a ?professional player?. All aspects of preparation will now focus on consistent quality performances in training and in competition. The player?s lifestyle demonstrates that of an individual who is a ?24/7? athlete and is learning to manage the variables that will contribute to their overall performance. The development of perception skills is fundamental to long term success in the sport. Although the skill may not be mastered until a player reaches Stages #6 (Learning to Be a Pro) or #7 (Living as a Pro), players, parents and coaches can work on these skills both on and off the court.

## General Objectives

- ? Continue to develop and refine technical skills.
- ? Become a responsible and autonomous athlete.
- ? Refine all basic skills at competition intensity and to consolidate skills learned at the 11/12-15/16 stages.
- ? Improve in the implementation of learned skills in competitive situations.
- ? Develop flexibility, speed, strength and aerobic endurance ? in all the physical skills.

- ? Refine the daily implementation of sport medicine and science knowledge, e.g. nutrition, strength and conditioning, sport psychology, exercise physiology.
- ? Learn to cope with the challenges of different competitive situations such as different surfaces, altitude, game styles and wind.
- ? Introduce and consolidate psychological routines to produce the ideal performance state.
- ? Develop an ability to understand key principles related to training, competition, recovery and equipment.
- ? Adopt a positive lifestyle such as no tobacco, no alcohol, no drug, to respect good sleep habits and practice good hygiene.
- ? Demonstrate good knowledge of the selection and care of equipment including racquets, shoes and strings.
- ? Demonstrate quality and consistency in the warm-up, recovery and diet.
- ? Ensure pre-habilitation exercises for wrists, shoulders, hips and abdominals are managed effectively.
- ? Use recovery techniques such as oxygenation stage, sport massage, relaxation, meditation and hydrotherapies.
- ? Incorporate a regular medical follow-up and physiotherapist follow-up if necessary.

## Guiding Principles for Coaches, Parents and Players

- ? With results becoming more important, it is essential that athletes continue to focus on performance goals in competition.
- ? A consistent individualized quality daily training program which takes into account international standards, the athlete's present abilities and the long term goals are essential.
- ? The windows of optimal trainability should be emphasized to ensure the strength component is being maximized.
- ? While competing on the road, the emphasis on long term development over short term results continues to be maintained.
- ? The coach's role becomes even greater as he/she takes on increased leadership in the overall development of a player's career

and must lead and work with an integrated support team.

? An individualized physical development program should be used cashing in on the windows of trainability and monitoring improvements through testing three times a year with the support of an integrated support team.

? The annual competitive plan should strive for a 3:1 win-loss ratio. Evaluation of this plan should include reviewing the athlete's win-loss ratio.

? Competitions should be selected based on an age appropriate number of matches per year with the emphasis on the athlete's continued development, participating in 2-3 practice matches per week.

### **Wheelchair Tennis**

? Ensure appropriate rest and recovery especially for upper body injury prevention.

? All footwork skills are replaced by mobility skills.

? Due to the excess stress of moving the tennis chair, the number of tournaments should be reduced.

? Know proper tennis chair maintenance.

? Re-evaluate tennis chair to determine if it still meets the athlete's needs.

## Components to Focus On

GIRLS	PSYCHOLOGICAL	PHYSICAL	TACTICAL	TECHNICAL
<p><b>15-16 Years Old</b></p>	<p>? Developing ownership of their career.</p> <p>? Development of an identity as a ?tennis player? and displaying intrinsic desire to train and compete.</p> <p>? Learning about the pressures associated with the game (e.g. rankings, travel issues, social issues, school issues, being judged).</p> <p>? Developing ?mental flexibility? and the ability to find solutions (i.e. ?finding a way?).</p> <p>? Developing a strong professional presence on court.</p>	<p><b><u>Priority 1:</u></b></p> <p><b><u>Strength</u></b></p> <p>? To further develop strength.</p> <p>? To develop explosive-strength and to introduce explosive-strength endurance.</p> <p><b><u>Priority 2:</u></b></p> <p><b><u>Endurance</u></b></p> <p>To be able to achieve:</p> <p>? Level 12 (L?ger)</p> <p>3?30 (1000m)</p> <p>1?10 (400m)</p> <p><b><u>Pre-habilitation</u></b></p> <p>? To prevent injuries</p>	<p>? Ability to implement all the tactics from the stage above but at a higher precision and tempo.</p> <p>? The ability to reduce space and time by playing early with quick recognition and proper positioning.</p> <p>? Ability to play percentage tennis, playing the right shot at the right time (rally, attack or defend).</p> <p>? Consistent aggressive baseline play with big targets.</p> <p>? The ability to hit through the court.</p> <p>? The ability to change rhythm</p>	<p>The technical skills worked on at this stage must effectively support the outlined tactical priorities.</p>

