



Produced in association with the Coaching Department of the Lawn Tennis Association of Great Britain



This issue of ITF Coaches Review features articles from Poland, USA, Australia, the Czech Republic, Canada, Great Britain and Holland. Some of the articles were presented at the 8th ITF Worldwide Coaches Workshop which was held in Key Biscayne, Florida, in November 1993. Two hundred and seventy coaches from 83 countries attended this unique educational forum. Some photographs from the workshop appear on the back page of this issue.

During the closing discussion "Tennis in the Year 2000", concern was expressed at the young age at which players, especially women, start to play on the Professional Circuit. It was felt that this is contributing greatly to the so-called "burnout" among some women players. A straw poll taken among the coaches attending the workshop produced an overwhelming majority in favour of raising the minimum age for players eligible to play in professional events to 16. The result of this vote has now been reported by ITF President Brian Tobin to the newly constituted Women's Tennis Council. The ITF Coaches Commission is in the process of producing specific recommendations which will be passed through the appropriate channels, and, hopefully will lead to a strengthening of regulations and a lengthening of players' careers.

Coaches Review features some statistics courtesy of John Treleven, ITF Computer Rankings Administrator. These figures give a breakdown by country and region of the men's and women's top 100 players, as at the year end 1993. A disappointing feature in the top level of the game today is the small number of countries represented. Of the 181 nations affiliated to the ITF, only 30 nations have a player ranked in the top 100 women, while 27 nations are included in the men's top 100. It illustrates how much work remains to be done to develop the game worldwide. We believe that talented players, no matter where they come from, should have the opportunities necessary to reach the top echelons of the game.

It is extremely difficult for players from less developed tennis nations to compete with players emerging from the sophisticated player development systems of the more successful tennis nations. However, the ITF, through the Grand Slam Development Fund, is attempting to assist these players in making a breakthrough by:

- increasing competitive opportunities in less developed tennis regions, and
- establishing the "ITF Touring Team Programme" which now provides a structure of ITF Teams, made up of players from less developed tennis nations. The teams compete at the various levels of the professional circuit under the guidance of an ITF coach. During 1993 26 players from 18 countries participated in this programme. In fact, two of the members of the 1993 ITF Challenger team, Byron Black (Zimbabwe) and Younes el Aynaoui (Morocco) recently made the breakthrough into the top 100 of the men's game, thus increasing the nations represented at this level from 25 to 27.

Once again, we would like to express our thanks to all the coaches and nations who have allowed us to reproduce their work in ITF Coaches Review. If you have any articles that you deem relevant and worthy of inclusion in future issues, please forward them to us for consideration.

We hope you enjoy this issue and find the information useful to you in your tennis work.

Doug MacCurdy  
Director of Development

David Miley  
Development Administrator

## Systems Approach to Coaching Tennis

by Frank Zlesak, Czech Republic

At the 8th ITF Worldwide Coaches Workshop, Frank Zlesak presented a paper which was based on three years' work as National Junior Coach to Finland. During this period, Frank worked with six of Finland's best young players aged 15 - 18 years. In this article, Frank suggests a checklist of goals and objectives which he believes should be components of any training programme for elite young players aged 15 - 18.

The level of performance of a player in the match is determined by his *tennis skills (strokes)*, and their *tactical interpretation*. The effectiveness of the tactical interpretation is influenced by:

- **Psyche** (mental endurance, self-confidence, fighting spirit, concentration)
- **Condition, Shape** (aerobic capacity, anaerobic alactacid capacity)
- **Quality of Motoric Abilities** (coordination, speed of reaction, special power, ability to relax muscles)
- **Competition and Match Experiences**



# Systems Approach to Coaching Tennis

## Long Term Plan for Age 15 - 18 Years

### I. TECHNIQUE DEVELOPMENT GOALS AND OBJECTIVES

1. Maximum stroke efficiency due to optimum (bio)mechanics of stroke production resulting in powerful but fully controlled strokes
2. Maximum strokes effectiveness in all phases of the game, due to optimum combination of power, spin and placement and high cadency of strokes
3. Full variety of strokes, with main emphasis on:
  - highly effective serve; automise serve and volley action
  - aggressive but still variable baseline game
  - high percentage approach in combination with effective volley and smash
  - counterattacking strokes (aggressive return on second serves, topspin passing shots and lobs)

