

ITF Coaches Education Programme



Coaching Beginner and Intermediate Players Course

Introduction to the course



OBJECTIVES OF THE COURSE



- Providing education and certification for beginners' tennis coaches
- Giving information about latest topics and theories about tennis teaching
- Providing an opportunity to share ideas about tennis with colleagues and others

GENERAL INFORMATION

- **1.1.1. Name of the course:** ITF Coaching Beginner and Intermediate Players Course – (former ITF Level 1 Coaching Course).
- **1.2. Type of Course:** This course is an integrated coaching course, with a number of units being included in the syllabus, to meet the specific needs of tennis coaches.
- **1.3. Professional area:** Tennis Coaching.
- **1.4. Name of standard occupation / Target group:** coaching beginner tennis players.
- **1.5. Other equivalents names if any:** introductory coach, junior-tennis coach, beginners' coach.
- **1.6. Definition of the role / Job description:** the certified Level 1 coach predominantly coaches beginner tennis players.
- **1.7. Long-Term Coach Development Level:** Coach.
- **1.8. Course Fees:** the course fees will be decided by the ITF together with the National Association. The course fees will include course resources, use of facilities and equipment, and tutor fees. For recommended course fees, National Associations should contact ITF Development / Coaching Department.

GENERAL FORMAT OF THE COURSE

- **Length:** 11-day course.(Plus one recommended day off)
- **Hours:** 75½.
- **Target group / Candidate profile:** Directed to those interested in promoting tennis at the grass roots levels up to the initial competition stage such as school teachers, sport leaders, tennis coaches, officials, etc. with a sufficient playing standard.

Entry pre-requisites



- Age: participants must be 16 years of age at the moment of taking this course.
- Fitness and health level: participants should have a personal health and fitness level that will enable them to physically complete the requirements of the course. Course tutors reserve the right to request proof of health and fitness from a medical practitioner.
- Qualification: no previous qualification is required to enter the course.
- Level of play: Participants need a minimum level of play (ability to rally / demonstrate basic strokes / feed ball to student). There will be a demonstration test at the end of the Play Tennis Course to select those participants attending the course.

RESOURCES



- *ITF Coaching Beginner and Intermediate Players Manual,*
- *ITF Play & Tennis Manual,*
- *ITF STI Teacher's Manual,*
- *ITF ITN Assessment (*),*
- *ITF Rules of Tennis (*).*
 - (*) to be downloaded by the candidates
 - Not all the contents included in the resources will be covered during the Course.
 - The candidates will be given guidelines on the most relevant contents that will be covered during the Course.

Assessment of participants

- Course designed using competency based training and assessment principles
- Independent, formative and flexible training and assessment methodologies emphasised
- Variety of methods of integrated assessment will be used
- Assess the various competences of participants
- Benefit from the use of differing assessment approaches
- The course tutors will make the decision

Types of assessment



- Informal continuous assessments: These types of assessments will be conducted throughout the Course and will be complemented by the ongoing mentoring and support from the Course tutors.
- Formal summative assessments: These types of assessments will be conducted at the end of the Course and will consist of the following: Individual lesson coaching skills competency test, group lesson coaching skills competency test, demonstration skills (level of play) competency test and written knowledge competency test.

Types of assessment



- Integrated assessment: In some cases, there will be an integrated assessment by which several units and competences are assessed by the completion of one test.
- Multiple assessments: If required, in all competency tests, participants will be awarded at least two attempts to take the tests.
- Self-paced activities: After the initial and the final competency tests, participants will be given individual, specific and direct feedback together with recommendations of self-paced activities to ensure they are fully prepared to take the competency tests.

Degrees of competency



- Participants who are not yet competent in more than one of the competency tests should repeat the whole course.
- Participants who are not yet competent in just one of the competency tests may repeat this test not before 6 months after the course was completed and thus they do not have to repeat the whole course.

Results and retake



- **Results:** The tutors will not give the final results of the Course to the participants on site. They will send the results and assessment sheets to the ITF Development / Coaching Department office. Participants will receive their results at least 1 month after the end of the course.
- **Retake of the assessment:** Participants will be able to retake their assessment not before 6 months after having taken the course.
- **Expiration of retake of the assessment period:** Participants that do not retake the assessment within a period of 3 years since they first took the Course will have to retake the whole course again.