	<p>? Seeking out competitive situations during training on a consistent basis.</p> <p>? Improving their ability to train and work as part of a group or ?team? and deal with team dynamics.</p> <p>? Becoming aware that at ?some point in the future? they will need to deliver.</p> <p>? Having a comprehensive understanding of the critical factors that affect your ideal performance state.</p>	<p>(S.A.M. principle) To strengthen deep muscles</p> <p><b><u>Priority 3:</u></b></p> <p><b><u>Speed &amp; Agility</u></b></p> <p>? To move and run fast in specific situations.</p> <p>? To master multi- directional movements.</p> <p>? To have the capacity to accelerate, decelerate and change direction quickly.</p> <p><b><u>Coordination skills</u></b></p> <p>? To take advantage of the physical qualities on court (transfer from general to specific).</p> <p><b><u>Flexibility</u></b></p> <p>? To master the stretching</p>	<p>with precision through the use of angles, slice and high topspin and the necessary skills to deal with this tactic.</p> <p>? The ability to play aggressively down the middle in order to earn a weak ball before opening up the court.</p> <p>? An ability to stay in the point with good countering and neutralizing skills.</p> <p>? The ability to earn more points when serving by hitting more aggressively and through the use of more variation.</p> <p>? The ability to take control of the points from the return of serve especially second serve via:</p>	
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		<p>techniques, emphasis on shoulders and hips; lower and upper body dissociation.</p>	<p><b>? Hitting from inside the baseline.</b></p> <p><b>? Use of a variety of targets (three zones).</b></p> <p>? The ability to finish points at the net (primarily through the use of swing volleys and big targets).</p> <p>? Having an awareness of their opponents strengths, weaknesses and tendencies and how to neutralize and exploit them.</p> <p>? Continuing to develop the ability to combine strengths of their game to gain a competitive advantage.</p>	
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To achieve excellence at this stage, the player needs to have at least one element of their game that is exceptional and at a world-class level. For example, the player could have a 10/10 on one of a number of elements such as one stroke, fitness level, serves etc.

<b>BOYS</b>	<b>PSYCHOLOGICAL</b>	<b>PHYSICAL</b>	<b>TACTICAL</b>	<b>TECHNICAL</b>
<b>16-18 Years Old</b>	<p>? Developing ownership of their career.</p> <p>? Developing a comprehensive understanding of the critical factors that affect their ideal performance state.</p> <p>? Developing ?mental flexibility? and the ability to find solutions (i.e. ?finding a way?).</p> <p>? Developing a strong professional presence on court.</p> <p>? Displaying the conviction to execute the appropriate shot confidently under pressure.</p>	<p>The game is wider and athletes need the physical skills to counteract this.</p> <p><b><u>Priority 1:</u></b></p> <p><b><u>Strength</u></b></p> <p>? To further develop strength.</p> <p>? To develop explosive-strength and to introduce explosive-strength endurance.</p> <p><b><u>Priority 2:</u></b></p> <p><b><u>Endurance</u></b></p>	<p>? The ability to play percentage tennis, playing the right shot at the right time (rally, attack or defend) at a higher tempo.</p> <p>? Their game style should be clear at this point and should include 1-2 weapons.</p> <p>? Starting the point (from either the serve or return) and the shots following become more critical at this stage than at the stage before.</p>	<p>The technical skills worked on at this stage must effectively support the outlined tactical priorities.</p>

	<p>? Their competitive identity should be emerging at this stage i.e. their ?personal identity? as a tennis player is becoming clear.</p> <p>? Becoming aware that at some point in the near future he will need to deal with pressures associated with the game (e.g. rankings, travel issues, social issues, school issues, being judged).</p>	<p>To be able to achieve:</p> <p>? Level 13 (L?ger)</p> <p>3? (1000m)</p> <p>1? (400m)</p> <p><b><u>Pre-habilitation</u></b></p> <p>? To prevent injuries (S.A.M. principle)</p> <p>? To strengthen deep muscles</p> <p><b><u>Priority 3:</u></b></p> <p><b><u>Speed and agility</u></b></p> <p>? To move and run fast in specific situations.</p> <p>? To master multi- directional movements.</p> <p>? To have the capacity to accelerate, decelerate and change direction quickly.</p> <p><b><u>Coordination skills</u></b></p>	<p>? The ability to execute 3 shot sequences/ combinations around their strengths.</p> <p>? The ability to recognize and take advantage of all attacking opportunities (relative to their ) ? the ?transition game? approach shot development.</p> <p>? The ability to open the court and the ability to counter and defend effectively against this tactic.</p> <p>? The ability to defend, neutralize and counter-attack to stay in the point or neutralize attacking</p>	
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		<p>? To take advantage of the physical qualities on court (transfer from general to specific).</p> <p><b><u>Flexibility</u></b></p> <p>? To master the stretching techniques with emphasis on shoulders and hips; lower and upper body dissociation.</p>	<p>opportunities. The ability to cover the court and get to all balls becomes essential.</p> <p>? The ability to maintain an offensive advantage once initiated, but when lost, have the ability to defend effectively.</p> <p>? The ability to effectively finish the point at net (Note: overall volleying skills will be dependant on game style).</p> <p>? Possesses the tactical skills required to effectively counter attack when opponent is coming to the net.</p> <p>? Continuing to develop the ability to combine strengths</p>	
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			<p>of their game to gain a competitive advantage.</p> <p>? Players need to become adept at understanding, or reading, the responses of their opponent in planning and executing their game plan.</p>	
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To achieve excellence at this stage, the player needs to have at least one element of their game that is exceptional and at a world-class level. For example, the player could have a 10/10 on one of a number of elements such as one stroke, fitness level, serves etc.

