



International Tennis Federation

Coaches Education Programme

Coach of advanced players *(former ITF Level 2)*

Candidate Workbook

Planning the tennis training

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How to use this workbook

This workbook has been designed to assist you on your journey to becoming an ITF Coach of advanced players of the activities you will cover during the course on-court sessions is outlined in this workbook. There are also sections where you can reflect on your coaching knowledge and skills and how you think you are going at different stages of the course.

The ITF Coach of advanced players' course is made up of four units. The assessment tasks for many of the units have been integrated (that is, several performance criteria from several units are assessed at the same time). This **Off-Court Workbook** focuses on all units of competency.

You will be required to bring this workbook to all on- and off-court sessions and it should serve as a useful resource in completing your course assessment tasks and during your coaching career.

PERSONAL DATA

Name:

Contact details:

- e-mail:

- phone:

Course venue:

Course dates:

Course tutors:

COACH OF ADVANCED PLAYERS COURSE UNIT CONTENTS

Coach of beginner - intermediate players		Contents	
Unit N°	Unit Title	Content title	Content general description
Unit 1	<i>Coaching advanced players</i>		
Sub Unit 1.1.	Level of play	Level of play	Show competency at ITN 3-6
Sub Unit 1.2.	Training theory (Sport Science)	Philosophy of coaching Biomechanics Teaching methodology Motor learning Psychology Physiology Growth and development Sports Medicine and First aid Physical conditioning Planning and organisation Tactics	Understand and apply the basic training theory principles to coaching advanced players
Sub Unit 1.3.	Training practice (individual & group)	Communication Biomechanics Teaching methodology Motor learning Tactics Psychology Planning and organization	Understand and apply the basic training practice principles to coaching advanced players
Sub Unit 1.4.	Equipment and facilities	Balls Rackets Courts Teaching aids	Understand and apply the basic equipment and facilities to coaching advanced players
Unit 2	<i>Organising competitions for advanced players</i>		
	Organising competitions	Rules of tennis Competition formats Code of conduct ITN Scoring systems	Understand and apply the fundamentals of competitions to organise basic competitions for advanced players
Unit 3	<i>Managing and marketing tennis programmes advanced players</i>		
	Managing and marketing tennis programmes	Leadership Management Administration Marketing Planning Ethics and Legal issues	Understand and apply the fundamentals of management and marketing to organise basic programmes for advanced players
Unit 4	<i>Educating advanced players, parents and coaches</i>		
	Education	Well-being Awareness Personal development Anti-doping Educational programmes	Understand and apply the fundamentals of education to organise basic educational programmes for advanced players