### II. TACTICAL GOALS AND OBJECTIVES

1. Master all-court game in singles as a basis for the individual style
2. Adopt dominating strategy - aim to take control of points in all phases of the game at every opportunity (initiative and aggressivity)
3. Increase variety in all game situations
4. Aim for optimum solutions of various match situations (winner-approach, winner-building up shot, angle shot-down the line shot, counterattacking shot-emergency shot etc.)
5. Master aggressive doubles play
6. Learn to adjust the style to different surfaces and game styles

### III. PHYSICAL GOALS AND OBJECTIVES (condition and motoric abilities)

1. Increase significantly dynamic strength of lower and upper body
2. Maintain high level of aerobic capacity
3. Develop high level of anaerobic alactate potentials
4. Maximise lower body agility
5. Improve specific coordination
6. Maintain high level of flexibility
7. Lower general muscle tension

### IV. PSYCHOLOGICAL GOALS AND OBJECTIVES

Support and strengthen:

- motivation and ambition level
- self-confidence and positive thinking
- emotional stability and toughness (behaviour between points)
- fighting spirit
- ability of long-term concentration

### V. COMPETITION AND MATCH GOALS AND OBJECTIVES

1. Increase number of international events
2. Compete on various surfaces, outdoor and indoor
3. Proper ratio of singles and doubles matches

### VI. GENERAL GOALS AND OBJECTIVES

- increase the amount of specific conditioning
- high intensity and match-like practice
- professional approach to practice and match preparation
- proper daily regime
- regular and various forms of regeneration
- correct eating habits and drinking regime

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#### Footnote - Olli Maenpaa, Director of Development, Finnish Tennis Federation

Frank Zlesak began working for the Finnish Tennis Association in 1990 at our training centre at the Finnish Sports Institute. At that time there was a team (four boys and two girls all born in 1975), which had been carefully selected, and which Frank took charge of.

The team practised together and started to compete in international level tournaments (especially ITF tournaments in South America, Italy, Czech Republic, Sweden etc.). At first the results were not very good, but gradually they became more promising. In 1992 and 1993 some of the players achieved better results in these tournaments and by 1993 there were three boys in the top 100 in the ITF Junior World Ranking: including Tuomas Ketola (37) and Tommi Lenho (76).

In the spring of 1993, the players started to participate in senior tournaments (Satellites and Challengers). They achieved excellent results: Tuomas Ketola won the Finnish Satellite Circuit and reached the semi-finals in the Tampere Challenger. Kim Tilikainen won several ATP points from Satellites in

Portugal and Finland and reached the semi-finals in the Boys 18 & Under European Championships.

In autumn 1993, due to the success of the programme, the Nokia Group agreed to sponsor a team comprising three of these players. Each member of the team has an ATP ranking. They will now travel with a Finnish coach on the circuit in an effort to break into the top 100.

The Finnish Tennis Federation believe that there are two main factors that have influenced the success of this programme: **system and quality.**

The six players had a unique opportunity to live and practise together in a centre with excellent facilities, under the supervision of a very knowledgeable and experienced coach. It also helped that the coach travelled with the players to tournaments. Mr Zlesak ensured that the programme was well organised and planned out systematically and that the training was always of a high quality and intensity.

Four years after the programme was initiated by the Finnish Tennis Federation, the players are in a position to become top 100 players. We will see what happens!

# Fitness

by Ann Quinn, Australia

In the last two issues, Ann Quinn, fitness coach to former Wimbledon champion Pat Cash, outlined various training principles and exercises that should be incorporated into a serious tennis player's fitness programme. Shown below is a speed endurance test that is specific to tennis.

## SPEED ENDURANCE TEST - KILLER LINE SPRINT

### Purpose:

This is a test designed to measure the ability of a tennis player to continually repeat short bursts to the ball, whilst starting and stopping, and changing direction. This test was designed specifically for tennis players, as the movements in this test occur so frequently in a tennis match.

