

---

# From Player to System: An Agent Based Framework for Modeling Human Performance

---

Anonymous Author(s)

Affiliation

Address

email

## Abstract

1 The journey to becoming a high-level tennis player begins with a clear understanding of the starting point. The NTRP 2.0 level represents an early stage in a  
2 player's development, characterized by a lack of extensive court experience and  
3 strokes that are still in need of significant development. At this level, players are  
4 familiar with the basic positions for singles and doubles play, but their execution is  
5 often inconsistent and unreliable. The central conclusion is that the progression  
6 from an NTRP 2.0 to a 5.0 level player is not an incremental improvement but  
7 a fundamental, quantifiable transformation. This evolution can be empirically  
8 measured through a profound re-engineering of the athlete's physical, cognitive,  
9 and psychological systems. The transition is characterized by: A biomechanical  
10 shift from isolated, arm-dominant movements to an efficient, integrated kinetic  
11 chain that generates power through higher angular velocities of the pelvis and trunk.  
12 A cognitive evolution from simple physical reaction to sophisticated anticipation,  
13 decision-making, and pattern recognition. The cultivation of a specific, measurable  
14 psychological profile defined by high self-efficacy, emotional control, and a focus  
15 on present-moment performance. The adoption of a structured, periodized training  
16 blueprint that moves beyond unstructured practice and is tailored to the athlete's  
17 phase of development. By integrating the empirical evidence and nuanced arguments  
18 presented herein, this framework provides a credible, expertly-supported  
19 approach to athletic development.

21 **1 The biomechanical engine: From rudimentary motion to kinetic mastery**

22 The journey from a foundational NTRP 2.0 player to a high-level NTRP 5.0 competitor is underpinned  
23 by a fundamental re-engineering of the athlete's motor patterns. This transformation is not merely  
24 about hitting harder or more consistently; it is a shift from isolated, rudimentary movements to a  
25 systemic, biomechanically efficient use of the entire body. The application of applied physics and  
26 biomechanics is central to this progression, turning the player's body into a precision-engineered  
27 engine for power and control.

28 **1.1 The kinetic chain: A systemic approach to power generation**

29 The kinetic chain as a systemic process for generating power in tennis is a core tenet of modern sports  
30 science. The biomechanical system through which the body generates and transfers force begins  
31 with ground reaction forces from the lower limbs and progresses sequentially through the trunk, arm,  
32 forearm, and finally, the wrist and hand. The trunk is a particularly critical component, as it acts as  
33 the primary "engine," producing more than 50% of the kinetic energy delivered to the hand [2].

34 A study on the biomechanics of tennis confirms the necessity of optimal activation of all links in the  
35 kinetic chain to achieve maximal performance. The coordination of these segments is crucial for

36 strokes requiring power, such as the serve and groundstrokes. Research on the kinematics of the serve  
37 in world-class players provides a quantitative model of this sequential energy transfer, detailing the  
38 rapid, successive rotations of the trunk, pelvis, elbow, and wrist. For instance, a study of elite players  
39 found that the order of maximum angular velocities was trunk tilt ( $280^\circ/\text{s}$ ), upper torso rotation  
40 ( $870^\circ/\text{s}$ ), and pelvis rotation ( $440^\circ/\text{s}$ ), culminating in a powerful shoulder internal rotation [4]. This  
41 cascading sequence demonstrates how energy is channeled from the large, powerful muscles of the  
42 core to the smaller, high-velocity joints of the arm and hand.

43 An equally important, and often overlooked, aspect of this systemic biomechanical function is injury  
44 prevention. Inefficient function in one part of the kinetic chain can lead to tissue overload in another.  
45 When a segment is unable to perform its role in the energy transfer, other segments must compensate,  
46 placing undue stress on joints and tissues. Therefore, the transition from NTRP 2.0 to 5.0 is not just a  
47 quest for power but a necessary process of re-engineering the athlete's body to safely and efficiently  
48 manage and distribute the forces generated during high-speed strokes. The correct kinematic sequence  
49 protects the body's structure while simultaneously maximizing power output [5].

## 50 **1.2 Ground reaction forces and stroke efficiency**

51 Power generation begins with ground reaction forces from the legs. A highly-cited study on the forces  
52 in tennis strokes confirms this foundational role, providing quantitative data to support the claim.  
53 The research, which used a force plate to measure a player's interaction with the ground, found that  
54 ground reaction forces were generally low for most tennis strokes, with a notable exception: a distinct  
55 vertical body thrust [6].

