

**PARTICIPATION DEVELOPMENT MODEL
(PDM)**

TENNIS IN CANADA

June 2001

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SECTION A: TENNIS IN CANADA

1) Introduction:

In 1997, Tennis Canada commissioned a study along with Pollara, which discussed participation rates amongst tennis players across Canada. According to Pollara, 14% of Adult Canadians and 21% of children aged 7-11 years, and 31% of teenagers aged 12 to 17 years played tennis. These figures amount to 4.3 million Canadians participating in the game of tennis at least one time per week, during the 1996 time period. (See Table 1).

Table 1: Participation breakdown for tennis in Canada 1996.

Tennis Participation 1997 Pollara Study		
Participate Category	Total # of Players	Percentage of the Total Tennis Population (%)
Adult (18 years +)	3,300,000	77%
Junior (7 –11 years)	420,000	9%
Junior (12 –17 years)	620,000	14%
TOTAL(s):	4,340,000	100%

Based on the information provided in the Pollara study, the majority of tennis players in Canada tend to be 44 years of age or younger (see Appendix #1), however the group of players who played most frequently were in the 45 to 65 years of age range. According to the study, 40% of the 45 to 64 years of age group played tennis 30 times or more during the 1996 time period. The 25 to 34 years of age group played the least amount of tennis during the 1996 time period. (See Table 2).

Table 2: Frequency of Play Last 12 Months (Adult Players)

Age	Average # of Times Per Yr.	Less than 4 Times (%)	4 to 5 Times (%)	6 to 10 Times (%)	11 to 29 Times (%)	30 and More (%)
18 – 24 yr.	15.05	31	15	22	15	16
25 – 34 yr.	14.77	24	15	24	23	14
35 – 44 yr.	23.38	26	14	19	21	21
45 to 54yr.	27.72	17	14	20	19	30
55 to 64yr.	46.95	13	13	15	8	51

2) Where Do Our Tennis Players Play?

Participation in the sport of tennis for both adults and children, generally takes place outside the club structure. According to the Pollara study of 1997, over 75% of Canadian tennis players played outside the club structure. For the most part this group of players should be classified as seasonal players (players who only play during the spring and summer months). (See Table 3)

Table 3: Where Adults play?

Facility / Location	Percentage (%)
City or Public Park or Court	65%
Year Round Tennis Club	11%
Recreational Centre	9%
Summer Tennis Club	8%
School / University Court	2%
Private / Own Court	2%
Holiday Resort	1%
*Un-accounted for:	*2%

If we translate these percentages into actual numbers of players, we find that close to 2.2 million Canadian adults are using City or Public Park courts, almost 400,000 play in year round tennis clubs, 300,000 in recreational centres, and close to 300,000 also play in summer tennis clubs.

Children whose parents play regularly play most frequently in either a City or Public Park court (63%), whereas, Children of Non-Playing parents most frequently play at either a City or Public Park Court or in their Schools. Teenage children of adult players play tennis most frequently in a City or Public Park Court (60%), whereas teenage children of Non-Playing parents generally play in either a City or Public Park court or at school. (See Table 4 to7).

** Please note children in this study are considered to be between the ages of 7 – 11 years, and teenagers are considered to be between 12 – 17 years for the following information (Tables 4 –7).*

Table 4: Where Children of Adult Players Play Tennis Most Frequently*

Facility / Location	Percentage (%)
City or Public Park Court	63%
Summer Tennis Club	9%
Year Round Tennis Club	8%
At School	7%
Recreational Centre	6%
Private/Own Court/backyard	5%
* Un-accounted for	2%

Table 5: Where Children of Adult Non-Players Play Tennis Most Frequently*

Facility / Location	Percentage (%)
A City or Public Park Court	44%
At School	39%
Summer Tennis Club	8%
Private/Own Court/Back Yard	4%
Recreational Centre	1%
Year Round Tennis Club	1%
* Un-accounted for	3%

Table 6: Where Teenage Children of Adult Players Play Tennis Most Frequently*

Facility / Location	Percentage (%)
A City or Public Park Court	46%
At School	38%
Recreational Centre	6%
Year Round Tennis Club	4%
Private/Own Court/Back Yard	3%
Summer Tennis Club	3%

Table 7: Where Teenage Children of Adult Non-Players Tennis Most Frequently*

Facility / Location	Percentage (%)
City or Public Park Court	46%
At School	38%
Recreational Centre	6%
Year Round Tennis Club	4%
Private/Own Court/Back Yard	3%
Summer Tennis Club	3%

3) What are the Participants Options to Play Tennis

Table 8: Participation Options

	Seasonal Tennis Players	Annual Tennis Players
Players options for playing Tennis	<ul style="list-style-type: none"> <input type="checkbox"/> City owned Courts / Parks * <input type="checkbox"/> Schools* <input type="checkbox"/> Community Summer Tennis Clubs <input type="checkbox"/> Private Summer Clubs <input type="checkbox"/> Other (Hotels, resorts) 	<ul style="list-style-type: none"> <input type="checkbox"/> All the same options as seasonal tennis players plus: <input type="checkbox"/> Bubbled or Structured Tennis facilities <input type="checkbox"/> Private or commercial tennis clubs, Health Clubs, and Gyms

* Please Note that both Parks / Schools can at times offer programs through Park and Recreation Departments

Types of Seasonal and Year Round Facilities:

As mentioned previously, tennis can be considered either a seasonally or annually played sport. Moreover, tennis programs are, at times, offered in schools or parks via Park and Recreation Departments. The following are options available to both seasonal and annual players.

Seasonal (Summer or Winter)

Public Courts / Park & Recreation Departments:

- Free play with friends and family
- Recreational programs: leagues, round robins, socials
- Competitive / Instructional programs
- Summer / Sport Camps

Schools:

- Physical Education Classes
- School Team: for the more competitive child who wishes to attend team practices and compete against other school teams
- Summer / Sport Camps
- Free Play with friends and family.

