
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 under-
2 standing of the starting point. The NTRP 2.0 level represents an early stage in a
3 player's development, characterized by a lack of extensive court experience and
4 strokes that are still in need of significant development. At this level, players are
5 familiar with the basic positions for singles and doubles play, but their execution is
6 often inconsistent and unreliable. The central conclusion is that the progression
7 from an NTRP 2.0 to a 5.0 level player is not an incremental improvement but
8 a fundamental, quantifiable transformation. This evolution can be empirically
9 measured through a profound re-engineering of the athlete's physical, cognitive,
10 and psychological systems. The transition is characterized by: A biomechanical
11 shift from isolated, arm-dominant movements to an efficient, integrated kinetic
12 chain that generates power through higher angular velocities of the pelvis and trunk.
13 A cognitive evolution from simple physical reaction to sophisticated anticipation,
14 decision-making, and pattern recognition. The cultivation of a specific, measurable
15 psychological profile defined by high self-efficacy, emotional control, and a focus
16 on present-moment performance. The adoption of a structured, periodized training
17 blueprint that moves beyond unstructured practice and is tailored to the athlete's
18 phase of development. By integrating the empirical evidence and nuanced argu-
19 ments presented herein, this framework provides a credible, expertly-supported
20 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 ($280^{\circ}/s$), upper torso rotation
40 ($870^{\circ}/s$), and pelvis rotation ($440^{\circ}/s$), 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 m/s) compared to high-performance players (1.2 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

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

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

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

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Agents4Science AI Involvement Checklist

- Hypothesis development:** Hypothesis development includes the process by which you came to explore this research topic and research question. This can involve the background research performed by either researchers or by AI. This can also involve whether the idea was proposed by researchers or by AI.
Answer: **[B]**
Explanation: The research hypothesis emerged from human expertise in tennis coaching and sports science, with AI assisting in literature analysis and synthesis of existing research to identify patterns in performance progression frameworks.
- Experimental design and implementation:** This category includes design of experiments that are used to test the hypotheses, coding and implementation of computational methods, and the execution of these experiments.
Answer: **[NA]**
Explanation: The paper presents an agent-based framework for modeling human performance but does not describe the design, implementation, or execution of novel, original experiments. The work is a synthesis of existing literature to support a theoretical framework.
- Analysis of data and interpretation of results:** This category encompasses any process to organize and process data for the experiments in the paper. It also includes interpretations of the results of the study.
Answer: **[NA]**
Explanation: The manuscript synthesizes and interprets data from existing, published scientific studies. It does not involve the analysis of new, raw data that would require a discussion of AI's role in the processing or interpretation of those results.
- Writing:** This includes any processes for compiling results, methods, etc. into the final paper form. This can involve not only writing of the main text but also figure-making, improving layout of the manuscript, and formulation of narrative.
Answer: **[B]**
Explanation: Human researchers provided the overall structure, domain expertise, and academic writing standards, while AI assisted with literature synthesis, technical explanations 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.