### Equipment:

1. Half a tennis court
2. Stopwatch

### Cues to call out: (shown opposite)

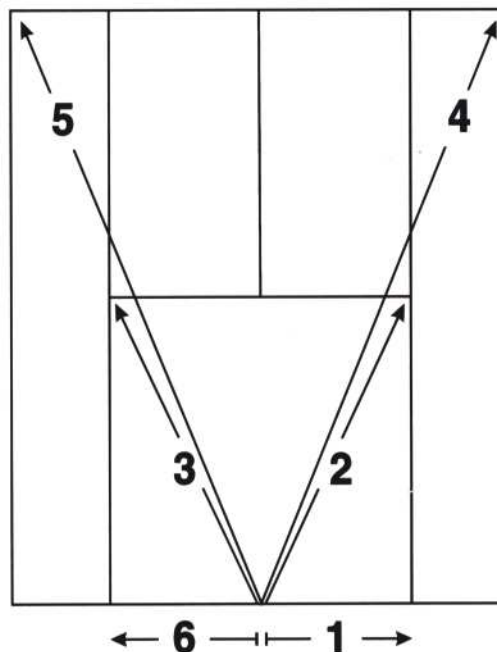
1. Singles side line, right
2. Short diagonal, right
3. Short diagonal, left
4. Long diagonal, right
5. Long diagonal, left
6. Singles side line, left

Repeat three times

### Scoring:

The score is the total time taken to complete this sprint three times through. To gain more value from this test, compare the differences between each trial and note the difference in times. This sprint also serves as a good training drill.

Record time: 86.4 seconds



# Top 100 Men's and Women's Ranking - Year End 1993

by John Treleven, ITF

## WOMEN

- 30 nations represented in the top 100
- The top 5 nations are:
  - USA - 25 players
  - Germany - 10 players
  - France - 8 players
  - Italy - 6 players
  - Argentina - 5 players
- Regional breakdown
  - Europe - 55 players
  - North America - 27 players
  - South America - 6 players
  - Oceania - 2 players
  - Africa - 3 players
  - Asia/Middle East - 6 players
  - Caribbean/  
Central America - 1 player

## MEN

- 27 nations represented in the top 100
- The top 5 nations are:
  - USA - 17 players
  - Sweden - 11 players
  - Spain - 10 players
  - France - 8 players
  - Germany - 7 players
- Regional breakdown
  - Europe - 61 players
  - North America - 18 players
  - South America - 7 players
  - Oceania - 7 players
  - Africa - 5 players
  - Asia/Middle East - 1 player
  - Caribbean/  
Central America - 1 player



# Reading the Game

by Paul Dent, Great Britain

This article first appeared in "Coaching Excellence" and appears with the permission of the LTA Coaching Department.

Unlike many other sports such as golf, swimming and gymnastics, tennis is unpredictable as players have to react directly to the actions and intentions of their opponent.

Vic Braden once said, "Tennis is a game of emergencies". When playing tennis, no two situations in a match are exactly the same.

## CONSIDER THE FOLLOWING SCENARIO:

Some powerfully hit mid-court forehands and many fast serves take only 0.40 seconds to reach the opponent. Unfortunately, the opponent has, on average, a delay of about 0.22 of a second between selecting the response and starting the movement. The total time taken for execution of a stroke is 0.30 seconds. Therefore, without using anticipation, the opponent would arrive at the contact point 0.12 seconds too late! At top level, the players therefore need to rely on anticipation to make decisions prior to impact.

This consequent reduction in the amount of time that players have at the highest level places greater importance on their ability to know instinctively what is going to happen before it happens, or perhaps more accurately, knowing what will not happen. This is known as anticipation.

**Your ability to read the game depends on three anticipation factors:**

1. TRACKING
2. SITUATIONAL
3. TECHNICAL

1. TRACKING anticipation - the reading of the ball trajectory. In order to anticipate the ball's flight (before and after the bounce) you have to be able to read the speed, height, direction and spin of the ball which determines where the ball will ultimately land.
2. SITUATIONAL anticipation - this can be subdivided into:
  - a. Tactical anticipation - the reading of your opponent's intention is developed from experience of their tendencies and patterns of play. After playing an opponent for some time you should begin to anticipate what they will do when placed in a certain tactical situation. Even the world's top players often have a habitual response in certain situations. **Encourage pupils to scout opponents and to be aware of their shot preferences.**
  - b. Geometrical anticipation - the reading of your opponent's intention as a result of their positioning on court. This involves an understanding of the tactics generally adopted in certain situations. It also requires an understanding of the court area and angles available

to your opponent in different situations due to the geometry of the court. Knowledge of the percentage options available to your opponent will help you to position yourself more effectively around the court.