Summer Tennis Club Characteristics:

- 2 to 6 courts
- seasonal operation, usually from April to October
- Low one – time fee usually covers all court costs
- Volunteer run organization
- Small or no clubhouse
- Tennis instructor or coach
- Tennis programming for both adults and children

Bubbles:

A bubble is a temporary; dome shaped structure made of a flexible material that covers the tennis courts. Some bubbles are removed for the summer months to create an outdoor tennis club while others remain standing all year. Generally, court and program costs are affordable and the services may include:

- 2 to 6 courts
- professional manager
- Access to tennis instructor / coach
- Annual dues plus pay as you play court fees
- Small clubhouse w/ reception area

Year Round Facilities:**Permanent Year Round Clubs**

A permanent structure creates permanent year round tennis courts. The programs, services, and amenities vary along with the program, court, and membership fees. Here are four general categories:

Tennis Only Facilities:

- Generally 4 to 20 Courts
- Range of Tennis Services and Activities
- Tennis professional (Coach and administrator) and manager
- Annual dues and court fees
- Snack Bar

Multi-Sport Facilities

- Generally 4 to 20 courts
- Range of services and activities
- Large and professional staff
- Range of annual dues and court fees
- May be an initiation fee in addition to monthly dues
- Fitness and dining areas

Country Club:

- Generally 6 to 20 courts
- Variety of tennis services
- May be other services in addition to tennis
- Tennis professionals
- May be an initiation fee in addition to monthly dues
- May be court fees

Exclusive Country Club:

- Generally 6 to 20 courts
- Variety of luxury services w/ high initiation fees and/or monthly dues
- Often other major sports (golf, curling)
- Tennis professionals

4) Conclusion:

The majority of the participants in the sport of tennis are for the most part seasonal players. This is due to a few factors including:

1. **Suitable Facilities** – Many communities may not have sufficient numbers of indoor courts.
2. **Cost** – Higher costs associated with indoor tennis for memberships and court fees.
3. **Other Limiting Factors** – some participants may only enjoy **outdoor activities** such as tennis or do not want to play during the winter months.

Although a relatively small percentage of players play tennis annually, this small group of players is very important to the health of the sport. As they are generally very active and committed players. Moreover, this group of players, for the most part, allow for increased year-round employment opportunities for both Coaches and Tennis Professionals.

5) Summary of Structure and System

The majority of tennis players in Canada are generally belonging to one of the two streams: Recreational Stream and High Performance Development Stream. The basic difference between the recreational stream and the high performance development stream is that for the high performance development stream the emphasis is on competing to become a future tennis player or to achieve the highest level of performance that any given player can achieve. This differs to the recreational stream in which players participate for a variety of reasons including: fun, exercise and social interaction.

A. Recreational Stream:

The bulk of Canadian players fall into this stream. These players are for the most part participating either recreationally or on a casual basis.

The delivery of this stream is through:	<input type="checkbox"/> Clubs (Seasonal, Annual) <input type="checkbox"/> Park and Recreation Department programming <input type="checkbox"/> Schools <input type="checkbox"/> Private or commercial facilities <input type="checkbox"/> Wheelchair programming
Players who fall into this category participate in:	<input type="checkbox"/> Organized and Non – Organized activities <input type="checkbox"/> Competitive and Non Competitive leagues, teams, lessons, round robins <input type="checkbox"/> Tournaments at various levels of play
Players who fall into this category are considered:	<input type="checkbox"/> At a level between 1.0 and 5.5 NTRP (<i>See Appendix #2</i>) <input type="checkbox"/> Either Competitive or Non Competitive players <input type="checkbox"/> Junior or Adult <input type="checkbox"/> Wheelchair bound recreational athletes
Main Objectives of Programming	<input type="checkbox"/> Fun & Socialization <input type="checkbox"/> Membership recruitment and retainment <input type="checkbox"/> Skill development <input type="checkbox"/> Exercise <input type="checkbox"/> Participation Pathway (See steps 1-4) <ul style="list-style-type: none"> * Try: (new member, instructional, social) * Learn: (instructional, social) * Play: (competitive, social) * Compete: (competitive, social)

B. High Performance Development Stream:

This group of players is considered to be a very small percentage of the total participation community (less than 1%) included in Table 1. These athletes are currently training and/or competing to become high performance tennis players. The majority of players who fall into this category are for the most part: competitive juniors (U10 to U18), ATP & WTA Tour players, Scholarship players and senior competitive players.

The delivery of this stream is through:	<input type="checkbox"/> Clubs (Seasonal, Annual) <input type="checkbox"/> Schools, academies, training centres (TDCs) <input type="checkbox"/> Private or commercial facilities
Players who fall into this category participate in:	<input type="checkbox"/> Tournaments, Leagues, round robins at the following levels: <input type="checkbox"/> High Performance Training Programs <input type="checkbox"/> Recreational, Regional, Provincial, National and International events
Players who fall into this category are considered:	<input type="checkbox"/> Competitive players (Junior/Adult/Senior) <input type="checkbox"/> ATP & WTA Tour <input type="checkbox"/> Scholarship players <input type="checkbox"/> Competitive senior players <input type="checkbox"/> Regional, provincial, national and international calibre players

SECTION B: PLAYER DEVELOPMENT COMPETENCIES FOR JUNIOR HIGH PERFORMANCE DEVELOPMENT (Growth & Development Model)

INTRODUCTION

The following will provide you with the competencies associated with the development of a tennis player from entry level to junior high performance development.

This long-term process has been broken down into three important phases of development:

- ① “Acquiring the Fundamentals” (Under-11)
- ② “Developing a Gamestyle” (Under-14)
- ③ “Perfecting a Gamestyle” (Under-18)

Although these three phases of development are independent of any age groups, they are commonly associated with the three different age groups when referring to competitive level juniors. The under-11’s must develop the fundamentals for the future. The under-14’s are more skilful and ready to explore different tactical possibilities and progressively develop a preference on how they like to construct the point when they compete. Finally, at the under-18 level, they want to perform and will perfect a gamestyle to maximize their chances of winning more points under any conditions.

It is important to note that these phases of development are not necessarily linked to a particular age group as they are common steps in the development of anyone’s tennis game from beginners to intermediate and then to an advanced player. The focus of these guidelines will be at the junior development level.

When working with juniors, it is essential to consider that there are three types of ages when deciding on the phase of development, hence the appropriate content.

- ① Chronological age: i.e. 11 years old
- ② Biological age: i.e. being 11 years old but looking like a 14 year old
- ③ Tennis age: i.e. being 11 years old but playing since 6 years old

It is also important to note that female players tend to develop 1-3 years faster than male players, as it relates to age, due to quicker biological age development.

This is important when you plan your objectives as it is possible, for example, to have a group of 13-14 year old players with a limited tennis age focusing on “acquiring the fundamentals” (under-11 competencies) as this is appropriate for their stage of development. It could also happen that a very good 11 year old focus on “developing a gamestyle” (under-14 competencies) or a very good 13 year old player be focusing on “perfecting a gamestyle” (under-18 competencies).

