



International Tennis Federation

Coaches Education Programme

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

Candidate Workbook

***The training session: drills, group
and individual 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	8
Title	The Training session drills group and individual lessons
Unit	<ol style="list-style-type: none"> 1. Coaching advanced players 2. Organizing the competition of advanced players
Sub-units	<ol style="list-style-type: none"> 1.2. Training theory-Sport Science-training systems 1.3 Training practice-Individual & group-training systems
Resources	ITF Manual Coaching advanced players – Chapter 14
Content title	Training systems
Competencies	<p>The coach is able to organise the participants, the equipment and the facilities needed for a safe and effective basic coaching session for advanced players.</p> <p>Organising the players prior to the session:</p> <ul style="list-style-type: none"> • Ensure players are available (i.e. injury free, motivated and ready). • Appropriately group and assign players according to sound methodological and or level of play, age, gender, developmental and other criteria. <p>Organising the equipment and the facilities prior to the session:</p> <ul style="list-style-type: none"> • Ensure equipment and facilities are available. • Know the basic characteristics of most appropriate equipment and facilities for advanced players (racquets, balls, courts, and teaching aids, etc.). • Distribute the equipment and facilities accordingly. <p>Organising the assistant coaches prior to the session:</p> <ul style="list-style-type: none"> • Ensure assistant coaches (if any) are available. • Assign assistant coaches (if any) to different courts. <p>Ensuring safety procedures prior to the session:</p> <ul style="list-style-type: none"> • Ensure basic organisation's Occupational Health and Safety requirements are considered and satisfied • Ensure the basic safety of the player/s in the specific coaching environment (spacing of players, placement of equipment, etc.). <p>The coach is able to safely and effectively conduct a coaching session planned for advanced players.</p> <p>Effectively use of time in the training of advanced players:</p> <ul style="list-style-type: none"> • Be on time and be ready to ensure the facilities and equipment are ready and conducive to a safe environment. • Adequately control the time of the session. <p>Implement sound safety procedures in the training of advanced players in a basic manner:</p> <ul style="list-style-type: none"> • Ensure basic Occupational Health and Safety and Emergency procedures requirements are satisfied • <u>Safety procedures</u>: Implement the specific basic safety and medical considerations of advanced players. • <u>First-aid</u>: Organise and effectively implement basic first-aid procedures if needed. • <u>Environmental protection</u>: Know and implement environmental protection strategies (fluid intake procedures, sun protection strategies, etc.). • <u>Physiological considerations</u>: Know and understand the basic specific physiological elements (i.e. energy systems) involved in the training of advanced players depending on their age, physical condition, other characteristics, etc. • <u>Medical considerations</u>: Know and understand the basic specific medical components (i.e. injury prevention) involved in the training of advanced players depending on their age, physical condition, other characteristics, etc. • <u>Work : rest ratio</u>: Know and understand the fundamentals of the importance of ensuring an appropriate work : rest ratio when coaching advanced players. <p>Demonstrate leadership behaviours during the session:</p> <ul style="list-style-type: none"> • Ability to establish an intense, focused and disciplined training environment that can facilitate learning. • Focus on developing proper habits with very high level of engagement from the players. • Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience. • Provide support to players when addressing their individual needs and be aware of

relevant cultural or physical factors.

Effective use of space / facilities and teaching aids / adapted equipment:

- Allocate sufficient space and resources for the drill, activity and/or game.
- Facilitate learning by including a variety of equipment and design set-ups which are stimulating and safe.
- Make efficient use of the adapted equipment for advanced players.

Conduct drills, activities and games to teach or develop the tennis skills of advanced players:

- Feeding: Appropriately use feeding skills (safety, direction, height, depth, rhythm, effect, speed, court positioning of player / coach, frequency, etc.) and types (hand, drop, basket, and rally).
- Adaptation/differentiation: Review, differentiate and adapt the teaching of a skill in response to feedback by implementing modifications to the teaching method and coaching style in response to results of the monitoring.
- Equipment and targets: Effective and appropriate use of adapted facilities, targets depending on the player, the skill and the activity/drill. Facilitate learning through effectively employing a variety of design set-ups which are stimulating and safe.
- Progression: Efficient use of difficulty, load, rhythm, optimal challenge, and timing of the different drills and games of the session. Facilitate learning through employing appropriate and sequential progressions.
- Structure of the lesson and type of practice: Efficient structure (introduction-warm-up, main part, cool-down) and use of different types of practice (blocked, random, constant, variable).
- Scoring: Ensure appropriate scoring systems are used in the drills and games.
- Competition: Facilitate competitive match-like situations as soon as possible through appropriate feeding, positioning, equipment, rules, etc. to the level of the advanced players.
- Activity/rotation: Ensure players are active and effectively rotate according to their level and the drill (i.e. maximum 1 coach to 4-6 players).
- Individual attention in group sessions: Emphasise practical involvement while adjusting or refining skills on an individualised basis.
- Observation: Undertake observation with minimal disruption to the flow of the drill, activity or game.