3. TECHNICAL anticipation - the reading of your opponent's body movement, positioning and balance often enables you to know what stroke technique she is about to use.

## PRACTICES TO DEVELOP ANTICIPATION

Practice sessions should involve a combination of predictable drills to help groove strokes and realistic game situations to develop anticipatory skills.

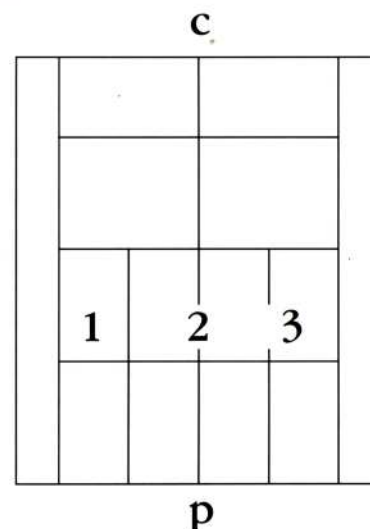
## TRACKING ANTICIPATION

Teach your players to use 'command' or 'trigger' words to help them identify the ball characteristics. Encourage them to shout out some of the following words as soon as they have identified the degree of the particular characteristic being focused upon.

BALL CHARACTERISTICS	TRIGGER WORDS
Spin - e.g.	'top', 'slice'
Speed - e.g.	'slow', 'medium', 'fast'
Direction - e.g.	'left', 'right'
Depth - e.g.	'short', 'mid', 'deep'
Height - e.g.	'low', 'medium', 'high'

## TRACKING AND MOVEMENT DRILL:

The court is marked off into thirds. The coach and pupil rally in the full court. To encourage the player to develop her anticipation and speed, the player must be in the appropriate third of the court before the coach's shot has landed in the player's court.





## TECHNICAL ANTICIPATION

**Drill:** The player positions herself at the net whilst the coach takes a position at the back of the court. The coach hits hard balls and also soft angled shots to the player at the net. The player should closely observe her opponent's set up for the shot to pick out the relevant clues to the direction and speed of the intended shot. It is important to explain what you are going to do and why, before commencing this drill.

**Drill:** One player stands at the service line of the deuce court and serves 20 balls to the returner's forehand, then to the backhand. Repeat from the advantage court. Coach then talks about the technical clues. Server can then serve to the forehand or backhand. Server can then move to the baseline.

**N.B.** Top players say that the opponent's arm is the most important part of the body to aid anticipation.

**Drill:** A server stands directly behind the centre service mark on the baseline. Two players wait on the opposite baseline. One waiting to receive serve from the deuce court, the other waiting to receive serve from the advantage court. The server hits a serve into either service box, the two returners have to 'pick up' the clues to anticipate the direction of the serve.

**Drill:** Players feed in from the baseline to a volleyer who is positioned just inside the service line. The feeder then attempts a pass. The volleyer has to be aware of the position of the passer, particularly his arm, in order to anticipate the direction of the pass. To test the net player's anticipation, have the passers set up for the stroke and then 'freeze' but not actually hit the ball. Ask the volleyer where the passer was intending to hit the shot.

## ANTICIPATION IN DOUBLES

Server serves down the middle of the deuce court. The returner must return cross-court, if she decides to hit with

slice. The server's partner is told this and therefore has to use technical anticipation to intercept the slice return.

## DIRECTION SELECTION DRILL

Coach, after basket feeding from the net, moves to the left or right service box. The pupil must play her shot in the opposite direction, i.e. into the space. Coach then introduces a significant movement forwards to the net after playing the feed. Pupil should then respond with a lob.

