



International Tennis Federation

# **Coaches Education Programme**

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

### **Candidate Workbook**

#### ***Travelling with tournament players***

Copyright © ITF Coaching 2008



All rights reserved. The reproduction or utilisation of this work in any form or by electronic, mechanical, or other means not known or hereafter invented, including photocopying, xerography, and recording, or in any information storage and retrieval system, is forbidden without written consent and permission of ITF. This permission should be sought by contacting ITF Coaching.

Written by Miguel Crespo  
ITF Coaching  
Bank Lane Roehampton  
London SW15 5XZ  
[coaching@itftennis.com](mailto:coaching@itftennis.com)  
[www.itftennis.com/coaching](http://www.itftennis.com/coaching)  
Tel./Fax. 34 96 34 61 90

### Disclaimer

Whilst care has been taken in the preparation of this workbook the ITF and the contributing authors do not accept any responsibility for any loss, damage or injury caused directly or indirectly by, through, or in connection with, any drill, skill, action, instruction or suggestion depicted in this workbook. Coaches, players and others undertake any drill, skill or action at their own risk.

### 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

<b>ACTIVITY</b>	<b>8</b>
<b>Title</b>	Travelling with tournament players
<b>Unit</b>	<ol style="list-style-type: none"> <li>1. Coaching advanced players</li> <li>2. Organising the competition of advanced players</li> <li>4. Educating advanced players, parents and coaches</li> </ol>
<b>Sub-units</b>	<ol style="list-style-type: none"> <li>1.2 Training theory – Sport Science – Travelling with tournament players</li> <li>1.3 Training practice- Individual &amp; Group-Training at tournaments</li> </ol>
<b>Resources</b>	ITF Manual Coaching advanced players – Chapter 15
<b>Content title</b>	Travelling with tournament players
<b>Competencies</b>	<p><b>Effectively use of time in the training of advanced players:</b></p> <ul style="list-style-type: none"> <li>• Be on time and be ready to ensure the facilities and equipment are ready and conducive to a safe environment.</li> <li>• Adequately control the time of the session.</li> </ul> <p><b>Demonstrate leadership behaviours during the session:</b></p> <ul style="list-style-type: none"> <li>• Ability to establish an intense, focused and disciplined training environment that can facilitate learning.</li> <li>• Focus on developing proper habits with very high level of engagement from the players.</li> <li>• Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience.</li> <li>• Provide support to players when addressing their individual needs and be aware of relevant cultural or physical factors.</li> </ul> <p><b>Demonstrate basic methodology knowledge and application through using adequate teaching methods and coaching/instructional styles to meet the needs of the players.</b></p> <ul style="list-style-type: none"> <li>• <u>LTPD</u>: Match fundamental teaching/learning methods to participant’s developmental age and stage of development</li> <li>• <u>Coaching styles</u>: Effectively demonstrate and perform common fundamental coaching styles (i.e. autocratic, co-operative) which comply with best practice principles of tennis according to the situation and/or the players.</li> <li>• <u>Teaching methods</u>: Select and implement fundamental teaching methods (i.e. command, practice, guided discovery, problem solving) suited to advanced player needs, physical and psychological factors, the environment, the activity specific skill/s and the equipment available. Apply an analysis and improvement system/checklist to improve overall performance of advanced players.</li> <li>• <u>Progressions</u>: Facilitate learning through employing appropriate and sequential technical and tactical fundamental progressions and regressions for all basic strokes and skills. Develop the session using a discovery method.</li> <li>• <u>Transition</u>: Ensure a smooth transition from one activity to another and emphasise decision making training by using technical training to enhance tactical execution.</li> <li>• <u>Information</u>: Deliver relevant fundamental information, explanations and demonstrations concisely and precisely of the technical and tactical fundamentals to teach or develop specific skills in accord with the best practice principles of the sport/activity</li> <li>• <u>Review and adapt</u>: Review and adapt the teaching of a skill in response to feedback.</li> </ul> <p><b>Effective fundamental use of space / facilities and teaching aids / adapted equipment:</b></p> <ul style="list-style-type: none"> <li>• Allocate sufficient space and resources for the drill, activity and/or game.</li> <li>• Facilitate learning by including a variety of equipment and design set-ups which are stimulating and safe.</li> <li>• Make efficient use of the adapted equipment for advanced players.</li> </ul> <p><b>Conduct drills, activities and games to teach or develop the tennis skills of advanced:</b></p> <ul style="list-style-type: none"> <li>• <u>Feeding</u>: 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).</li> <li>• <u>Adaptation/differentiation</u>: 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.</li> <li>• <u>Equipment and targets</u>: 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.</li> </ul>

- **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.

**Travel to competitions:**

- **Travel:** Organise the basic different issues related to travel and travel with advanced players to competitions.
- **Scouting:** Scouting players and teams before competition.

**Time allocated** 120 minutes

**Materials needed** Pen and paper

---

1. When travelling with tournament players what are the different roles that a coach can fulfil?

2. Prior to departure on a 3 week tour with 4 of your advanced players make a to do list of all the things that need to be done prior to departure.

3. Give a possible agenda of what you would discuss with the players, parents and coach if you are not the players' personal coach.

4. Give a list of all the important tournament facts you should know as a coach, please make reference to accommodation venue, transportation, and sign in times.