Certificates



- Certificate of Attendance will be given to all participants at the end of the Course by the ITF if they have completed more than 9 days of the course.
- Course Certificate will be given by the relevant National Association to the ones who successfully pass the assessment at the end of the course.
- Olympic Solidarity Certificate of Attendance will be given to all participants if the course is funded by Olympic Solidarity.

Insurance



- Acceptance of a candidate's entry and participation in the Course is without responsibility of any kind by the International Tennis Federation (ITF), and any other entity sponsoring the event.
- Participants should hereby for and on behalf of themselves and their heirs and legal representatives release and forever discharge ITF, its officers and representatives, from any and all claims, demands, and injuries, however arising, whether caused by the negligent or intentional acts of the ITF and its representatives or other sponsoring entities, or by third parties, which injuries may be in any way related to their activities during the Course and any period travelling to and from the Course described and all such claims are hereby waived and released, and covenant not to sue, therefore.

Basic competency statements

- At the completion of the Course the participants will be able to achieve the following basic competencies:
 - Training
 - Competition
 - Management
 - Education

Basic competency: training

- Know and apply planning, organisation, and assessment strategies for the training of beginner players.
- Apply through drills the fundamentals of the basic game situations and tactics, including basic technical information and set up game based practices for different game situations using the slower red orange and green balls and reduced courts effectively.
- Understand and conduct ITN on-court assessments.

Basic competency: competition

- Know and use tournament formats, cooperative / competitive practices adapted to beginner players.

Basic competency: management


- Know and apply organisation and communication skills (including rotation of players, differentiation, etc.).
- Know and apply strategies to attracting and retain players

Basic competency: education

- Understand the role of the coach when working with beginner and intermediate players

Basic competency statements

- **Course consists of a number of units of competency**
- **Each unit is made up of elements (learning outcomes).**
- **Each element has a set of performance criteria on which candidates are assessed.**
- **Candidates are required to provide evidence to demonstrate competence for each performance criteria.**

Unit №	Unit Title	Content title	Content general description
Unit 1	Coaching beginner – intermediate players		
Sub Unit 1.1.	Level of play	Level of play	Show competency at ITN 7-8
Sub Unit 1.2.	Training theory (Sport Science)	Philosophy of coaching Biomechanics Teaching methodology Motor learning Psychology Physiology Growth and development First aid Physical conditioning Planning and organisation Tactics	Understand and apply the basic training theory principles to coaching beginner – starter players
Sub Unit 1.3.	Training practice (individual & group)	Communication Biomechanics Teaching methodology Motor learning Tactics Psychology	Understand and apply the basic training practice principles to coaching beginner – starter players
Sub Unit 1.4.	Equipment and facilities	Balls Racquets Courts Teaching aids	Understand and apply the basic equipment and facilities to coaching beginner – starter players
Unit 2	Organising competitions for beginner - intermediate players		
	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 beginner – starter players
Unit 3	Managing and marketing tennis programmes for beginner – intermediate players		
	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 beginner – starter players
Unit 4	Educating beginner - starter players, parents and coaches		
	Education	Well-being Awareness Personal development Anti-doping Educational programmes	Understand and apply the fundamentals of education to organise basic educational programmes for beginner – starter players

Coach Code of Ethics



- The ITF Coach Code of Ethics will be applied and reinforced at all times during the course.
 - *Note: The ITF Coach Code of Ethics can be downloaded free from the ITF Coaching website
www.itftennis.com/coaching*

TUTORS



- **Tutors number:** There will be two tutors per course. One of them can be the main tutor and the other the assistant tutor.
- **Tutors qualification:** Tutors should hold an ITF level 2 Coaching Certificate or similar.
- **Tutors training:** It is recommended that ITF Level 1 Course Tutors had participated in an ITF Level 1 Course Tutors Course or had taken part as assistant tutors in more than 2 ITF Level 1 Courses.