The coach is able to effectively evaluate the training of advanced players.

Plan and prepare for the analysis and evaluation:

- 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.

Conduct the analysis and evaluation:

- Reflect upon coaching performance/ability in a coaching session.
- Conduct an overall analysis of the coach's (and assistant coach) and player's performance.
- Basically explain the coaching practice, evaluate the coaching behaviour, recognise own level of competence, evaluate the quality and effectiveness of own coaching practice.
- Record areas for improvement.
- Record aspects of coaching performance particularly effective for future use in competition.
- Record aspects of coaching performance to be avoided in the future.
- Understand and conduct ITN on-court assessments if needed.
- Decide the best way to follow up after the analysis.

Modify coaching performance:

- Set short-term goals to improve approximately three aspects of coaching performance in consultation with key people.
- Undertake additional training in deficient areas to improve performance.
- Conduct a coaching session implementing strategies to improve coaching performance.

Review coaching performance:

- Review performance against set short-term goals and in response to feedback from key people.
- Employ self reflection methods to assist the self evaluation process.
- Obtain feedback from other key people regarding further modifications.

This coach is able to effectively evaluate the issues related to the competition of advanced players.

Evaluate the competition:

- Feedback: Give basic appropriate feedback to players after the competition.
- Talent scouting and identification: Use competition for basic talent ID purposes.
- Match charting / outcome: Assess the fundamentals of success of competition in the



- development of advanced players.
- Way forward: Reflect on different possible formats to ensure this success.

Time allocated 120 minutes

Materials needed Pen and paper

1. What are the main factors when planning a training session with advanced players?

2. From the factors you gave in question 1 are there any that you feel are more important than others and please justify your answer.

3. Do you have a coaching philosophy of quality over quantity. If you do how do you incorporate this into your training sessions and if not would you want to incorporate this into your coaching.

4. List the main parts of the general structure of a training session and give the characteristics of each part.

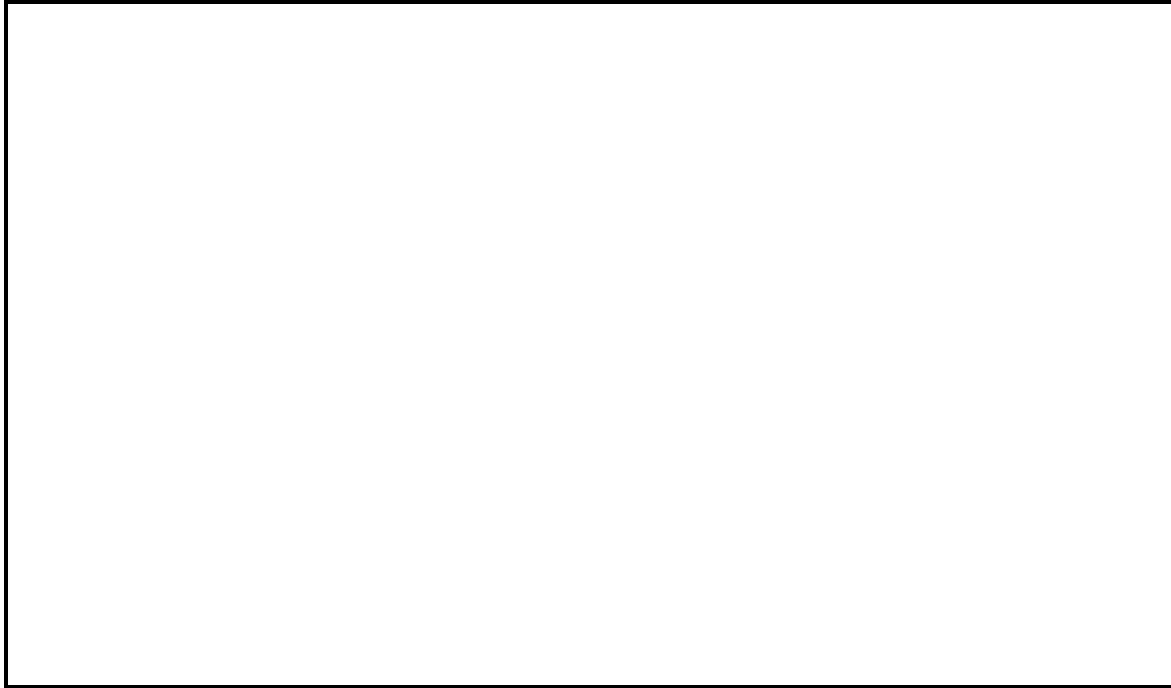
5. Rotation is important in keeping quality in your training sessions. What are the different types of rotation and how would you ensure this quality through rotation.