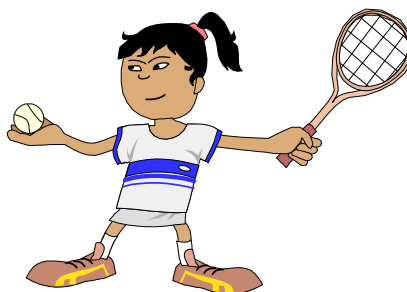
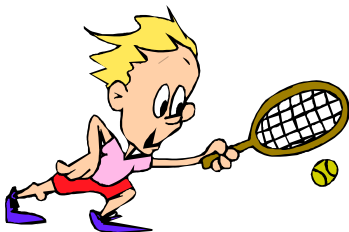
It is obvious that the ages provide general guidelines but ultimately, in determining which phase of development to choose, we recommend that coaches mainly look at the competencies presently acquired by the players and then plan to either:

- ◆ Maintain those competencies at a higher level of difficulty by raising the norms of performance related to the ball received or ball sent.

OR

- ◆ Pass to another phase of development if the player is ready to do so.

NOTE: *These competencies are based on information from the ITF, Tennis Australia, USTA Belgium and Tennis Canada's National Coaches. They are also based on previous documentation developed by Tennis Canada including: Tennis Canada's Growth and Development Model and Tennis Canada's Club Training Programs.*



OVERVIEW

Players at this age they need to develop a basic understanding of the game and court sense. It is the golden age to develop the physical quality of coordination and hence, it is **essential that this time is used to develop the basic technical fundamentals** for efficiency (smooth effortless stroking) and effectiveness (sound ball control). It is also the time to "stimulate" interest in the game and in learning, ultimately leading to the "love of the game"!

Since children like to have fun by playing and competing, the training needs to have a game-based orientation. Tournament results should not be emphasized and the competition needs to be perceived as a reward for practicing and as a great learning opportunity. The proper values of sportsmanship, co-operation and health/fitness should be at the forefront at this stage.

PLAYER COMPETENCIES

Players at this phase of development should understand, practice and implement the following:

① Strategical/Tactical

- a) How to pressure their opponent with consistency. In other words, giving the opponent the feeling that they will receive "no free points".

NOTE: *Consistency does not mean "pushing" – it means consistently attempting and making the correct shot.*

- b) The importance of depth in order to create errors or attacking opportunities.
- c) Basic understanding of when to attack, rally and/or defend (red, yellow, green). In other words, knowing when:
- ◆ they have the advantage and hence an opportunity to hit harder, place the ball better or come to the net;
 - ◆ they are neutral and hence, where they establish a good tempo exchange or change the rhythm to create errors or an easier ball to attack
 - ◆ they are more on the defence where they will look to stay in the point.
- d) Lateral Court Positioning in relation to the angles of the court.
- e) Basic understanding of tactics to make your opponent move.

- f) Finding and playing to an opponent's technical weakness. Specifically, to be able to find the opponents weaker stroke (i.e. forehand or backhand).
- g) How to play in the wind and when it is sunny/hot.

② Tactical/Technical

a) When Serving

1st Serve:

- ◆ Importance of high %
- ◆ Serving to weakness
- ◆ Varied placement of the first serve (wide, tee, jam)
- ◆ Serve and volley in doubles

2nd Serve:

- ◆ Importance of consistency and if possible to backhand (or forehand if weaker)

b) When Returning

1st Serve Return:

- ◆ Deep and consistent (first down the middle, then in the corners)
- ◆ Avoid server's partner in doubles (crosscourt and lob)

2nd Serve Return:

- ◆ To player's weakness
- ◆ Hitting harder if you have a strength
- ◆ Coming in to the net as an option in doubles

c) When Both Back

- ◆ Importance of consistency
- ◆ Playing with depth
- ◆ Understanding lateral positioning in relation to angles of court
- ◆ Moving the opponent around through use of precision
- ◆ Importance of strong crosscourt to create opportunities
- ◆ Importance of keeping the ball out of the middle (i.e. moving the opponent to the singles sidelines)
- ◆ Increasing the tempo (hitting earlier and harder)
- ◆ Changing the rhythm through height, speed, spin and distance
- ◆ Adapting to change of rhythm
- ◆ Understanding of how to stay in the point when in defence (including slice backhand)

d) When coming in or at the net (introduction to net play - to be trained mostly in doubles situations)

- ◆ Introduction to positioning at the net in singles and doubles
- ◆ Recognizing attacking opportunities and playing to the opponent's weakness, open court or wrong foot . . . whichever makes most sense
- ◆ $\frac{3}{4}$ and mid court attacking forehands
- ◆ Slice technique for low backhand approach shots
- ◆ Intercepting high easy ball with a swinging and volley technique
- ◆ Various actions for different volleys: punch, angle, drop, counter

e) When opponent is coming in or at the net

- ◆ Understanding the philosophy of making your opponent earn the point
- ◆ Defensive lob and scramble mentality when in defensive situation
- ◆ Understanding proper recovery after the passing shot for the notion of "two time" passing shots
- ◆ Introduction to options for passing: down-the-line, sharp crosscourt, topspin lob, hard at the net player

③ Technical

At this stage the fundamentals are essential. They should begin to look like "little pros". The main difference is that there will not be as much jumping or rotational force at this point.

On groundstrokes and volleys, early preparation for a proper set-up with good timing is the foundation for all future development. This will then lead to biomechanics which involve body stroking with proper co-ordination of the legs, hips, shoulders and arm. Be sure that there is stability of the racquet head, path and speed which will lead to ball control before emphasizing complete use of the legs (i.e. jumping and excess rotation).

For the serve, first and foremost, be sure that a good throwing motion is developed. This takes precedence before the complete development of the overall biomechanics.