THE TUTOR'S ROLE



- Giving information
- Sharing information (coach to coach)
- Listening, discussing and pooling ideas
- Troubleshooting and problem solving
- Challenging coaches to analyse their own practice
- Setting action plans

THE PLAY TENNIS AND TENNIS COMPONENTS OF THE COURSE



- Days 1, 2 and 3: Play Tennis course. Introducing tennis to beginners.
- Days 4 to 10: Tennis course. Tennis to beginners and intermediate.
- Days 10 and 11: Assessments.

TUTOR'S EXPECTATIONS OF THE CANDIDATES

- Motivation and interest in learning
- Professionalism
- Good behaviour and ethical standard
- Punctuality, proper dress, etc.
- Reasonable level of play, understanding of the game and knowledge of sports sciences

COURSE GROUNDRULES

- Punctuality: Students shall be ready to start when the session commences
- Dress and equipment: Students shall dress and present themselves in a professional manner. They will have to bring a racket.
- Participation: Students are encouraged to actively participate in the course through questions, suggestions, etc.



Competency Based Training CBT

Competency Based Training CBT

- **New direction in education**
- **Worldwide**
- **Not only tennis coaching!**
- **New methodology**
- **Educational structure:**
 - **Labour market driven**
 - **Candidate self-paced**

Competency Based Training CBT

- Begin with the development of courses building from the knowledge and skills required for the position/job
- Competencies derived from the job requirements
- Build assessment, activities and then content on the back of the core competencies needed for the position

COACH OF BEGINNER PLAYERS


- What is the primary focus of this job?
 - Introducing beginners to tennis
- How many activities are involved?
 - Training, competition, management, education
- Are there any tasks to be performed in each activity?
 - Planning, organising, conducting and evaluating
- Why are these tasks required?
 - To provide quality coaching
- Where do these actions take place?
 - Tennis courts and club offices
- When are the tasks performed?
 - During the activities
- What is the frequency of each task?
 - Depending on the experience of the coach and the level of the players
- What is the importance of each task?
 - Depending on the experience of the coach

Activities/job functions	Tasks	Competency 1: Skills (Know-how)
General Skills	General	This coach is able to carry out simple tasks or in which action is governed by rules defining routines and strategies. The coach can select and apply basic methods, tools and materials
Training	Plan	This coach is able to design training session plans (mostly technical and tactical), based on players characteristics, sports discipline demands, and sports science principles, and help more experienced and qualified coaches in the design of annual training plans.
	Organise	This coach is able to organise the players, and the equipment and the facilities needed for the training session under supervision while ensuring a safe environment.
	Conduct	This coach is able to conduct the training of players at this level under supervision while ensuring a safe environment.
	Evaluate	This coach is able to evaluate the training of players at this level under supervision.
Competition	Plan	This coach is able to design match and tournament/event plans and schedules based on players characteristics, sports discipline demands, and sports science principles, and help more experienced and qualified coaches in the design of annual competition
	Organise	This coach is able to organise the players, and the equipment and the facilities, as well as decide on the rules and regulations needed for the competition under supervision while ensuring a safe environment.
	Conduct	This coach is able to conduct the competition of players at this level under supervision while ensuring a safe environment.
	Evaluate	This coach is able to evaluate the issues related to the competition of players at this level under supervision.
Management	Plan	This coach is able to plan the management of the players participation, the other coaches, the integration of sport science experts, and all people related to the sports organisation under supervision.
	Organise	This coach is able to organise the management of the players participation, the other coaches, the integration of sport science experts, and all people related to the sports organisation under supervision.
	Conduct	This coach is able to manage the players participation, the other coaches, the integration of sport science experts, and all people related to the sports organisation under supervision.
	Evaluate	This coach is able to evaluate the management process of the players participation, the other coaches, the integration of sport science experts, and all people related to the sports organisation under supervision.
Education	Plan	This coach is able to plan the education of the players and of the assistant coaches under supervision.
	Organise	This coach is able to organise the education of the players and of the assistant coaches under supervision.
	Conduct	This coach is able to educate the players and the assistant coaches under supervision.
	Evaluate	This coach is able to evaluate the educational process of the players and the assistant coaches under supervision.