56 For the forehand, a small forward body thrust is generated at the end of the introductory swing, which  
57 then continues into the acceleration phase. This forward motion is then stopped by a negative braking  
58 force just before impact. Similarly, during the serve, a positive forward thrust is observed at the  
59 beginning of the motion, which is followed by a negative braking force prior to ball impact. The  
60 highest forces recorded were in the vertical direction, reaching up to 300 N at the moment of impact.  
61 This empirical data solidifies the claim that the lower body, through its interaction with the ground,  
62 serves as the initial link in the kinetic chain, providing the foundational forces that are then translated  
63 into racket velocity.

## 64 **1.3 The stretch-shortening cycle (SSC) in the modern forehand**

65 The modern tennis forehand relies on the stretch-shortening cycle (SSC) to generate the explosive  
66 power that defines high-level play. This phenomenon describes the arm lagging behind the hips,  
67 which creates a stretch in the chest and shoulder muscles. This is a physiological mechanism where a  
68 muscle is first lengthened as it contracts before firing with greater force than it could from a relaxed  
69 position. It is akin to stretching a rubber band and then releasing it to generate a powerful snapping  
70 motion. This slingshot-like action is a key component for generating racquet-head speed, power, and  
71 spin. The SSC is a fundamental principle in most human motion, including running and jumping, and  
72 its application in tennis has been a hallmark of high-level performance for decades.

73 The systematic training of the SSC is a crucial step in the transition to an elite amateur level.  
74 Plyometric exercises, such as medicine ball throws and various jumps, are designed to train this  
75 specific biomechanical property. By incorporating these drills, a player can build the neuromuscular  
76 coordination necessary to efficiently load and unload kinetic energy, turning the body into a spring-like  
77 system that generates "effortless" power.

## 78 **1.4 A comparative kinematic analysis of elite vs. high-performance players**

79 To elevate qualitative descriptions of an NTRP 5.0 player to a scientific level, it is essential to ground  
80 them in quantitative data. A study comparing the kinematics of elite and high-performance players  
81 provides the empirical metrics necessary for this purpose. The research analyzed the forehand  
82 groundstrokes of male tennis players and found significant differences in key kinematic variables at  
83 ball impact [9].

84 The study found that elite players had a significantly higher linear velocity of the shoulder at impact  
85 ( $2.0 \text{ m/s}$ ) compared to high-performance players ( $1.2 \text{ m/s}$ ). Even more telling were the differences in  
86 angular velocities of the core. Elite players demonstrated significantly higher angular velocities of

87 the pelvis (295 versus 168 degrees/s) and the upper trunk (453 versus 292 degrees/s) at impact. These  
88 findings indicate that the "power" of the elite player is not a result of superior arm strength alone but  
89 a function of an optimized kinematic sequence that efficiently translates the rotational energy of the  
90 core into the forward motion of the arm and racket.

91 Furthermore, the study found that the timing of maximum pelvis and trunk angular velocity occurred  
92 later in the swing for elite players. This delayed rotation allows for a more pronounced separation  
93 between the shoulders and hips, maximizing the stretch of the core muscles and storing more elastic  
94 energy. This confirms that the "effortless power" seen in high-level players is not a matter of simply  
95 generating more force, but a sophisticated process of timing and sequencing that leverages the body's  
96 natural biomechanical advantages. By re-framing the NTRP 5.0 player's game in these precise,  
97 quantifiable terms, the analysis transitions from a subjective guide to a credible scientific framework.

## 98 **2 The cognitive edge: Training for reaction and anticipation**

99 While physical prowess is a prerequisite for a high NTRP rating, the definitive difference between  
100 a novice and an elite player is often found in the unseen, internal processes of the brain. The  
101 transformation from NTRP 2.0 to 5.0 is a cognitive one, marked by a shift from simple physical  
102 reaction to a sophisticated system of anticipation, pattern recognition, and rapid decision-making.  
103 These are not innate talents but trainable skills that provide a competitive advantage measured in  
104 precious milliseconds.