The following are other important elements to consider:

- a) Develop basic actions to implement shots/tactics mentioned in 2. above.
- b) Understanding of the 5 ball controls and how to make adjustments or achieve success as required.
- c) Develop conformity fundamentals for all strokes, including:

Serve:

- ◆ Balance/stance allowing a little rocking action
- ◆ Serve grip: continental
- ◆ Rhythmic work of tossing and hitting arm
- ◆ Toss: consistent
- ◆ Throwing action
- ◆ Overall smooth rhythmic look

Return of Serve:

- ◆ Moving inside the baseline for returning 2nd serves

Groundstrokes:

- ◆ Perception, balance, footwork and timing: consistently being set up before the bounce and hitting at a consistent impact for the shot that is being attempted
- ◆ Proper grips
- ◆ Understanding basic footwork movements: shuffle steps, crossover, cross behind, double hop, etc.
- ◆ Development of slice technique
- ◆ Overall biomechanics: wide base, use of legs, hips, trunk, shoulders and racquet . . as required by the stroke or situation
- ◆ Proper racquet rhythm
- ◆ Overall smooth rhythmic look
- ◆ Volleys/overhead
- ◆ Proper grip
- ◆ Various actions for different volleys: approach volleys, drop volleys, angle volleys, redirect fast balls
- ◆ Proper action for overhead
- ◆ Shuffle and crossover steps for overhead

④ Physical

- ◆ Participate in other sports for multi-lateral development.
- ◆ Participate in a program to develop coordination (balance, motoric patterns, etc.)
- ◆ Understand and perform proper warm-up and cool down routines
- ◆ Understand and perform a proper flexibility program
- ◆ Understand basic nutrition . . what is healthy to eat prior to a match and/or practice . . what are good energy foods . .
- ◆ Understand the importance of proper hydration
- ◆ Understand the basic concepts for treating injuries: PIER (Pressure, Ice, Elevation, Restrict)
- ◆ Have a complete musculoskeletal assessment to see if there are any potential problems. Begin to address any problems that occur.

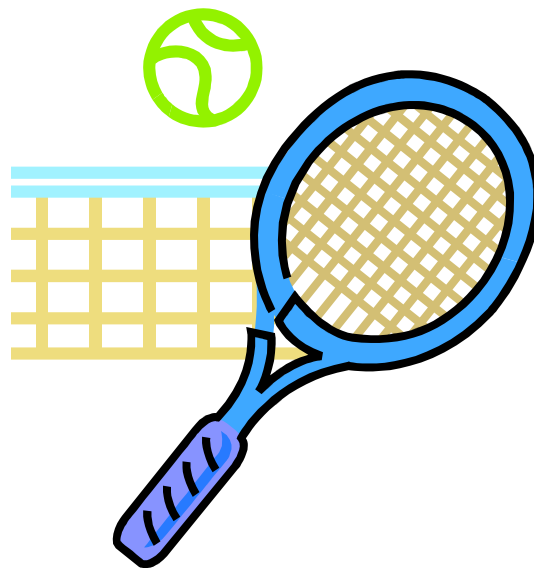
⑤ Psychological

From a psychological standpoint, the player:

- ◆ knows and implements good sportsmanship
- ◆ is enthusiastic and enjoys competing
- ◆ consistently works hard
- ◆ projects a positive, calm attitude when competing
- ◆ has rituals and routines between points
- ◆ speaks positively to one self; understands how detrimental negative self talk can be
- ◆ continues to fight regardless of the score
- ◆ sets short-term process goals with the coach
- ◆ shows respect to opponents and officials
- ◆ has a “scrambler mentality” when in defence
- ◆ is able to accurately assess their performance during competition and in practice

⑥ Other

Players should have a practice routine, which they can implement on their own with a practice partner that involves warming up prior to a tournament match. This should be a 30-45 minute warm-up and should emphasize the cooperation between themselves and a partner. The player(s) should have both a singles and doubles routine.



UNDER 14
“DEVELOPING A GAMESTYLE”

OVERVIEW

This is a crucial stage of a player's development and this is also the stage where there are many differences between the chronological, biological and tennis ages of the players. Therefore, as it relates to the technical and tactical development of the players, the following two phases should be respected:

- ◆ **Diversification:** The players should experiment playing points with different options in order to experience the various possibilities of how to play points. The players will experience situations where he has to hit harder, where she needs to come to the net, where he has to retrieve, etc.
- ◆ **Specialization:** It will eventually become obvious through the player's personality, physical development and attitude toward the game which gamestyle the player will prefer to compete with. At this point, the coach will need to develop the required patterns of play corresponding with this gamestyle and ensure the development of all associated strokes.

Players at this point should look like “little pros”. In other words, their overall technique should be very sound and include no obvious limitations.

At this stage the players should train to compete. The athlete should develop goals in all the components necessary for performance: tactical, technical, physical, psychological. Also at this stage, players should have an annual plan including key tournament periods, preparation periods and the appropriate rest/transition periods.

The overall focus should still be more on the development of the player's game. Hence, an appropriate balance must be struck between emphasising winning and the long-term development of the player's game. Players need to develop pride in reaching their process goals related to their game including goals related to implementation of their game plan, i.e. attitude, effort and tactics.

Coaches should help motivate players at this stage. They should make them aware of the potential to achieve excellence and they should make the players aware of the type of work ethic and commitment necessary to achieve excellence. Coaches should emphasize the importance of the development of self discipline.

PLAYER COMPETENCIES

In addition to the under-11 competencies, the under-14 player at this phase of development should understand, practice and implement the following:

① Strategical/Tactical

- a) Understanding how to pressure the opponent through consistency of "percentage tennis". Playing the right shot in the right situation relative to their gamestyle.
- b) Understanding up/back positioning in the backcourt in relation to whether they are in offence, neutral or in defence.
- c) Understand how to create attacking opportunities in both back situations through exchanging with a high tempo and depth, by being able to change the rhythm and through moving the opponent around ("working the ball to create opportunities").
- d) Understanding the importance of depth (especially through hitting higher over the net), not only to create attacking opportunities but to limit the attacking opportunities of the opponent.
- e) Understand how to receive a change of rhythm by either maintaining a high tempo exchange or by returning with a change of rhythm.
- f) Specific movement and tactics related to starting the point, including: 1st and 2nd serves and returns (this includes taking control of the point after a 1st serve and when possible on 2nd serve returns). The logic of the recovery/positioning will always be related to the tactical situation which the player will be in.
- g) Basic understanding of tactics related to power tennis through the development of a powerful serve and dominant groundstroke (will often be a dominant forehand but could be both forehand and backhand); basic understanding of how to play against a player implementing power tactics.
- h) Basic understanding of tactics related to coming to the net; basic understanding of playing against a player who comes in to the net.
- i) Defensive skills to stay in the point when being attacked or pressured.
- j) Developing an awareness of the opponent's weaknesses, then being able to exploit them.
- k) Developing an awareness of the opponent's strengths, then being able to avoid them effectively.