Activities/job functions	Tasks	Competency 2: Knowledge (know-what)
General Knowledge	General	This coach can recall and comprehend basic general knowledge, limited to facts and main ideas when working with participation oriented players
Training	Plan	This coach has basic general knowledge and main ideas on the planning tasks for the training activities of participation oriented players
	Organise	This coach has basic knowledge on group and individual organisation, equipment distribution and facilities assignment to provide an effective and safe training session.
	Conduct	This coach has a basic knowledge of session structure (warm-up, main part, cool down), drill progression/adaptation/differentiation (optimal challenge), skill development contents and methods (technical, tactical, physical, mental), safety principles (first aid), use of equipment, teaching aids, rules, space and facilities (adapted), teaching methodology principles (explanation, demonstration, practice and correction), effective communication procedures (verbal and non-verbal), leadership and coaching styles use (command, co-operative, etc.), human development and motor learning principles (practice, feedback, etc.), psychological (positive learning environment), and organisation procedures (class formation, time management) needed for the training session.
	Evaluate	This coach has a basic knowledge of assessment and evaluation procedures of the lesson: creating conditions for diagnosis, using methods of observation of performance, using assessment/diagnosis procedures, using intervention strategies, using feedback principles. This coach also has a basic knowledge of assessment and evaluation procedures of sportspeople: awareness of standards, skill development and contents (technical, tactical, physical and mental), motor learning, as well as the elements included above. This coach has a basic knowledge of self-performance evaluation during training.
Competition	Plan	This coach can recall and comprehend basic general knowledge, limited to facts and main ideas on the planning tasks for the competition activities of participation oriented players
	Organise	This coach has a basic knowledge of competition organisation, equipment and facilities required, sports rules, safety issues, regulations and competition formats needed for the organisation of competition.
	Conduct	This coach has a basic knowledge of competition implementation, use of equipment and facilities, application of sports rules, safety issues, application of regulations and competition formats needed for conducting competition.
	Evaluate	This coach has a basic knowledge of competition assessment and evaluation, awareness of competitive standards, competition/match charting systems needed for evaluating competition.
Management	Plan	This coach can recall and comprehend basic general knowledge, limited to facts and main ideas on the planning tasks of the management activities of participation oriented players.
	Organise	This coach has basic general knowledge on the organisation tasks of the management activities of players participation
	Conduct	This coach has basic general knowledge on the management of players participation
	Evaluate	This coach has basic general knowledge on the evaluation of the management activities of players participation
	Plan	This coach can recall and comprehend basic general knowledge, limited to facts and main ideas on the planning tasks of the educational activities of participation oriented players
	Organise	This coach has basic general knowledge on the organisation tasks of the educational activities of participation oriented players.
	Conduct	This coach has basic general knowledge on the education of participation oriented players.
	Evaluate	This coach has basic general knowledge on the evaluation of the educational activities of participation oriented players.

Activities/ job functions	Types	Competency 3: Personal, ethical, professional (to be)
All	Autonomy / responsibility	This coach has little autonomy or responsibility. This coach can take responsibility for completion of tasks and demonstrate some independence in role in work in stable context but with some changes in factors. This coach can manage role under guidance in predictable work contexts. This coach can supervise routine works of others and can take some responsibility for training and educating other coaches.
	Learning	This coach takes responsibility for own learning and demonstrates self-direction in learning
	Communication / social	This coach can produce and respond to detailed written and oral communication even in unfamiliar contexts. The coach can take responsibility for using self understanding to change behaviour.
	Professional / vocational	This coach can solve problems using and integrating well known information from expert sources taking account of relevant social and ethical issues.

Competency Based Training CBT



- A Competency comprises the specification of knowledge and skill and the consistent application of that knowledge and skill to the standard of performance required in employment.

Competency Based Training

CBT

- Autonomy of the candidate
- Communication with the tutor
- Practical approach
- Working in groups
- Sharing experiences
- Active involvement in the sessions
- New methodologies

Competency Based Training

CBT

- Team approach to learning
- Interaction between presenters and coaches
- Demonstrate skills and knowledge throughout the course
- Focus on developing the skills and knowledge required to coach
- Course is part of the coaching journey
- Coaching is something we DO – CBT is aligned with the application of knowledge

Competency Based Training

How do we learn?