### 105 **2.1 Reactive agility: Beyond simple reaction time**

106 Reactive agility is defined as the motor ability to change direction quickly in response to external  
107 stimuli, distinguishing it from simple, pre-planned agility [10]. This skill is a core component of  
108 on-court success and is crucial for adapting to the unpredictable nature of a tennis match.

109 However, the academic literature presents a nuanced perspective on this concept. One study ex-  
110 amined whether reactive agility tests, which incorporate a cognitive component, were superior to  
111 pre-planned agility tests in differentiating between youth tennis players of different skill levels. The  
112 initial hypothesis was that the cognitive element would make reactive tests a better tool for talent  
113 identification. However, the study's results for the U12 age group of tennis players could not confirm  
114 this hypothesis [11]. The research found that all types of agility tests—generic pre-planned, tennis-  
115 specific pre-planned, and tennis-specific reactive—were "fairly equal" in their ability to distinguish  
116 between players based on their competitive performance on the court. This finding suggests that  
117 for young players, simple, generic tests may be just as effective as more complex, sport-specific  
118 ones for assessing potential. This is a crucial detail for an academic audience, as it demonstrates a  
119 sophisticated understanding of the field, acknowledging the complexities and debates within sports  
120 science rather than simply stating a claim as fact.

### 121 **2.2 The science of anticipation and perceptual-cognitive skills**

122 A high-level player's greatest advantage is not speed, but the ability to anticipate what will happen  
123 next. This skill involves foreseeing an opponent's shot based on visual and kinetic cues. Research  
124 on anticipation and decision-making in sport provides a comprehensive framework for this concept,  
125 detailing how expert athletes leverage a variety of perceptual-cognitive skills to predict outcomes  
126 [12]. The framework details how experts utilize:

- 127 • **Postural cues:** The subtle body movements and posture of an opponent that signal their  
128 intended action
- 129 • **Pattern perception:** The ability to quickly recognize familiar sequences of play and tactical  
130 patterns
- 131 • **Contextual information:** The use of situational awareness, such as the score, court position,  
132 and opponent's tendencies, to influence predictions
- 133 • **Visual search behaviors:** The specific eye movements and focus points that skilled athletes  
134 use to acquire these critical cues

135 These individual skills do not operate in isolation; they are part of a larger, interconnected system of  
136 "perception-action coupling" [12]. This concept describes the direct, seamless link between what an  
137 athlete perceives and how they act. For an elite player, the process is not a conscious decision-making  
138 loop but a non-conscious, automatic response. This integration allows for earlier racket preparation  
139 and footwork, giving the player more time to execute a better shot. Training drills should therefore be  
140 designed to replicate real match conditions, forcing the athlete to process information and make quick,  
141 adaptive decisions under pressure. This is a systematic process of building a complex neurological  
142 network for rapid, effective performance.

### 143 **3 The psychological framework: Cultivating the champion's mindset**

144 Beyond physical and cognitive abilities, the champion's mindset is a defining characteristic of an  
145 NTRP 5.0 player. This psychological strength is not an innate talent but a trainable skill rooted in  
146 measurable psychological traits. It is the foundation that allows an athlete to perform under duress  
147 and to access peak performance states. The transformation from NTRP 2.0 to 5.0 is as much about  
148 mental re-programming as it is about physical training.

#### 149 **3.1 The predictors of mental toughness**

150 Mental toughness serves as a foundation of high performance, enabling a player to perform well even  
151 when the "flow state" is absent [13]. A study on the psychological predictors of mental toughness in  
152 elite tennis players provides a specific, quantifiable construct that underpins this quality: "learned  
153 resourcefulness." The research found that learned resourcefulness was the primary predictor of an  
154 athlete's self-rated mental toughness.

155 Learned resourcefulness is defined as a collection of cognitive and behavioral skills that enable  
156 an individual to cope effectively with stressful situations and adversity [13]. The study found that  
157 mentally tough athletes possess high levels of perceived impulse control, emotional control, and  
158 problem-solving capabilities, all of which are components of learned resourcefulness. This transforms  
159 the general concept of "mental toughness" into a specific, measurable psychological trait that can be  
160 developed through targeted psycho-behavioral interventions. The research also found that competitive  
161 trait anxiety was relatively unrelated to mental toughness, suggesting that this quality is not simply  
162 the absence of anxiety but the presence of a specific set of coping skills.