## TO DEVELOP YOUR PLAYERS' ANTICIPATION:

Improve your players' reading of the game by training them to be more aware of the ball characteristics and the playing tendencies of the opponent. This can be done through the following:

- \* specific anticipation training
- \* increasing the quantity and variety of matchplay
- \* coaching style - develop understanding and problem-solving through questioning
- \* making your drills closely resemble the 'open' match play situation

Players should increase their own repertoire of techniques and tactics in order to reduce the opponent's ability to read their game.

To conclude, I would say that if we as coaches want our players to 'read the game', then we need to develop their ability to think on court.

*Based on information by Louis Cayer (Tennis Canada) and Frank van Fraayenhoven (Director of Coaching for the Dutch Tennis Federation)*

# Improve accuracy with oversized rackets

*From the Journal of Applied Biomechanics, vol.9, no. 2, May 1993*

**Is a racket strung at high tension more accurate than one strung at low tension? Most tennis players believe this to be true, but recent research indicates that for extreme flat shots, lower tensions make a racket more accurate.**

Until recently, there has been little evidence to prove that higher tensions produce more accurate tennis shots. In a study supported in part by the USTA, Duane Knudson, PhD., from Baylor University, found that lower string tensions tend to improve rebound accuracy in flat shots using oversized tennis rackets. The study measured rebound accuracy on tennis balls projected at three oversized rackets strung at three different

tensions. Results show that for flat tennis shots accuracy improves with lower string tension. The study also found that oversized rackets created more accurate rebounds than midsized rackets with similar tension and impact conditions. However, these results may not relate to players who hit with topspin or backspin. A follow-up study is needed to examine different variables that occur during actual match play. More research is needed to determine whether it is the effect of string elasticity or other factors (such as how long the ball stays on the strings and racket displacement) that has the greatest influence on ball accuracy during different string tensions.



# The Two-Handed Backhand Drive

by Tennis Australia

## Introduction

The two-handed backhand has many positive features as compared with the single-handed backhand. Like other strokes in tennis, it is individual as to whether a player should use either a single or two-handed backhand.

Some positive features include:

- the use of only two parts of the body, the hips and trunk. The single-handed backhand uses five parts
- easy use of the grip, by the use of two hands
- despite thoughts to the contrary, there is no disadvantage due to reach. Usually a one-handed backhand slice is used when necessary
- less muscular strength is required (as compared to the one-handed backhand)
- high bouncing balls can be hit aggressively
- taking a loopy ball on the rise
- at impact, two hands absorb the shock instead of one
- disguise is similar to the one-handed topspin backhand
- Groppe tends to believe that it can be learned more easily than the single-handed backhand

## The Grip

Although two-handed players are quite individual with their grips, it is recommended that for a right-handed player, the right hand should be an Eastern backhand or Continental grip, and the left hand should be placed close to the right hand and comfortably with an Eastern forehand or Semi-Western forehand grip. Such a grip allows more flexibility for a variety of shots, especially the one-handed slice backhand, on the backhand side.



Fig. 1



Fig. 2



Fig. 3



Fig. 4

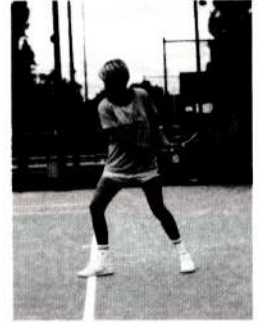


Fig. 5



Fig. 6



Fig. 7



Fig. 8



Fig. 9



Fig. 10



Fig. 11



Fig. 12



Fig. 13



Fig. 14



Fig. 15



Fig. 16



Fig. 17



Fig. 18



Fig. 19

## The Swing Pattern

The big advantage of a two-handed backhand is that only two body parts are utilized to swing the racket forward towards impact.

Both sequences show the following features:

- just prior to stepping forward the hips and trunk rotate backwards (Figs. 1, 2, 11 and 12)
- the racket is lifted in a loop behind the body (Figs. 3, 4, 14 and 15)
- the player steps forward, thus transferring linear momentum (Figs. 3, 4, 14 and 15)
- the hips begin to rotate (Figs. 5 and 6)
- the ball is hit in front of the front foot. Note that the racket head is vertical and the racket is parallel to the ground (Figs. 7 and 17)
- the hips cause the trunk to rotate (Figs. 7, 8, 17 and 18)
- both arms rotate with the trunk while no movement of the elbows or wrist occurs up to impact
- the follow through is individual, but it is usual for the player to wrap the arm and racket over the shoulder (Figs. 10 and 19.)