- Teach the skills to be used to solve day-to-day job requirements
- Use problem-solving and demonstration-performance methods when providing on-the-job training.
- Candidates should be active participants during the training process to gain the full benefit that total involvement brings.
- Use actual equipment, real work-place samples and provide solutions that can be used to accomplish the actual job requirements.

Competency Based Training

How do we learn?

- Use group-training exercises to share experiences and insight
- Allow and encourage candidates to put their training to use while performing their actual jobs
- Learning environments must be supportive and positive between 'trainers' and assessors

Types of competencies

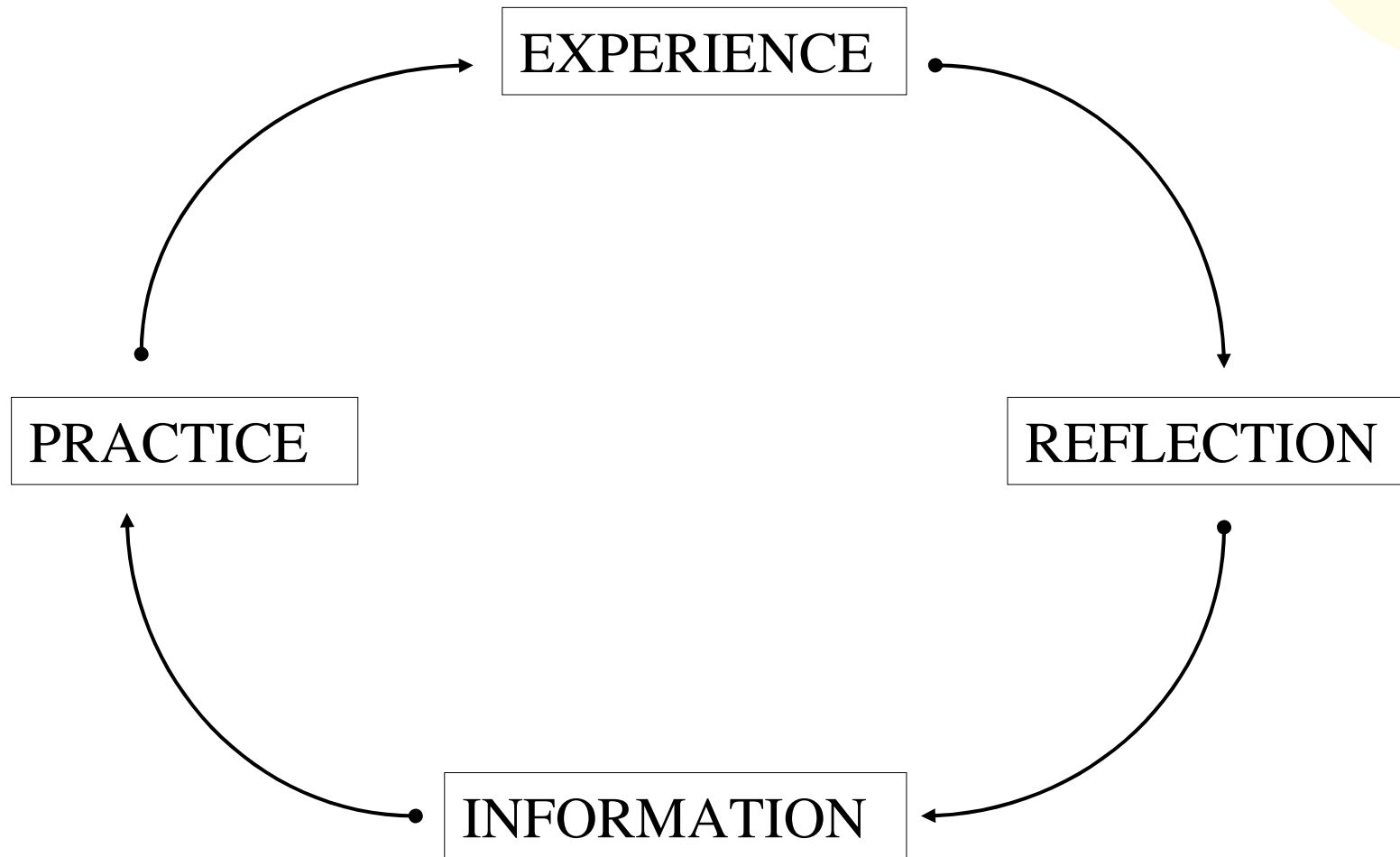


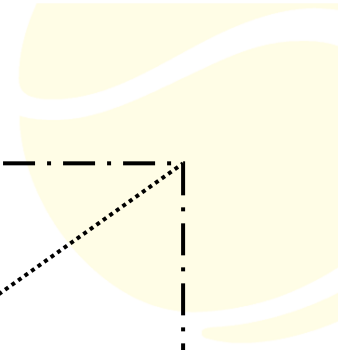
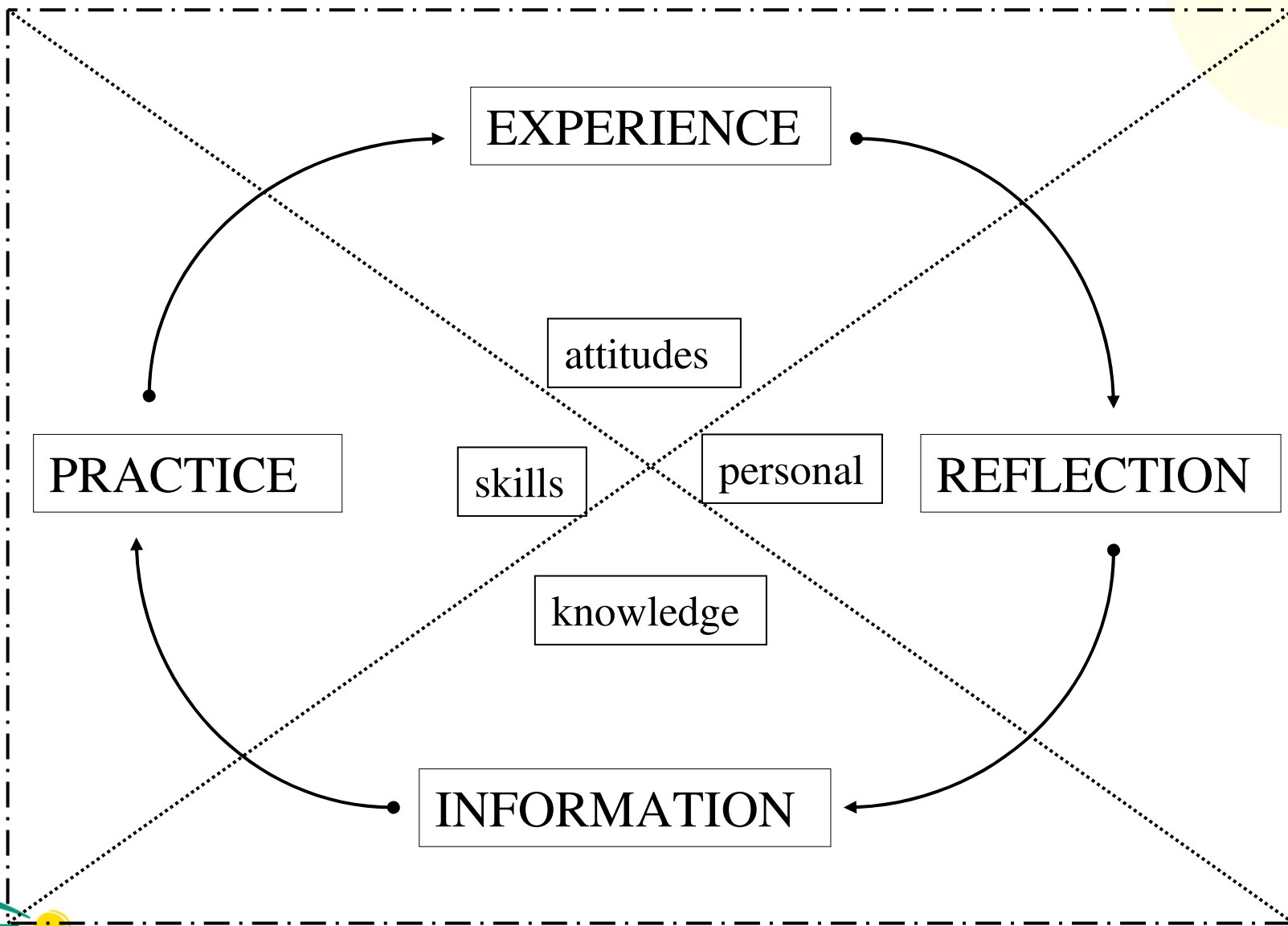
- Generic:
 - Instrumental
 - Personal
 - Systemic
- Specific:
 - Know
 - Know-how