- l) To be able to find the opponents tendencies (tactical anticipation); what they are doing out there . . what they are not doing out there . . their patterns, their shot selection; being able to read obvious technical variations (technical anticipation).
- m) To be able to play different situations based on the score.

② Tactical/Technical

a) When Serving

1st Serve - an overall strategy of trying to create an attacking opportunity:

- ◆ Offensive positioning following an aggressive first serve
- ◆ Serving wide then looking to hit in open court, through an aggressive groundstroke or through a volley
- ◆ Serve and volley in singles
- ◆ Serve Variation: location and spin
- ◆ 2nd Serve: an overall strategy of trying to establish a neutral situation.
- ◆ Neutral positioning following a 2nd serve
- ◆ Serving to the backhand or weakness of the opponent with a surprise variation

b) When Returning

1st Serve Return - an overall strategy of trying to neutralize:

- ◆ positioning following a first serve return
- ◆ keeping the ball low when server is serve and volleying

2nd Serve Return - an overall strategy of trying to create an attacking opportunity:

- ◆ positioning to hit an aggressive return
- ◆ positioning and recovery in relation to an aggressive and neutral return
- ◆ running around to hit an aggressive forehand
- ◆ approaching the net following a very strong return
- ◆ approaching the net on the 2nd serve

c) When Both Back

- ◆ Up/back court positioning in relation to whether they are in offence, neutral or in defence
- ◆ Working the ball in order to create attacking opportunities through exchanging at a high tempo and through the use of a change of rhythm
- ◆ Receiving a change of rhythm and maintaining a high tempo exchange and/or being able to send a change of rhythm in response

- ◆ Looking to pressure opponent by moving into offensive zone to take the ball early
- ◆ Use of slice backhand on the run to stay in the point when the opponent has attacked
- ◆ Counter attacking skills while on the run and off of powerful balls
- ◆ Use of the drop shot to exploit the movement of the opponent

d) When Coming on Or at the Net . . “Start to Look Like a Net Player”

- ◆ After an aggressive groundstroke from the offensive zone, looking to come in to intercept when opponent is in trouble
- ◆ Lateral and up/back positioning at the net.
- ◆ Technical anticipation at the net, including: reading and associated positioning when knowing there is no lob, reading a powerful shot vs a precise shot and being prepared to move accordingly . . hands vs feet

e) When Opponent is Coming in or at the Net

- ◆ concept of making the opponent earn the point
- ◆ full array of passing shots: sharp crosscourt, down-the-line, topspin lob, dump at feet and move in
- ◆ defensive lob against power shot and on the run
- ◆ importance of disguise

③ Technical (full biomechanical links . . full use of body, more explosive)

NOTE: For detailed information on the technique related to footwork, see the document "Footwork and Court Coverage"

Serve:

- ◆ overall biomechanical link
- ◆ preparation phase which includes pre-stretch of hips and torso
- ◆ hitting action (vs hard push)
- ◆ topspin, slice and flat serves
- ◆ full footwork array including: recovery forward for first volley, recovery following 1st serve to attack, recovery following 2nd serve to begin exchange

Return of Serve:

- ◆ Compact technique for returning fast 1st serves
- ◆ Full footwork array for first serve and 2nd serve returns

Groundstrokes:

- ◆ Overall biomechanics, starting from ground
- ◆ Compact technique for countering situations
- ◆ Full footwork array including various movements for displacement, placement and recovery

Volleys/Overhead:

- ◆ Full array of feels at net - hit, touch, counter, block, place
- ◆ Backhand overhead

④ Physical

- ◆ Participate in a physical training program that includes training the aerobic and anaerobic energy systems as well as strength training program which develops a good muscular endurance base. The physical program should also have a component that focuses on specifically improving foot movement (coordination and speed).
- ◆ Have a physical training program to deal with specific musculoskeletal problems.
- ◆ Be involved in regular fitness testing and understand the results and how they correspond to on-court physical performance. Then work on improving weak areas.
- ◆ Understand and implement regeneration techniques to expedite recovery from physical activity.

⑤ Psychological

From a psychological standpoint, the player:

- ◆ is enthusiastic and enjoys playing both in practice and competition
- ◆ is becoming self motivated to work hard
- ◆ sets short, mid and long-term goals in each component of development: physical, psychological, tactical and technical
- ◆ can practice independently with a specific objective for each drill
- ◆ is becoming resourceful in competitive situations
- ◆ has a "going for it" mentality regardless of the score or situation; loves the pressure of competing
- ◆ has defined pre-match preparation routines which includes clear game plan objectives for each match
- ◆ is able to reduce anxiety levels through breathing and relaxation techniques
- ◆ is able to increase intensity level when required in both practice and competition
- ◆ is able to focus on playing one point at a time, with a process objective, rather than getting ahead of yourself to think about the result
- ◆ is willing to take responsibility for their actions both as an individual and as a competitor
- ◆ understands that mistakes are part of any sport activity and hence focuses on things that are under their control, i.e. effort
- ◆ maintains a diary which keeps track of and comments on practices and matches

UNDER 18
“PERFECTING A GAMESTYLE”

OVERVIEW

At this stage players need to possess all the patterns and corresponding technical actions related to their gamestyles in order to maximize their performance in competition.

Training should be more individualized for each component of development: mental, physical, tactical and technical. In order to individualize the player’s training, it is important that the coach list the patterns that the player should master in order to maximize or perfect his/her gamestyle. Then, through charting in match situations, the coach should record:

- ◆ *if the player uses the pattern or not when there is a possibility to do so*
- ◆ *when the player does use the pattern, what is the consistency*
- ◆ *finally, once the pattern has been implemented, does the player achieve what he/she wanted: i.e. opening the court, winning the point, receiving a short ball, etc.*

An Example of a Charting System

PLAYER: A NET RUSHER

PATTERNS	USE OR NOT	CONSISTENT	EFFECTIVE	COMMENTS
<i>Intercepting defensive shots</i>	<i>Y,Y,Y,N,N,Y</i>	<i>Y,Y,Y,Y</i>	<i>Y,N,N,N</i>	<i>Only recognizes 4/6 when to intercept, very consistent 4/4 but not very effective as the volley is not placed well enough</i>
<i>Chip and charge</i>	<i>Y,Y,Y,N,Y,Y,Y, ,Y,</i>	<i>N,Y,N,N,Y,N, Y</i>	<i>Y,Y,Y</i>	<i>Used it well, not consistent but wins the point all the time when making the shot</i>

NOTE: The above process is also recommended for the very best 13 and 14 year olds as they will have defined gamestyles at this point and will look like "little pros".