6. Compare and contrast your planning and structure of training sessions with beginner and intermediate players to advanced players.

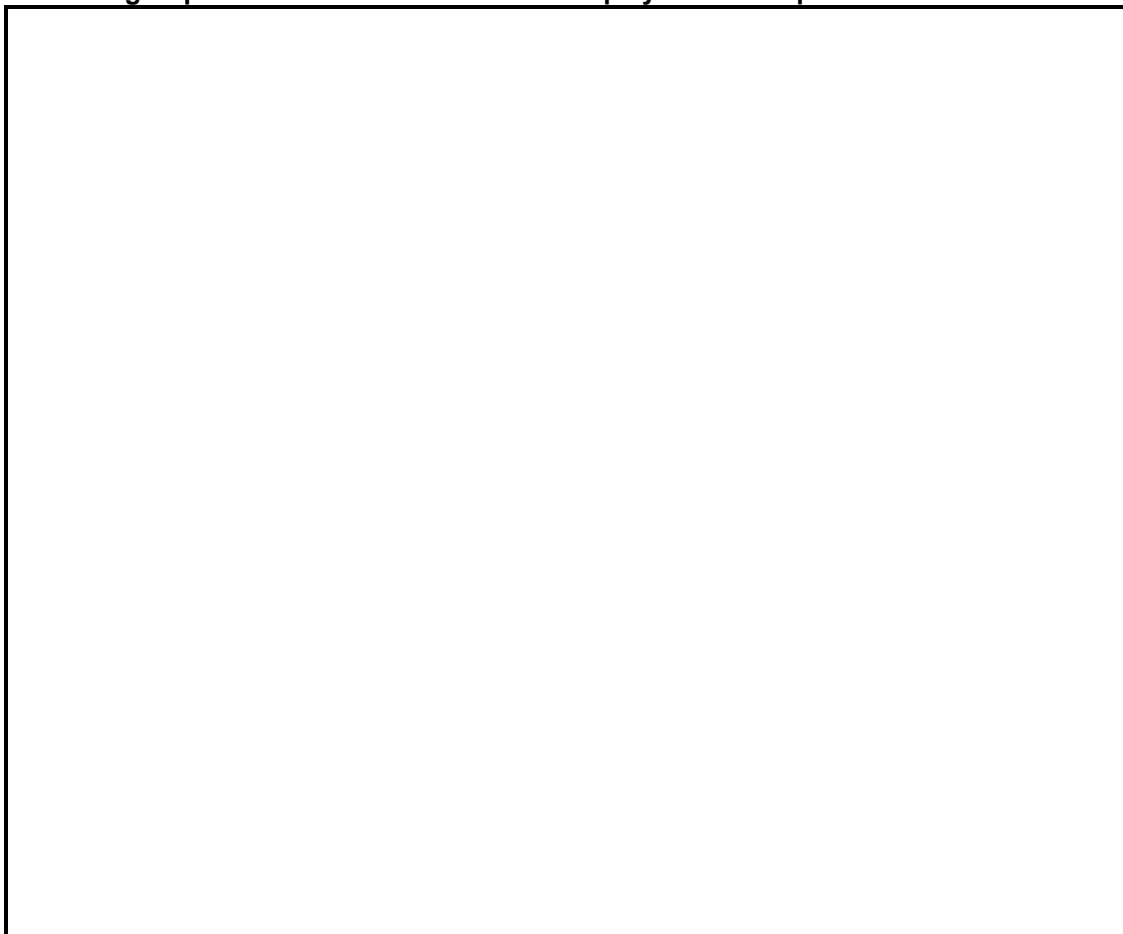
7. As a coach working with advanced players at what point would you change your structure or planning of your sessions.

8. Progression is an important concept in keeping quality in your coaching session. Give a definition in your own words of progression. How do you incorporate progression in your coaching session. How do you know where to start??

9. Compare and contrast individual and group training from a structure and planning point of view.

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10. When working with advanced players how does one best incorporate individual and group lessons in order to maximize a player's development.

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11. Explain the use or significance of targets when doing training sessions with advanced players?

12. Basket feeding is a popular tool in coaching, in your opinion what is the role of basket feeding when working with advanced players and does it change as such compared to working with beginner and intermediate players.

13. Using the session planner on page 259 of the advanced coaches manual fill it out with a topic of your choice. Conduct the lesson with an observer. Ask the observer to give feedback and list the main points of observation.

14. Do the same again as in question 13 but chose a different topic/theme and do it at a later stage (at least one week). Give the main points of feedback below and most importantly were there any improvements/adjustments from the previous lesson.