ACTIVITY	13
Title	Planning the tennis training
Unit	<ol style="list-style-type: none"> 1. Coaching advanced players 2. Managing and marketing programmes for advanced players 3. Educating advanced players, coaches, and parents
Sub-units	1.2 Training theory-sport science-planning and organization
Resources	ITF Manual Coaching advanced players – Chapter 13
Content title	Planning and organization
Competencies	<p>Developing and applying a coaching philosophy in the plan:</p> <ul style="list-style-type: none"> • Develop a basic and general philosophy of coaching (learner centred). • Establish the appropriateness of training and competition levels and other activities in relation to each player's stage of development. • Identify engaging / enjoyable task-oriented coaching activities that promote participation. • Ability to basically use “communication skills/styles”. • Clarify personal philosophies relating to sportsmanship, winning/losing and holistic development of the player in relation to particular situations and player groups. • Document the role of the coach in regard to required tennis specific skills and knowledge according to accepted practices and the tennis culture. • Identify and document the basics of the stage of skill learning. • Identify the basic benefits of planning. • Understand the basic principles of goal-setting (long, mid, short-term). • Plan the session in advance, individually or with assistant coaches. • Follow a Code of Conduct for tennis coaching. <p>Planning the resources:</p> <ul style="list-style-type: none"> • Identify and gather physical and human resources. • Identify contingency plans to manage adverse weather conditions. • Identify the different types of coaching sessions (individual and group). <p>Ensuring inclusion principles of the plan:</p> <ul style="list-style-type: none"> • Ensure the plan enables everyone to take part to the best of their ability, according to their needs and avoids discrimination or stereotyping. <p>Demonstrate and apply adequate tennis and sports science knowledge in the plan:</p> <ul style="list-style-type: none"> • Demonstrate the appropriate basic sport science knowledge in elaborating the plan. • Identify and document the basic fundamental perceptual, motor and movement skills to be developed (awareness of standards). <p>Plan and prepare for the analysis and evaluation:</p> <ul style="list-style-type: none"> • Consider a number of analysis and self reflection methods (i.e. charting, questionnaires, interviews, etc.). • Select a suitable analysis and self reflection method when coaching advanced players. • Organise analysis and self reflection sessions with relevant people, equipment and resources. <p>Plan a competition programme for advanced players:</p> <ul style="list-style-type: none"> • <u>General</u>: Understand the key aspects of planning competitions for advanced players. • <u>Sign in</u>: Sign in the club – team – player (s) to organised competitions (affiliation to the Federation). • <u>License</u>: Ensure all players have the appropriate competitive license. • <u>Knowledge</u>: Demonstrate knowledge of sport science principles related to the planning of competition for advanced players (awareness of competitive standards). • <u>Contact</u>: Contact other coaches to organise club-team competitions. • <u>Programme</u>: Elaborate an appropriate competitive programme for advanced players. • <u>Budget</u>: Understand and consider budgetary issues in the planning of the competitive schedule of advanced players. <p>The coach is able to effectively plan the basic management and marketing of programmes for advanced players.</p> <ul style="list-style-type: none"> • <u>Promotion of the game of tennis for advanced players</u>: Plan basic promotional programmes to develop the game of tennis for advanced players. • <u>SWOT analysis</u>: Perform a basic SWOT analysis of the situation. • <u>Strategic framework</u>: Know and understand the basic vision, mission, areas of emphasis,

and goals of the plan.

- **Development plan:** Establish a basic development plan for the tennis organisation.
- **Operational plan:** Determine the timetable, resource allocation, and cost.
- **Competition:** Understand how to direct the management and marketing plan to the competitive and developmental needs of advanced players.
- **Implementation strategies:** Know and apply basic marketing and management strategies to attract and retain players.

The coach is able to plan under supervision the educational process of himself and of significant others involved.

Role of the coach:

- Understand the fundamentals of the role of the coach when working with advanced players.
- Understand the importance of the “own qualities” (how to be) when coaching.
- Possess the necessary dedication and commitment to high standards to introduce people to tennis.
- Strive for developing basic autonomy and responsibility.
- Take basic responsibilities for completion of tasks, demonstrate some independence in your coaching role, manage your role under guidance in predictable work contexts, and supervise others works (assistants).

Assess basic strengths and weaknesses as a coach:

- Use a basic SWOT analysis to evaluate yourself as a coach.
- Able to basically recognise own level of competence.

Access on going coach education:

- Research and document further fundamental education/training that will enhance the player's and coach's professional development.
- Demonstrate self-responsibility and self-direction in own learning.
- Improve basic communication and social competence by taking responsibility for using self-understanding to change behaviour.
- Demonstrate ability to access ongoing basic coach education resources, information and equipment.
- Identify basic opportunities for continuous education.

Plan for tennis and non-tennis education to advanced players, fellow coaches and parents off-court:

- Plan tennis and non-tennis basic educational activities off-court.
- Collect basic information to help out in the planning process.
- Consider the planning of educational activities as part of the learning process of all involved.

Time allocated 120 minutes

Materials needed Pen and paper

1. Define periodization and its significance/importance to tennis?

2. What are the benefits of periodization and justify with some practical examples.

3. Are there any characteristics of periodization that you as a coach think are more significant or best describe this concept?

4. Link the following terms of volume, intensity, frequency and type of training to the following phases

General preparatory

Specific preparatory

Pre-Competition

Competition

Transition

5. Explain the development of technique and tactics through the phase's general preparatory, specific preparatory, pre-competition, competition, and transition.

6. Explain the development of physical conditioning through the phase's general preparatory, specific preparatory, pre-competition, competition, and transition.

7. Explain the development of mental conditioning through the phase's general preparatory, specific preparatory, pre-competition, competition, and transition.

8. Define mesocycles and microcycles and their relevance in periodization.

9. Submit an annual plan of one of your tournament players. Give feedback on your experience of doing this annual plan.