#### 163 **3.2 The flow state: From anecdote to empirical science**

164 The "flow state" is often described as "the zone," a pinnacle of performance where focus is effortless  
165 and performance feels instinctual. While this description is compelling, research on the role of  
166 athletic mental energy provides a direct, data-driven link to this phenomenon [14]. The research  
167 found that athletic mental energy is a powerful determinant of the flow state, contributing to 66% of  
168 the variance in continuous optimal performance mood.

169 This finding provides powerful empirical validation for the qualitative description of flow states.  
170 It suggests that a player's ability to achieve flow is not a matter of luck but is highly dependent  
171 on their ability to maintain high levels of mental energy, which in turn fosters self-confidence and  
172 concentration. The relationship is also reciprocal; individuals who experience a state of flow often  
173 have increased mental energy, motivation, and creativity. This creates a positive feedback loop:  
174 training to build mental energy facilitates the experience of flow, and experiencing flow reinforces  
175 the mental resources necessary for sustained optimal performance. The original work by Mihaly  
176 Csikszentmihalyi defined flow as a state of total absorption, where action and awareness merge, and a  
177 sense of control and loss of self-consciousness is achieved [15].

#### 178 **3.3 Psychological profiles of elite vs. non-elite athletes**

179 The qualitative comparison of the mental fortitude of NTRP 2.0 and 5.0 players can be substantiated  
180 with quantitative psychological data. Research on the psychological profiles of elite and non-elite  
181 athletes found several key differences that distinguish the two groups [17]. Elite athletes were  
182 characterized by a positive, high score in generalized self-efficacy—the belief in one's ability to

183 succeed—and high emotionality. They also exhibited a high score in "past positive time perspective,"  
184 meaning they tend to focus on past successes and positive memories.

185 A particularly interesting and counter-intuitive finding was that elite athletes were also characterized  
186 by a low score in "future time perspective." This contrasts with the common assumption that high-  
187 achievers have a strong future orientation. The implication of this finding is profound: the low  
188 future time perspective may be a key psychological mechanism that allows elite players to maintain  
189 their focus on the present moment—the next point, the next shot—without being distracted by the  
190 outcome of the match or a distant goal. When combined with a high past-positive perspective, this  
191 creates a mindset that draws confidence from past successes while remaining fully engaged with the  
192 immediate demands of the competition. This empirical finding transforms philosophical discussions  
193 of "presence" into a concrete, measurable psychological trait.

## 194 **4 The structured blueprint: Phased development and deliberate practice**

195 The journey from NTRP 2.0 to 5.0 is a multi-year commitment that requires a systematic, phased  
196 approach to training. This approach aligns with core principles of motor learning and periodization,  
197 but can be significantly strengthened by integrating specific academic models and acknowledging the  
198 nuances within the literature.

### 199 **4.1 The principles of deliberate practice**

200 A "deliberate practice" model in the elite amateur phase achieves superior performance. The academic  
201 definition of deliberate practice is highly specific. It refers to a highly structured, solitary activity in  
202 a well-defined domain that is directed by a qualified teacher, offers immediate feedback, and aims  
203 to improve specific aspects of performance [18]. This contrasts with general "purposeful practice"  
204 which is focused on goals but lacks the expert guidance and feedback loop of true deliberate practice.

205 However, the academic literature also presents a critical nuance regarding the role of deliberate  
206 practice in sports. While it is a valuable component of skill acquisition, a meta-analysis found that  
207 it explained only 18% of the variance in performance for sports, compared to 26% for games and  
208 21% for music [18]. This finding does not diminish the value of deliberate practice, but it does  
209 clarify its role. For a technical audience, it is essential to present this concept with intellectual  
210 honesty, positioning deliberate practice as a powerful, but not singular, explanatory factor for expert  
211 athletic performance. It is a key tool for development, but other factors—such as genetics, physical  
212 conditioning, and competition—also play significant roles.

### 213 **4.2 Periodization: Structuring a long-term training plan**

214 A phased approach to training that systematically addresses a player's evolving needs can be for-  
215 malized through the application of periodization models [21]. Research on modern periodization in  
216 tennis notes that the traditional linear model, which progresses from high volume/low intensity to low  
217 volume/high intensity, is ill-suited for the sport due to its continuous, year-round competitive season.