The overall on-court training should mostly include mainly cooperation and competitive drills. Basket feeding should be used mainly for physical training and for very specific technical work. The overall orientation of training is to ensure that players are improving the areas of their game most closely related to the outcome of the matches.

PLAYER COMPETENCIES

In addition to the under-11 and under-14 competencies, under-18 players at this phase of development should understand, practice and implement the following in relation to their established gamestyle:

① Strategical/Tactical

a) Perfecting their gamestyle and knowing its application based on:

- ◆ Their individual physical and technical strengths and weaknesses, i.e. there are serve and volleyers of different sizes . . some with bigger serves; some like Sampras who are patient to come in on the appropriate ball and some like Rafter who will come in on everything; some are righties and some are lefties; etc.
- ◆ Surfaces
- ◆ Opponent's gamestyle

b) Knowing momentum of the match

- ◆ How to create it and how to change it
- ◆ Knowing how to play the big points

② Tactical/Technical

There are countless possibilities to consider.

The coach should list the patterns that the player should have mastered for their gamestyle or simply those he/she wants to improve, then establish norms of performance (results to be achieved) and monitor it in both practice matches and tournaments.

If the technical performance is not reached, the coach needs to look at both conformity and effectiveness.

If the conformity was well developed in the development of the player, it would be a matter of improving the effectiveness of the shot. If the conformity of the player isn't there, the coach will have important decisions to make as it refers to changes . . i.e. grip change, preparation, rhythms, etc. Some changes will require a longer period to integrate and hence, would require the full agreement of the player and be planned in the preparatory phase. These changes are difficult to make in group lessons and usually should be done in private training.

At this stage the player should have some effective variation in their game - in other words "not being predictable. For example, on the second serve, the player should be able to serve wide to the forehand as well as to the backhand corner; on passing shots the player should have at least one variation to their best passing shot, etc.

When coming in or at the net, the player should be able to anticipate, using technical and tactical anticipation. When the opponent is coming in or at the net, the player should be able to disguise and delay passing shots

③ Technical

- ◆ Work on any specific weaknesses and enhance strengths related to gamestyle. Ensure disguise on 1st serve, approach shots and passing shots

④ Physical

- ◆ *Participate in an intensive physical training program which emphasises all components, while specifically increasing plyometric training to increase explosiveness and increasing resistance training to increase strength.*

⑤ Psychological

- ◆ Understands the importance of keeping competition into perspective
- ◆ Understands and use imagery and breathing techniques to stay calm and relaxed during stressful situations
- ◆ Becomes determined rather than dejected in situations which are perceived as not going well
- ◆ Displays ability to make tactical adjustments during match play
- ◆ Is independent
- ◆ Can adapt to new situations
- ◆ Can maintain or alter the momentum of matches

SECTION C: COACHING CERTIFICATION PROGRAM – A NEW APPROACH

For more detailed information on the first 2 levels of Canadian Coaching Certification System please see Appendices 3&4.

Overview of New Approach:

Upon completion of the first two levels of certification, the Instructor level and Coach 1, an individual will have the choice of two streams of coaching certification. They can choose the “coaching stream” or “tennis professional stream” of coaching education/certification. Both will be recognized as official certification, however the certification will represent completely different competencies. (Note: Coach 1 Levels will be renamed to better depict the competencies this individual has... which are more related to working with recreational level players from the 1.0 to 4.0 Level).

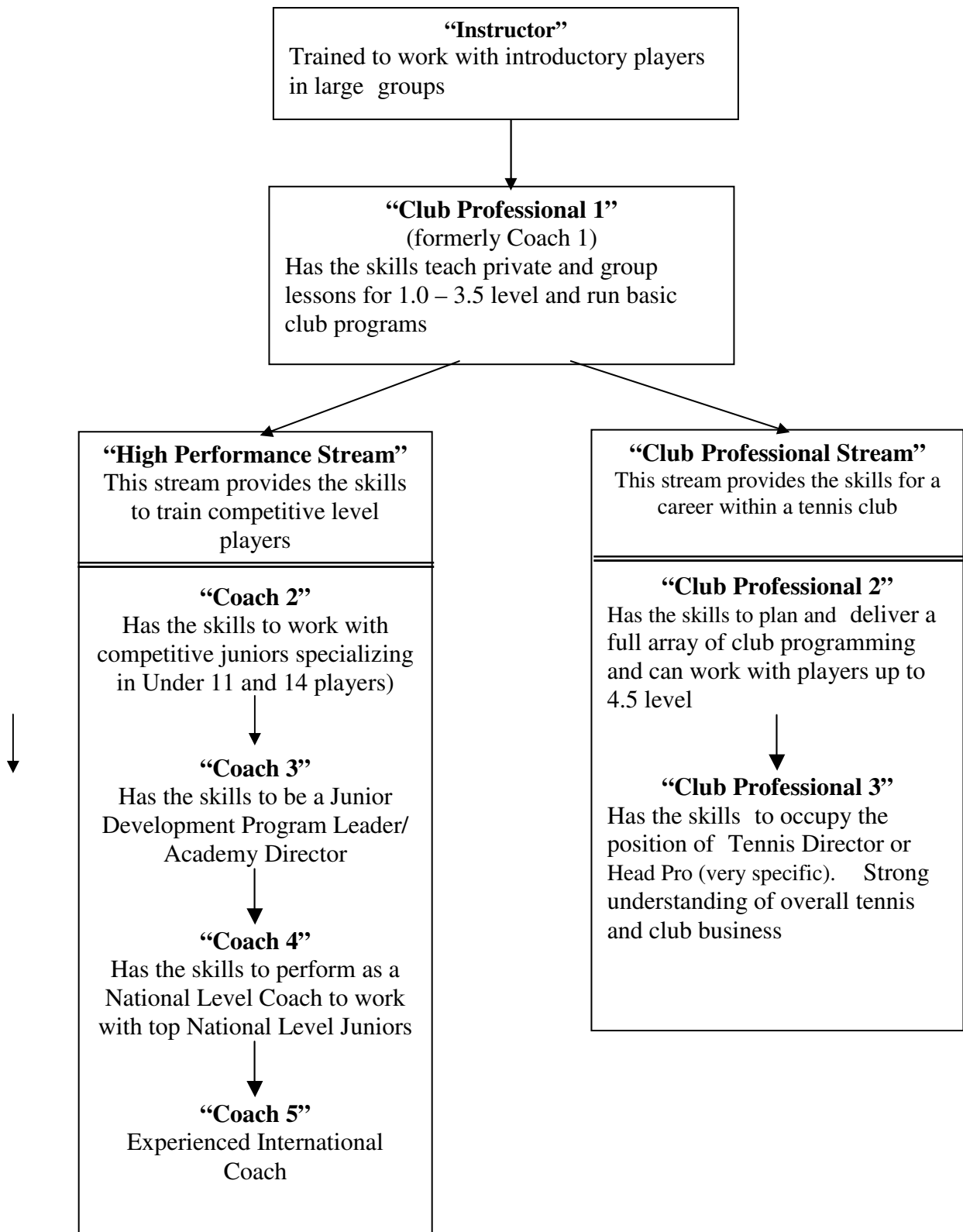
The “Club Professional Stream” will be oriented to those individuals who work in the club’s and who are interested in developing the varied skills which are necessary to be successful in a club environment including: customer service, programming, front desk operations and management, staff management, club maintenance, running team practices, basic corrections for recreational players, etc... This individual, will be trained to be a “Tennis Pro”. The tennis pro stream will continue to be delivered in a similar “weekend format” as presently exists as well as alternative.