## Summary

The two-handed backhand is easier to learn than the one-handed backhand. There are only two body part movements involved in the stroke which has many advantages over the one-handed backhand.

Coaches should not discount the use of the two-handed backhand.

## References

Groppe J., (1984) — "Tennis for Advanced Players," Champaign Ill., Human Kinetics.



# Factors Affecting Performance

by Piotr Unierzyski, Academy of Physical Education, Poznan, Poland

## Relations between Experience, Fitness, Morphological Factors, Psychological Skills and Performance Level with Reference to Age.

Between 1988 and 1993, players of both sexes aged 11 - 14 representing different tennis levels took part in a research project, the aims of which were as follows:

- to test to what extent the factors mentioned in the title of the paper determine young players' performance
- to test how their influence changes as players get older
- to provide data that will help in future talent identification programmes and selection for elite competitive tennis programmes

The players under research were divided into three groups according to their performance level at the time of testing:

- Top ranked players, good international level
- Nationally ranked players, number 5 to 30 on the present ranking in the given age group
- Other players with low ranking

The following studies were carried out:

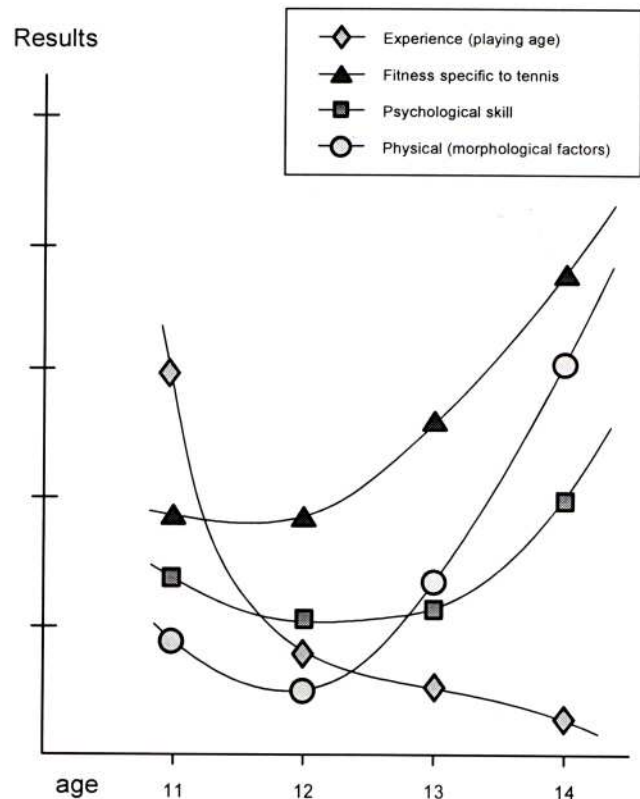
- Psychological tests**  
Type of nervous system, achievement motivation, intellectual level
- Tests of motor abilities specific to tennis**  
i.e. starting speed, agility, dynamic power
- Anthropometric tests**  
i.e. height, body mass, body fat, slimness index
- Playing age**  
Years under training, as a measure of experience

## RESULTS AND CONCLUSIONS

- Experience (playing age)
- Fitness specific to tennis
- Psychological skills
- Physical (morphological) factors

- As the figure shows during the first years of training, results were predominantly affected by experience - i.e. for how many years the players had played tennis. The best players in the study aged 11 and 12 had been practising on average for 1 - 2 years more than their peers on a lower tennis level. Therefore their technical skills and results were better. The other factors were not that important in achieving success at this age. However as players got older (13 - 14 years), the following factors become more important in determining performance:

Results



- Fitness (motor abilities) specific to tennis (mainly reaction speed and agility)
  - Body structure (height, low body fat etc.)
  - Psychological skills
- Big mistakes will be made in identifying talent if the selection is based only on the results achieved in 10 & under and 12 & under tournaments.
  - When searching for young talents for inclusion in elite competitive tennis programmes, it is not enough simply to take into account actual performance/ results. It is important to consider the potential, as indicated by the three other factors mentioned above, as these will give a high probability for optimal development of the player in the future.
  - To avoid withdrawal of talented children from the game due to lack of success at early stages, more tournaments with the group (round robin) system, and which incorporate other sport disciplines, should be organised for 10 - 13 year old players. This will help ensure that all young players have the same chances for future development.