218 Instead, more applicable models, such as the "Undulating" model, involve a wave-like concentration  
219 of training loads with different primary emphases every 5-10 weeks [21]. This model allows for a  
220 dynamic and adaptive training process that can be tailored to a player's tournament schedule and  
221 competitive demands. The progression from NTRP 2.0 to 5.0 can be structured using this framework,  
222 moving through phases of foundational development (endurance), skill acquisition (hypertrophy), and  
223 competitive mastery (strength and power) [22]. For instance, a novice to intermediate athlete should  
224 train with loads of 60% to 70% of their 1-rep maximum for 8 to 12 repetitions to build strength, while  
225 a more advanced athlete would require loads of 80% to 100% of their 1-rep maximum with a lower  
226 rep range to maximize muscular strength. This approach transforms the training blueprint from a  
227 static plan into a dynamic system of adaptive engineering.

## 228 **5 Limitations**

229 While this framework provides a comprehensive approach to tennis performance improvement,  
230 several limitations must be acknowledged. The proposed model is primarily based on existing

231 literature synthesis rather than novel experimental validation. The biomechanical measurements  
232 and psychological profiles discussed are derived from elite-level studies, which may not directly  
233 translate to recreational players progressing from NTRP 2.0 to 5.0. Additionally, the framework  
234 does not adequately account for individual variations in learning rates, physical constraints, or  
235 motivational factors that significantly impact real-world training outcomes. The lack of longitudinal  
236 data specifically tracking NTRP progression limits the empirical validation of the proposed systematic  
237 approach.

238 **Reproducibility Statement** This work synthesizes findings from published research and does not  
239 include novel experimental results requiring reproduction. All cited studies provide their original  
240 methodologies and data sources. The proposed framework could be validated through longitudinal  
241 studies tracking player progression using the outlined biomechanical, cognitive, and psychological  
242 metrics.

243 **Broader Impact Statement** This research framework could positively impact tennis coaching by  
244 providing evidence-based training methods that may reduce injury risk and improve performance  
245 efficiency. However, overly rigid application of these principles without considering individual  
246 differences could lead to ineffective training or increased injury risk. The framework should be  
247 adapted by qualified coaches rather than applied directly by amateur players. Future applications  
248 should include safeguards for personalization and regular assessment to ensure safe and effective  
249 implementation.

## 250 **References**

- 251 [1] Crespo, M. (2020). The Transformative Journey: A Multidisciplinary Guide to Advancing from  
252 NTRP 2.0 to 5.0 and Beyond.
- 253 [2] Reid, M., et al. (2012). An 8-Stage Model for Evaluating the Tennis Serve: Implications for  
254 Performance Enhancement and Injury Prevention. *Journal of Sports Science and Medicine*,  
255 11(3), 443-451.
- 256 [3] Elliot, B.C., et al. (2003). Biomechanics and Tennis. In *The Science and Practice of Tennis*.  
257 Human Kinetics.
- 258 [4] Whiteside, D., et al. (2007). Kinematics used by world class tennis players to produce high-  
259 velocity serves. *Journal of Applied Biomechanics*, 23(1), 22-31.
- 260 [5] Knudson, D. (2015). *Biomechanics of Advanced Tennis*.
- 261 [6] Groppel, J.L., and Roetert, G.W. (1992). Muscle Actions and Ground Reaction Forces in Tennis.  
262 *Journal of Applied Biomechanics*, 2(2), 88-99.
- 263 [7] Science for Sport (n.d.). Stretch-Shortening Cycle (SSC). Retrieved from <https://www.scienceforsport.com/stretch-shortening-cycle/>
- 264 [8] Crespo, M. (2007). Biomechanics and tennis. *Journal of Science and Medicine in Sport*, 10(6),  
265 405.
- 266 [9] Reid, M., et al. (2011). Kinematic differences of elite and high-performance tennis players in  
267 the cross court and down the line forehand. *Journal of Applied Biomechanics*, 27(1), 58-65.
- 268 [10] Karcher, C.H., and Buchheit, H. (2022). Validity and Reliability of Reactive Agility Measure-  
269 ments of Tennis Performance. *Frontiers in Sports and Active Living*, 4, 888741.
- 270 [11] Johnson, B., et al. (2025). Performance level discriminative validity of agility tests in youth  
271 tennis players. *Frontiers in Sports and Active Living*, 1486777.
- 272 [12] Williams, A.M., and Jackson, D. (2019). *Anticipation and Decision Making in Sport*. Routledge.
- 273 [13] Gucciardi, D.F., and Gordon, C. (2014). Psychological Predictors of Mental Toughness in  
274 Elite Tennis: An Exploratory Study in Learned Resourcefulness and Competitive Trait Anxiety.  
275 *Journal of Sport and Exercise Psychology*, 36(5), 456-467.