The “Coaching Stream” will be oriented to those individuals who are interested in player development (working in elite junior programs from age 7 –18 and/or with high performance players from college to on tour professionals) and hence, will include all necessary coaching information for developing players. This individual, will be trained to be a “Coach”. The coaching stream will be very comprehensive to ensure that these individuals are well formed for the comprehensive job of player development. It will require the individual to complete a number of modules over a prolonged period of time. A strong practical component will complement curriculum

See Diagram : Certification Program a New Approach (following page)

CERTIFICATION PROGRAM

A NEW APPROACH



Background:

For the most part, individuals who attend the Coach 2 and Coach 3 courses are club tennis professionals who spend most or all of their time with recreational level adults and juniors and whose daily activities mainly involve caring on the daily operations of a club, i.e., teaching recreational adult and junior group and private lessons, running team practices, organizing club events, initiating new members to the club, selling memberships, arranging games, etc... For the most part, they have limited interest and/or need for the information which is provided in the present Coach 2 and 3 courses, as these courses are oriented towards coaching high-performance juniors. Most Coach 3 and 3 Candidates attend the course as a result of either pressure from their boss (Head Pro, Tennis Director, Club Manager, Owner) in order to increase prestige of the staff and/or in order to upgrade their certification to increase their hourly rate when providing lessons.

For the few individuals who do attend the Coach 2 and 3 courses due to interest and/or to need, the courses do not adequately prepare them for the competencies required to be a coach. This is due to a number of reasons including: limited hours, lack of practical coaching opportunities, lack of apprentice opportunities, etc.

Advantages of New Approach:

General:

- ❑ It will better meet the needs of the entire sport system: Tennis Canada, Provincial Associations, Indoor Clubs, Community/Outdoor Clubs, Parks, Recreation Departments, Schools.
- ❑ Candidates will be more motivated towards learning as the courses will be oriented towards their needs.
- ❑ There could be less confusion between who is a coach and who is a tennis professional for both the industry and the public.

Coaching Stream:

- ❑ A modular approach allows for a more gradual as candidates will be able to learn overtime which will help insure that they are formed (and not just informed); it will also allow for a practical component which is key for the overall quality of coaches;
- ❑ More quality people can get involved in the education of the candidates. More course conductors to be brought on-board as different experts can provide the training for the different modules.

Club Tennis Professional Stream:

- ❑ The bulk of candidates who presently attend will be able to receive training on what they actually do, including: planning, programming mini tennis, recreational tennis, running teams, customer service, pro shop management, etc.
- ❑ Will provide a better means for encouraging tennis pros to be more entrepreneurial
- ❑ Will encourage more tennis professionals to get involved in professional certification and once involved, to continue through the certification levels as they will see that they can improve their daily work with the tennis professional orientation.

Challenges Regarding New Approach:

- ❑ Development of a new stream and the development of a modular approach to coaching development will take time and money.
- ❑ Short term dilution of numbers attending courses as numbers will be divided.
- ❑ Possible funding problems for provinces... based on number of NCCP certified coaches.
- ❑ Database will be more confusing; comparison from new system to old system could be very challenging.
- ❑ Integration of existing certified coaches into new system might be confusing.
- ❑ Confusion as to what the different levels mean could now be even greater without the proper marketing.
- ❑ Tennis Community might think we are “changing again”. The Tennis Community might think that we are finally considering the need of the industry, in other words the mass of recreational players instead of the few elites;
- ❑ There could be more confusion between who is a coach and who is a tennis professional for both the industry and the public;

Other Considerations:

- ❑ How will technology influence the development of the new course; it could include various approaches to study including: home study, internet, video
- ❑ We will need a course conductor system for both streams; there may be some crossover
- ❑ We may consider 5-10 straight days in the coaching system
- ❑ How do we measure the outcomes of the change
 - ▶ Number of entrepreneurs
 - ▶ Number & Quality of Under 14 players
 - ▶ We could use a questionnaire to be completed by the club owner or general manager to find if there were any differences perceived after the course.

How Will We Integrate Existing Coaches Into The New Certification Program?

All existing instructors/coaches will keep their present certification titles/levels. Experienced individuals, i.e., Head Tennis Professionals and Tennis Directors, will have the opportunity to apply for equivalency for the new tennis professional certification titles / levels. If they meet the criteria for equivalency they will attend an abbreviated one day equivalency course, where we will provide an overview of the material and hand out resource materials.

Key For Successful Transition To A New Approach:

It is imperative for a new approach to work that the project be a developmental initiative and not just a coaching department initiative. Play tennis should go beyond schools, parks and recreation departments and should include the year round tennis clubs. Hence, the reach to the tennis clubs will include the overall marketing, information sharing about the new to stream approach. The result, will hopefully be one in which all club owners, club managers, program managers, tennis directors and head tennis professionals are aware of the importance of hiring certified coaches/tennis professionals to carry on the specific competencies which are required for particular club. For example, each of these important individuals should understand that if they are going to run a high-performance junior development program...that they should hire an individual who has gone through the coaching programs and in general caring on the daily activities of the club... they would hire an individual who has gone through the tennis professional stream. If they are looking

for an individual to fulfill both roles... they will insure the individual will attain certification in both streams. Finally, if they are looking for an Instructor to provide lessons for beginner to low intermediate levels, they will hire an Instructor or Coach 1.