# Teaching Good Habits

by Josef Brabenec, Canada

There are a number of fundamental habits which are essential for players to develop from the beginning of their tennis careers. These habits should be taught from the beginning so that they become an automatic part of a player's personality.

## 1. One Bounce Habit

All players from beginner level to advanced should attempt to hit all balls after the first bounce during practice, warm-ups, or even when hitting against a wall. The benefits of this are:

- improved reactions
- it triggers more instant decision making
- it simulates matchplay

## 2. Court Position

A player's basic court position should never be more than one metre behind the baseline. This helps the player to:

- develop faster reflexes
- develop a faster game, i.e. ball returns to opponent sooner
- respond quicker to opponent's shots
- cut off the angles of opponent's shots

## 3. Regular Deep Breathing / Taking Time

Players should be encouraged to breath out with every shot and take two to three deep breaths every 15 - 20 seconds when practising. This will ensure that the quality of each stroke and the overall practice is of a high quality. During practice, coaches should give the students time to take short breaks (15 - 20 seconds) to handle the last "bad" shot, or to recharge so that the drill can be repeated properly. Teach the player to take time in practice so that they get used to taking time in matches.

## 4. No Net Rule

Players should be encouraged to hit long in practice (hit out), rather than to hit in the net. "Not a single ball in the net" should be the basic theme in any training session. Incorporating this rule into all practice:

- improves depth perception, and
- minimises errors in a match. As the neuro muscular co-ordination in training is never inhibited to the same degree as it is in matches, strokes hit a quarter of a metre long in practice will usually be in the court during the match when the stroke is not so free flowing.

# Backswing for Volleys

by Bruce Elliott, Department of Human Movement, University of Western Australia

A reduced backswing for the volley when compared to a groundstroke is advocated in all the coaching literature, as emphasis is placed on accuracy and control with volleys.

A study conducted at The University of Western Australia, funded by the Australian Sports Commission and supported by McDonald's Junior Development Programme, provided data that clearly showed that much of the coaching literature needs modification particularly when dealing with advanced players.

Figures 1 and 2 show that the racket was certainly taken beyond the back shoulder for both forehand and backhand volleys hit at the service line. The racket was almost perpendicular to the court at the end of the forehand backswing. On the backhand side, the rotation of the upper limb laid the racket more open to the court surface.



Figure 1



Figure 2

A player volleying at the net has a reduced distance to hit the ball and therefore the racket head speed is reduced when compared to the requirement at the service line, and so too is the length of the backswing.

## Mean distance between racket tip and hitting shoulder at the completion of the backswing (cm)

	Service Line	Net
Forehand	20	10
Backhand	60*	30

\* The hitting shoulder is the front shoulder in the backhand volley.

The need to impact the ball further in front of the body for a cross court volley may necessitate a reduction in backswing.

The racket is not an extension of the forearm at the backswing position for either forehand or backhand volleys. The wrist is hyperextended (laid back) in the backswing position so that the racket is angled back compared to the forearm, while in the backhand volley wrist action allows the racket to be aligned backwards.

## Conclusion:

While coaches may continue to emphasise that the racket must NOT go back past the rear shoulder with beginners, advanced juniors MUST be permitted to increase the arc of the backswing, particularly when hitting a first volley following the serve. All high level volleyers in this study (even though they took the racket past the back shoulder in all but cross court volleys at the net) were able to impact the ball out in front of the body as emphasised in the coaching literature.



# Player Profiling - Self Analysis

by Frank Van Fraayenhoven, Holland

Profiling usually involves the coach assessing the strengths and weaknesses of the player. However, it is very important to learn how the players themselves view their own game. Often, the views of the players will differ from those of the coach.

The following detailed self analysis material was compiled by Frank van Fraayenhoven. It should be completed by the player, and the information used by the player and the coach in planning and goal setting for the future.