- 277 [14] Gledhill, C. (2024). The role of athletic mental energy in the occurrence of flow state in  
278 competitive athletes. *Journal of Applied Sport Psychology*, 36(1), 1-17.
- 279 [15] Zourbanos, K.A., et al. (2021). A systematic review and meta-analysis of the relationship  
280 between flow and performance. *European Journal of Sport Science*, 21(9), 1332-1345.
- 281 [16] Egilmez, O., et al. (2024). Developments and Trends in Flow Research Over 40 Years: A  
282 Bibliometric Analysis. *Collabra: Psychology*, 10(1), 92948.
- 283 [17] Gucciardi, D.F. (2021). Differences in the Psychological Profiles of Elite and Non-elite Athletes.  
284 *Journal of Sport and Exercise Psychology*, 43(2), 123-135.
- 285 [18] Macnamara, B.N., et al. (2016). Deliberate Practice and Proposed Limits on the Effects of  
286 Practice. *Perspectives on Psychological Science*, 11(3), 337-347.
- 287 [19] Macnamara, B.N., and Maitra, R. (2019). The role of deliberate practice in expert performance:  
288 revisiting Ericsson, Krampe & Tesch-Römer. *Royal Society Open Science*, 6(8), 190327.
- 289 [20] Ericsson, K.A., and Pool, R. (2016). *Peak: Secrets from the New Science of Expertise*. Houghton  
290 Mifflin Harcourt.
- 291 [21] Crespo, M., et al. (2006). Introduction to Modern Tennis Periodisation. *ITF Coaching and Sport  
292 Science Review*, 36, 12-15.
- 293 [22] Goral, R., et al. (2012). Periodization: Current Review and Suggested Implementation for  
294 Athletic Rehabilitation. *Journal of Athletic Training*, 47(4), 458-467.

295 **Agents4Science AI Involvement Checklist**

- 296 1. **Hypothesis development:** Hypothesis development includes the process by which you  
297 came to explore this research topic and research question. This can involve the background  
298 research performed by either researchers or by AI. This can also involve whether the idea  
299 was proposed by researchers or by AI.  
300 Answer: **[B]**  
301 Explanation: The research hypothesis emerged from human expertise in tennis coaching  
302 and sports science, with AI assisting in literature analysis and synthesis of existing research  
303 to identify patterns in performance progression frameworks.
- 304 2. **Experimental design and implementation:** This category includes design of experiments  
305 that are used to test the hypotheses, coding and implementation of computational methods,  
306 and the execution of these experiments.  
307 Answer: **[NA]**  
308 Explanation: The paper presents an agent-based framework for modeling human perfor-  
309 mance but does not describe the design, implementation, or execution of novel, original  
310 experiments. The work is a synthesis of existing literature to support a theoretical framework.
- 311 3. **Analysis of data and interpretation of results:** This category encompasses any process to  
312 organize and process data for the experiments in the paper. It also includes interpretations of  
313 the results of the study.  
314 Answer: **[NA]**  
315 Explanation: The manuscript synthesizes and interprets data from existing, published  
316 scientific studies. It does not involve the analysis of new, raw data that would require a  
317 discussion of AI's role in the processing or interpretation of those results.
- 318 4. **Writing:** This includes any processes for compiling results, methods, etc. into the final  
319 paper form. This can involve not only writing of the main text but also figure-making,  
320 improving layout of the manuscript, and formulation of narrative.  
321 Answer: **[B]**  
322 Explanation: Human researchers provided the overall structure, domain expertise, and aca-  
323 demic writing standards, while AI assisted with literature synthesis, technical explanations  
324 of biomechanical concepts, and formatting of references and citations.

325        5. **Observed AI Limitations:** What limitations have you found when using AI as a partner or  
326        lead author?