Bottom Line: Coaching is to service needs of Participation Development and Player Development.

Appendix # 1

Table 9: Tennis Players versus Canadian Population, by Age Group

Age Group	Canadian Adult Population * (%)	Tennis Players ** (%)
18 – 24	11	32
25 – 34	23	24
35 – 44	38	24
45 – 54	17	13
55 – 64	5	4
65 – over	6	3

* Canadian Adult Population approximately 23 million

** Canadian Adult Tennis Players approximately 3.3 million

Appendix # 2

“PLAY TENNIS” – SELF-RATING GUIDE

Find suitable playing partners and enjoy playing tennis more.

How?

- Use the “Play Tennis” Self-Rating Guide which identifies and describes different levels of tennis ability.
(See poster in your club or use pocket guide)

Purpose:

- Find your own general level of tennis ability.
- Find players of a similar level so that you can have competitive games.
- Play an individual at a higher level using handicap scoring to make the game more competitive.
- Participate in group lessons or league play with people of similar ability.

Guidelines to rate yourself:

- Study the “Play Tennis” self-rating chart
- Start reading from the top of the chart, beginning with Level 1.0.
- Find the level that best describes your general level of play.
- Ask your Instructor or Coach to validate your self-rating, if you think that will help.
- Remember that as you play more, and improve, your rating may improve.
- Update your rating periodically.
- Results in social and competitive matches will validate whether your chosen level is reasonably accurate.

RATING	GROUND-STROKES (forehand and backhand)	RETURN OF SERVE	NET PLAY (volleys and overheads)	SERVE
1.0	This player is just starting to play tennis			
1.5	This player has been introduced to the game, however has difficulty playing the game due to a lack of consistency rallying and serving.			
2.0	Can get the ball in play but lacks control, resulting in inconsistent rallies. Often chooses to hit forehands instead of backhands.	Tends to position in a manner to protect weaknesses. Inconsistent return.	In singles, reluctant to come to the net. In doubles, understands the basic positioning; comfortable only with the forehand volley; avoids backhand volley and overhead.	In complete service motion. Toss is inconsistent. Double faults are common.
2.5	Can rally consistently 10 balls in a row, especially on the forehand, with an arched trajectory over the net when the objective is to hit to a partner at moderate speed.	In singles, consistent when returning towards the middle of the court. In doubles, difficulty returning cross-court to start the point.	Becoming at ease at the net in practice but uncomfortable in a game situation.	Attempting a full service motion on the first serve. First serve inconsistent (less than 50%). Uses an incomplete motion to ensure a steady second serve.
3.0	Able to rally consistently 10 balls in a row on forehands and backhands. Able to maintain the rally when receiving high, short or wide balls, assuming the ball is received at a moderate pace, especially on the forehand stroke.	Can control the direction of the ball in both singles and doubles, when receiving a serve of moderate pace.	Very consistent on forehand volley with easy balls, inconsistent on backhand volley. Overall has difficulty with low and wide balls. Can smash easy lobs.	Full motion on both serves. Able to achieve more than 50% success on first serve. Second serve much slower than first serve.
3.5	Able to move the opponent around the court or hit harder when receiving easier balls. Can execute approach shots with some consistency (more than 50%).	Can return fast serves or well-placed serves with defensive actions. On easy second serve, can return with pace or directional control; can approach the net in doubles.	Becoming confident at net play; can direct FH volleys; controls BH volley but with little offense; general difficulty in putting volleys away. Can handle volleys and overheads that require moderate movement.	Can vary the speed or direction of first serve. Can direct the second serve to the opponent's weakness without double-faulting on a regular basis.

4.0	Able to develop points with some consistency by using a reliable combination of shots. Erratic when attempting a quality shot, when receiving fast or wide balls, and when attempting passing shots.	Difficulty in returning spin serves and very fast serves. On moderately paced serves, can construct the point through hitting a good shot or exploiting an opponent's weakness. In doubles, can vary returns effectively on moderately-paced serves.	In singles, comfortable at following an approach shot to the net. In doubles, comfortable receiving a variety of balls and converting o offensive positioning; can poach on weak returns of serve. Able to put away easy overheads.	Can vary the speed and direction of the first serve. Uses spin.
4.5	Can use a variety of spins. Beginning to develop a dominant shot or good steadiness. Erratic when attempting a quality shot in two of the following situations: receiving fast balls, wide balls, and in passing shot situations.	Off first serves, can defend consistently but very inconsistent (less than 30%) when attempting an aggressive return. In doubles, has difficulty (less than 50%) returning a first serve at the feet of the incoming serve and volleyer.	When coming to the net after serving, consistently able to put the first volley in play but without pace or depth; however, inconsistent when trying to volley powerful or angled returns. Close to the net, can finish a point using various options including drop volley, angle volley, punch volley.	Aggressive first serve with power and spin. On second serve frequently hits with good depth and placement without double faults. Can serve and volley off first serves in doubles, but experiences some inconsistency.
5.0	Able to maintain a consistent rally, 10 balls in a row on faster balls. Very steady strokes or has a dominant shot. Periodically succeeds (50%) when attempting a quality shot when receiving fast or wide balls, and in passing shot situations.	Periodically succeeds (50%) at aggressive return off fast first serves using dominant shot (forehand or backhand). In doubles can return at the feet of serve and volleyer.	In doubles, after the serve, has a good, deep crosscourt volley. Overhead can be hit from almost any position.	First serve can win points outright, or force a weak return. Second serve can prevent the opponent from attacking. Serve and volleys on first serves in doubles with consistency.

5.5	<p>This player has developed a gamestyle which is recognizable as either an all court player, an aggressive baseliner, a serve and volleyer, or a retriever. Has developed good anticipation either technically (can read toss on serve, body position...) or tactically (can read opponents tendencies in specific situations). Has no major weaknesses and can counterattack effectively against a hard ball, wide ball or in passing shot situations. Capable of competing in “open” category provincial level tournaments. Ability to use specific shots in order to exploit opponent’s weakness: drop-shot, lob, angle, moonball...</p>
6.0 to 7.0	<p>These players will generally not need a rating. Rankings or past rankings will speak for themselves. The 6.0 player typically has had intensive training for national tournament competition at the junior level and collegiate levels and has obtained a provincial and/or national “open” ranking. The 6.5 player has extensive international “open” level tournament experience at the entry professional level (challenger or satellite experience). The 7.0 is a world class professional tennis player.</p>