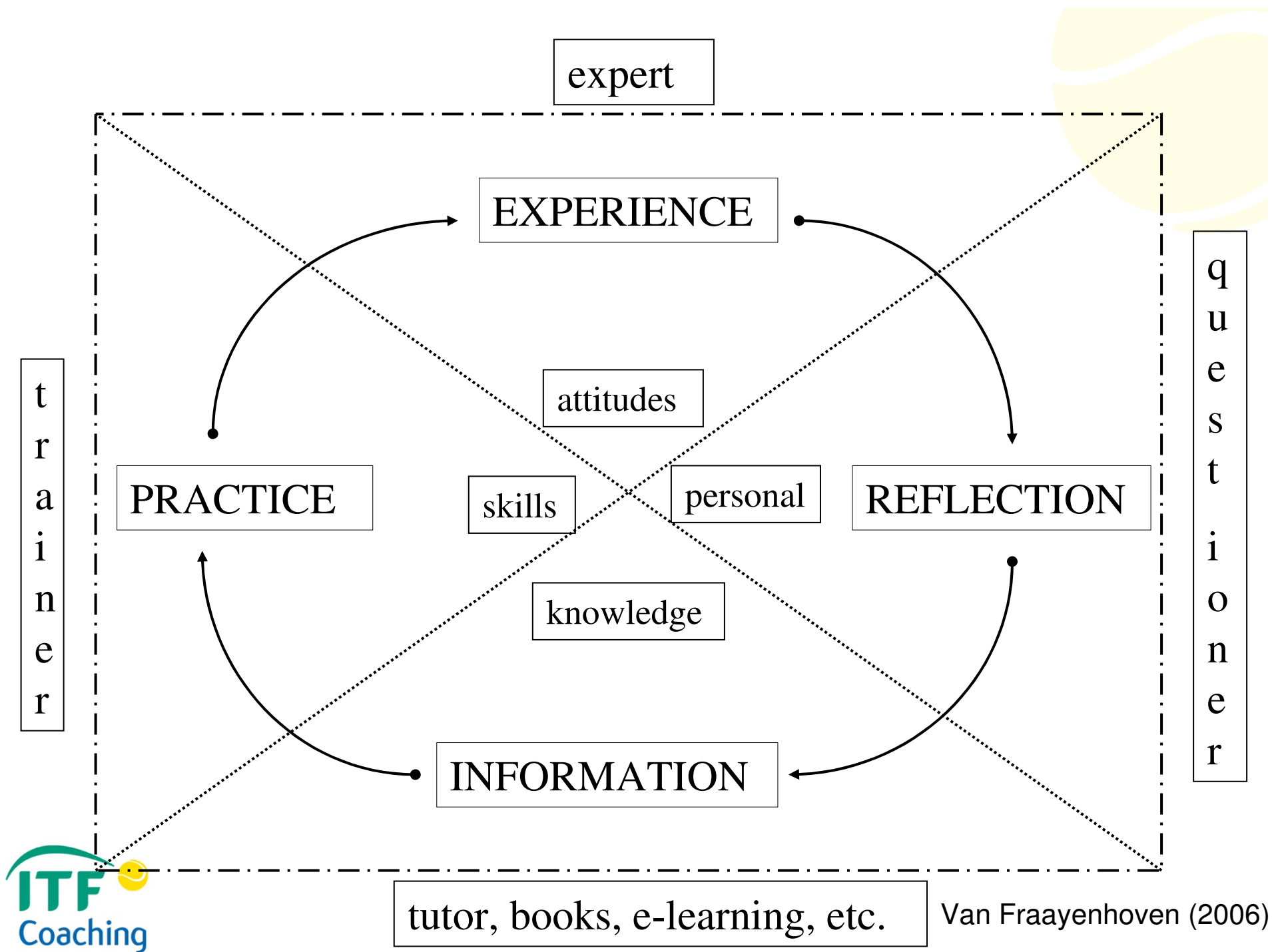
Broader perspectives: Competencies worldwide