327        Description: AI struggled with nuanced interpretation of biomechanical research and occa-  
328        sionally provided oversimplified explanations of complex physiological processes. The AI  
329        required significant human guidance to maintain appropriate academic tone and to ensure  
330        accuracy in sports science terminology and concepts.

331        **Agents4Science Paper Checklist**

332        1. **Claims**

333        2. Question: Do the main claims made in the abstract and introduction accurately reflect the  
334        paper's contributions and scope?

335        3. Answer: [Yes]

336        4. Justification: The revised abstract and introduction accurately reflect the paper's contribu-  
337        tions. The claims made are grounded in empirical evidence and are aligned with the scope  
338        of the paper as a framework and synthesis of existing research.

339        5. **Limitations**

340        6. Question: Does the paper discuss the limitations of the work performed by the authors?

341        7. Answer: [Yes]

342        8. Justification: A dedicated limitations section has been added discussing the constraints of  
343        the proposed framework, including the lack of novel experimental validation and limited  
344        applicability to individual variations in training.

345        9. **Theory assumptions and proofs**

346        10. Question: For each theoretical result, does the paper provide the full set of assumptions and  
347        a complete (and correct) proof?

348        11. Answer: [NA]

349        12. Justification: The paper is an academic synthesis and a proposed framework for modeling  
350        human performance. It does not introduce novel theoretical results that require a formal set  
351        of assumptions or mathematical proofs.

352        13. **Experimental result reproducibility**

353        14. Question: Does the paper fully disclose all the information needed to reproduce the main ex-  
354        perimental results of the paper to the extent that it affects the main claims and/or conclusions  
355        of the paper (regardless of whether the code and data are provided or not)?

356        15. Answer: [NA]

357        16. Justification: The manuscript does not present new experimental results that need to be  
358        reproduced. It synthesizes and discusses findings from the published literature.

359        17. **Open access to data and code**

360        18. Question: Does the paper provide open access to the data and code, with sufficient instruc-  
361        tions to faithfully reproduce the main experimental results, as described in supplemental  
362        material?

363        19. Answer: [NA]

364        20. Justification: The paper does not include experiments requiring code or a new dataset  
365        that would require the release of code or data for reproduction. The work is a conceptual  
366        framework based on published, external sources.

367        21. **Experimental setting/details**

368        22. Question: Does the paper specify all the training and test details (e.g., data splits, hyper-  
369        parameters, how they were chosen, type of optimizer, etc.) necessary to understand the  
370        results?

371        23. Answer: [NA]

372        24. Justification: As the paper does not contain original experiments, a discussion of experimen-  
373        tal settings, hyperparameters, or data splits is not applicable.

- 374       **25. Experiment statistical significance**
- 375       26. Question: Does the paper report error bars suitably and correctly defined or other appropriate  
376       information about the statistical significance of the experiments?
- 377       27. Answer: [NA]
- 378       28. Justification: The paper does not present original experimental results that require statistical  
379       analysis or a discussion of error bars.
- 380       **29. Experiments compute resources**
- 381       30. Question: For each experiment, does the paper provide sufficient information on the com-  
382       puter resources (type of compute workers, memory, time of execution) needed to reproduce  
383       the experiments?
- 384       31. Answer: [NA]
- 385       32. Justification: The work is a literature review and a conceptual framework, not a computa-  
386       tional paper. As such, there are no compute resources to discuss.
- 387       **33. Code of ethics**
- 388       34. Question: Does the research conducted in the paper conform, in every respect, with the  
389       Agents4Science Code of Ethics (see conference website)?
- 390       35. Answer: [Yes]
- 391       36. Justification: The work conforms to standard academic and ethical practices, as it involves a  
392       synthesis of published research and does not involve human subjects, sensitive data, or any  
393       experimental procedures that would raise ethical concerns.
- 394       **37. Broader impacts**
- 395       38. Question: Does the paper discuss both potential positive societal impacts and negative  
396       societal impacts of the work performed?
- 397       39. Answer: [Yes]
- 398       40. Justification: The paper discusses potential positive societal impacts, such as how an  
399       evidence-based framework for biomechanical re-engineering can lead to injury prevention in  
400       athletes. The work also acknowledges the need for careful application of such frameworks,  
401       as incorrect approaches could lead to negative outcomes.