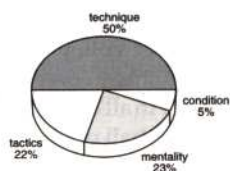
## Self-analysis

The answers to the questions should be based upon your present level of matchplay (or in case of injury your most recent level). Try to be realistic. The answers should not reflect your dreams or wishes about your level and/or qualities.

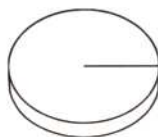
- 1) Do you win more points by hitting winners or through errors made by the opponent?
- 2) Do you make a lot of unforced errors?
- 3) Mark or mention (in detail) your strong and weak points.

	strong point	weak point
technique		
tactics		
condition		
mentality		

- 4) Which is your favourite shot to hit a winner? Why?
- 5) Which is your safest (most consistent) shot?
- 6) What is your gametype? (baseliner, server and volleyer etc.)
- 7) Where do you feel most comfortable on court?
- 8) Do you have a certain gameplan before a match?
- 9) What is the quality of your  
- footwork? - court coverage?
- 10) Is there any difference between your level in training and your level in a match? Explain your answer.
- 11) How well do you concentrate during a match?
- 12) Do you "choke" on "big points"?
- 13) How do you react after a bad call by the umpire?
- 14) Do you like to play in front of a big audience?
- 15) Do you like to play long matches?  
Explain your answer.
- 16) Do you like to have a psychological fight with your opponent ("cold war" or "gamesmanship")?
- 17) Look at the circles. Estimate the relative importance of the 4 different factors for your actual matchplay situation. In circle 1 you will find an example of a imaginary player. Draw your situation in circle 2.



Circle 1



Circle 2

- 18) Assess the quality of the following points, using rates from 1-10 (1=very bad, 10= very good). The rates are, of course, subjective. However, they should show the relative value for your game.

game situation	rate
serve	
return of serve	
baselineplay	
approach and netplay	
playing against a netplayer	

- 19) Also for the following conditional factors.

conditional factors	rate
power	
speed	
endurance	
agility	
coordination	
flexibility	

- 20) Also for the following mental factors.

mental factors	rate
concentration	
managing mistakes	
perseverance	
enjoying the game	
sportsmanship	
emotional stability	
self-confidence	

- 21) Also for the following tactical factors.

tactical factors	rate
changing your gametype	
attacking	
defending	
slowing the game down	
getting the opponent out of rhythm	
speeding the game up	
anticipation	



- 22) Also for the following strokes  
(no rate for strokes you never use)

strokes (technique)	rate
forehand	
backhand	
first serve	
second serve	
return on first serve	
return on second serve	
forehand-volley	
backhand-volley	
overhead	
forehand-lob	
backhand-lob	
dropshot	
topspin-forehand	
topspin-backhand	
slice-forehand	
slice-backhand	
forehand-passing	
backhand-passing	

Calculate the average of the rating per item (not for question 18). Compare the relation of the averages to the circle you composed under question 17. If necessary, correct the circle.

### Self-analysis

- 1) Put a mark in the box(es) to specify the quality of your shots.

stroke	consis- -tency	speed	preci- -sion	spin	varia- -tion	tempo	disguise
fh							
bh							
1st s							
2nd s							
1st r							
2nd r							
fh app							
bh app							
fh v <sub>(H)</sub>							
bh v <sub>(H)</sub>							
fh v <sub>(L)</sub>							
bh v <sub>(L)</sub>							

overh							
bh ov.							
fh dr.							
bh dr.							

- 2) Which element(s) do you relate to the 5 shot-intentions, thinking of the way you generally prefer to apply it in your game?

	winner	build-up	prevent	entice	neutral
consistency					
speed					
precision					
spin					
variation					
tempo					
disguise					

- 3) Rate the qualities in every appropriate box.

	winner	build-up	prevent	entice	neutral
forehand					
backhand					
1st serve					
2nd serve					
1st return					
2nd return					
fh approach					
bh approach					
fh vol. high					
bh vol. high					
fh vol. low					
bh vol. low					
overhead					
bh smash					
fh dropshot					
bh dropshot					

- 4) Combine the information of the last three tasks. Also look back at your answers in part 1. Try to draw conclusions.  
5) Write down some short-term goals to improve your level.  
6) Write down some long-term goals.



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