- Generalise the CBT
- Harmonisation of certifications
- Increase in quality
- Long-life-learning
- New technologies
- Adapt Coaches Education to the labour market
- Academic recognition
- National Associations are self-sufficient and independent







Understanding the philosophy of competencies, means



- New roles for tutors;
- New 'position' of theory;
- A different view on theoretical exams;
- More importance on the learning environment;
- More value for professional attitude.

Towards a “Credit” System in Tennis Coaches Education

- Credit: Measurement of the total quantity of work:
 - Theory + practice (incl. classes & exams)
 - Preparation for the course (classes, exams, experience, homework)
 - Other activities (in and outside the course)
 - Meetings (before, during, after the course)
 - Tutor/Mentor contact – meeting (individual and group)

New methodologies for CBT

- Discovery learning
- Problem solving learning
- Reflexive learning
- Co-operative learning
- Research-action method
- Interdisciplinary tasks
- Case studies
- Out-schooling
- Project design
- Group discussions

Practical course



- **On-court training**
- **Hours dedicated within the course**
- **Practical application**

DAY	HOURS ON-COURT	HOURS ON SEMINAR	TOTAL
1	5.5	1.5	7
2	7	0	7
3	7	0	7
4	3	2	5
5	8	0	8
6	6	1	7
7	3.5	3.5	7
8	7.5	0	7.5
9	3.5	1.5	5
10	5.5	2.5	8
11	6	1	7
TOTAL	62.5	13	75.5



Contents



- Contents in the book and in the course can be divided into three categories:
 - Contents for information only (optional material that does not necessarily need to be covered by the tutors during the course, but will be included in a few questions in the written exam)
 - Contents to be implemented (important material that will be introduced during the course and will be included in several questions in the written exam):
 - Contents to be mastered (the most important material that will be covered in detail during the course and on which a lot of questions in the written exam will be based)

Contents for information

- Optional material that does not necessarily need to be covered by the tutors during the course, but will be included in a few questions in the written exam:
 - Chapter 12: Coaching adult beginner and intermediate players
 - Chapter 15: Programmes for beginner and intermediate players
 - Chapter 18: Issues in sports medicine and first aid

Contents to be implemented

- Important material that will be introduced during the course and will be included in several questions in the written exam:
 - Chapter 1: Tennis: the name of the game
 - Chapter 5: Development of young beginner and intermediate tennis players
 - Chapter 7: Biomechanics and movement
 - Chapter 8: Physical conditioning for beginner tennis
 - Chapter 9: Psychology for beginner and intermediate tennis players
 - Chapter 13: Doubles for beginner and intermediate players
 - Chapter 14: Competition for beginner and intermediate players
 - Chapter 16: Equipment and facilities

Contents to be mastered

- The most important material that will be covered in detail during the course and on which a lot of questions in the written exam will be based:
 - Chapter 2: Knowing yourself as a coach
 - Chapter 3: Knowing your beginner and intermediate tennis players
 - Chapter 4: Skill acquisition and expertise development
 - Chapter 6: Playing the game: tactics and technique
 - Chapter 10: Coaching beginner and intermediate players to play tennis
 - Chapter 11: Analysis and improvement of the beginner player's game
 - Chapter 17: Coaching beginner and intermediate players with disability
 - Level of play
 - Remember, practical application boxes and important points section at the end of each chapter.

Resources



- **Written resources**
- **DVDs**
- **Web based:**
 - **www.itftennis.com/coaching**
 - **www.tenniscoach.com**