5. You are a travelling coach for 4 players. They have all just signed in. One player plays at 930am, next at 11am, two at 1330. How would you plan that day keeping in mind that it takes 30 minutes by transport to get from accommodation to the courts.

6. You are a coach of 3 juniors tennis players playing ITF tournaments. The feedback from your players is that the food given by the tournament is not acceptable, make a contingency plan.



7. You are a coach with 4 players, one of your players on the tour that you are not the personal coach has a problem with their serve. You think the remedy is to do a grip change. How would you tackle this.

8. One of your players is just about to go on for a match what general points would you cover prior to going on.

9. What is your opinion about discipline and what would be the best way to implement this in making sure of good team cohesion during a tour.

10. Your player has just finished his/her match and lost after leading 6-2 5-3, how would you tackle the after match meeting/communication.

**11. How would you teach your players to develop a professional attitude when travelling to tournaments. What components would you emphasize?**

**12. You are travelling with a team of 3 players in a three tournament circuit. All your players are knocked out. You have 3 days before you travel to the next tournament. The fourth day you travel. How would you plan the follow aspects in making sure your players are ready for the next tournament.**

Physical

Mental

Technique

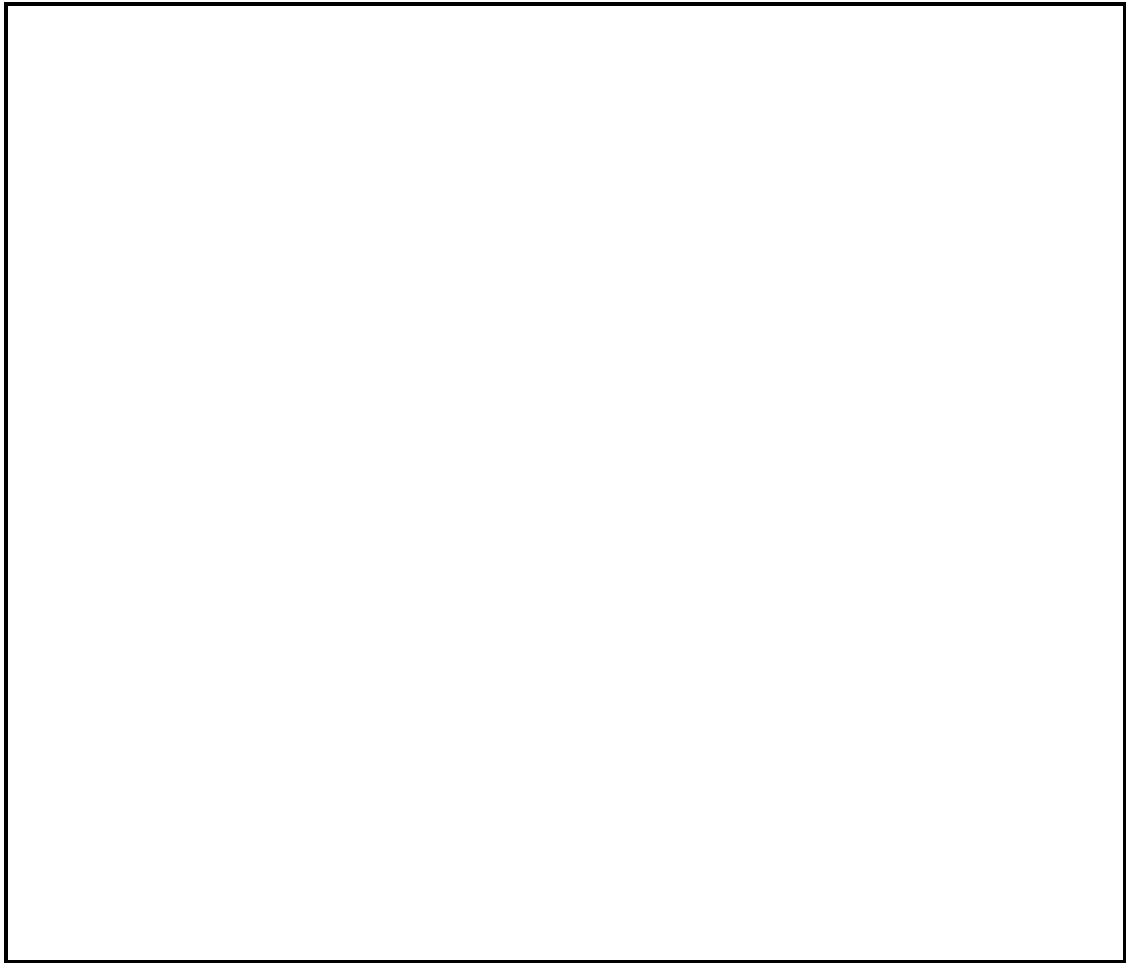
Tactics

**13. What tools are there available to you as a coach, or which techniques would you use to do match analysis.**

14. You have a boy that has just turned 16 years old and has an ITF ranking of 325. Do a tournament plan for the next year listing the tournaments you would recommend and a tentative budget.

15. You have a girl that has just turned 14 and has an ITF ranking of 750 how would you plan the next year from a tournament participation point of view. Also give a tentative budget.

16. Give a prospective career path for a junior to become a professional tennis player.

A large, empty rectangular box with a black border, intended for the candidate to write their answer to question 16.