## TRAINING/COMPETITION GUIDELINES ? GIRLS

AGE	COMPETITION				TRAINING				Rest and Regenerat ion weeks
	# of Pea	# of tourname	# of matches	Types of	Physic al	Tennis Trainin	Other Matches(practices/Le	Total # of hours/w	

	ks	nts per year	per year		Competition	Traini ng (At the end of stage)	g [hrs/w k]	agues, etc.)/yr	eek	per year
			Singl es	Doubl es						
<b>15-16</b>	3	24-28	72-84	48-56	<b>Canada Summer Games</b> <b>National Junior Championships Fed Cup</b> <b>French/Wimbledon US Open</b> <b>Florida/Australia Fed Cup</b> (near end of stage) (Type	6**-10*	18-22 (when a tennis week)	48	28	4-5

					of events will vary by age and level)					
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**\* When physical is the priority \*\* When tennis is the priority**

## TRAINING/COMPETITION GUIDELINES ? BOYS

AGE S	COMPETITION				TRAINING				Rest and Regenerati on weeks per year	
	# of Peak s	# of tourname nts per year	# of matches per year		Types of Competiti on	Physic al Traini ng (At the end of	Tennis Trainin g [hrs/w k]	Other Matches(practices/Lea gues, etc.)/yr		Total # of hours/we ek
			Singl es	Doubl es						

						stage)				
<b>16-18</b>	3	27-30	71-90 (3:1 ratio)	54-60	<b>Canada Summer Games</b> <u>AGE 17</u> ITFs (4 Grand Slams); Gr. 2, Gr. 1 and A Invitationals Futures or Challengers Prize money Open events  <u>AGE 18</u> 8 ITFs, 18-20 Futures or Challengers, 1	6**-10 *	18-20 (when a tennis week)	48	28	4-5

					<p>or 2 Open events, potentially National championships</p>					
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- **When physical is the priority \*\* When tennis is the priority**



**The mission of the player ...**

? Be a responsible and independent player by demonstrating some self reliance in areas such as time management, attention to good nutrition, hydration and recovery, being ready for training and competition.

? Include variety in your life during ?downtime? such as keeping in touch with friends and pursuing a hobby.

? Discuss your goals and aspirations with your coach and parents.

? Be an ambassador of your provincial/national associations and the sport of tennis while in Canada and abroad.

? Be responsible for schoolwork and academic achievement.

? As a developing professional player, who represents Tennis Canada, it is important that you become aware of your responsibilities with respect to community, corporate and media affairs and look to extend your services in these areas services whenever possible.

### **The mission of the coach ...**

- ? Integrate the performance factors to enable the player to perform consistently at identified major domestic and international events.
- ? Raise the performance capacity of the players.
- ? Pursue professional development that includes new learning about technical, tactical, recovery and competition preparation information and appropriate training for ?learning to perform? stage.
- ? Continue to encourage decision-making and self-responsibility for aspects of tennis training and competition.
- ? Recruit and work with an expanded group of experts to help prepare the player for training and competition.

### **The mission of the parents ...**

- ? Assist your child in balancing training demands and educational needs and possibly explore alternative education options.
  - ? Begin exploring the NCAA route as a potential development option, considering the player?s results and in consultation with the personal coach.
  - ? Encourage your child to have interests outside of tennis to maintain a ?balanced? lifestyle.
  - ? Discuss and listen to your child to ensure he/she is still enjoying tennis.
  - ? Discuss goals and aspirations to ensure your child is genuinely interested in pursuing the high performance path.
- Most important is that the child enjoys all aspects of tennis (most of the time).

? Continue child involvement in decisions, independent time management and self-responsibility for tennis training and competition.

? Encourage child independence by allowing him/her to travel independently or with the team.