

International Tennis Federation

Coaches Education Programme

**Coach of beginner -
intermediate players**
(former ITF Level 1)

Candidate Workbook

Knowing yourself as a coach:
Philosophy of coaching



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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 beginner and intermediate 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 beginner and intermediate 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 BEGINNER - INTERMEDIATE PLAYERS COURSE UNIT CONTENTS

Coach of beginner - intermediate players		Contents	
Unit N ^o	Unit Title	Content title	Content general description
<i>Unit 1</i>	<i>Coaching beginner - intermediate players</i>		
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 – intermediate 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 – intermediate players
Sub Unit 1.4.	Equipment and facilities	Balls Racquets Courts Teaching aids	Understand and apply the basic equipment and facilities to coaching beginner – intermediate players
<i>Unit 2</i>	<i>Organising competitions for beginner - intermediate 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 beginner – intermediate players
<i>Unit 3</i>	<i>Managing and marketing tennis programmes for beginner – intermediate 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 beginner – intermediate players
<i>Unit 4</i>	<i>Educating beginner - intermediate 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 beginner – intermediate players

ACTIVITY	1
Title	The role of the coach – Philosophy of coaching
Units	1. Coaching beginner and intermediate players 3. Managing and marketing programme for beginner-intermediate players 4. Educating beginner-intermediate players, parents and coaches
Sub-unit	1.1. Training theory – sport science
Resources	ITF Coaching Beginner and Intermediate Players – Chapter 2 ITF Coaches Code of Ethics http://www.itftennis.com/coaching/practicalinfo/codeofethics.asp ITF Communication Skills Checklist http://www.itftennis.com/shared/medialibrary/pdf/original/IO_24165_original.PDF Hassan, F. (1997) What makes a good coach? ITF CSSR, 12, 9. http://www.itftennis.com/shared/medialibrary/pdf/original/IO_7867_original.PDF Stojan, S. (1997). What makes a good coach indeed? 13, 14-15. http://www.itftennis.com/shared/medialibrary/pdf/original/IO_7868_original.PDF
Content title	Philosophy of coaching and the role of the coach
Competencies	<ul style="list-style-type: none"> • Develop a basic and general philosophy of coaching (learner centred). • 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 players groups. • Document the role of the coach in regard to required tennis specific skills and knowledge according to accepted practices and the tennis culture. • Follow a Code of Conduct for tennis coaching. • Understand the fundamentals of the role of the coach when working with beginner - intermediate 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 responsibility for completion of tasks, demonstrate some independence in your coaching role, manage your role under guidance in predictable work contexts, and supervise others work. • Use a basic SWOT analysis to evaluate and assess basic strengths and weaknesses of yourself as a coach. • Able to basically recognise own level of competence. • 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. • Operate in accord with the basic legal responsibilities of a coach: • Apply the basic legal responsibilities of a coach to the specific coaching situation, environment and athlete group. • Apply the principles of natural justice. • Operate in accord with the basic ethical responsibilities of a coach: • Determine and implement the basic ethical responsibilities of a coach in relation to rules, policies and regulations for the sport. • Implement the principles of player confidentiality. • Implement best practice principles of the tennis activity following the instruction.
Time allocated	120 minutes
Materials needed	Pen and paper

1. Write down a short description of what do you do now as a tennis coach. Put into words what you are doing. If you are not coaching, write what you would like to do.

2. Write one specific, enthusiastic and coherent phrase or slogan that summarises what you do as a tennis coach.

3. Think of yourself as a coach and write your strengths, weaknesses, opportunities and threats you see in your coaching.

Strengths	
Weaknesses	
Opportunities	
Threats	

4. Answer the following questions about your goal as a coach of beginner players.

1. What do you really want as a coach?

2. What do you really want as a coach instead of what you have now?

3. What would you really prefer to have as a coach?

4. How much time do you need to reach your goal?

5. When do you want to reach your goal?

6. How are you going to measure your progress to your goal?

7. How often are you going to measure your progress to your goal?

8. How would you know you have reached your goal?

9. Which stepping stones will you set to ensure you are in the right way to reach your goal?

10. Which resources do you need to reach your goal?

11. Which resources do you have already to reach your goal?

12. Where will you find the resources you need to reach your goal?

13. What are you going to do to reach your goal?

14. What would be the consequences to yourself and others when you reach your goal?

5. Fill in your **personal target** with a dot in the adequate section according to the following scale: 5= Very competent, 4= somewhat competent, 3= competent, 2= not yet competent, and 1= incompetent.

Tennis Coaching Target



6. Reflect on your own coaching and write down 4 things you like the **most** of coaching.

1.

2.

3.

4.

7. Reflect on your own coaching and write down 4 things you like the **least** of coaching.

1.

2.

3.

4.

8. Who are you when are you coaching beginner players? How do you see yourself? Find a **metaphor of yourself** as a coach. An explorer? An artist? An actor? Why have you chosen this metaphor?

9. Write your goals and personal commitment to improve the areas above as per the analysis you have performed.

Item	Goals and commitment
Goals	
Skills	
Confidence	
Knowledge	
Experience	
Ethics	
Playing level	
Communication	
Leadership	
Effort	
Image	
Motivation	

10. Reflect on your own coaching and write down 4 responsibilities you think you have as a tennis coach.

1.
2.
3.
4.

11. Explain when you think you are successful as a tennis coach. I know I am successful when...

12. Summarise the 4 more important skills a good coach of beginner and intermediate players should have. Explain your reasons why you have chosen these skills and not other.

1.

2.

3.

4.

13. Reflect on your own coaching and write down 4 qualities you think you have as a coach.

1.

2.

3.

4.

14. Think of yourself as a coach. Write down 4 skills you think you have and 4 knowledge you possess as a coach.

	Skills (know – how)	Knowledge (know)
1		
2		
3		
4		

15. Reflect on your own coaching and write down one skill you would like to improve in your coaching.

1. Skill:

2. How are you going to improve it?
-
-
-

3. When and how will you decide you have improved it?
-
-

16. Ask your players, fellow coaches, officials, and parents to tell you 4 things they are getting from yourself as a coach and as a person.

1.

2.

3.

4.

17. Observe 2 coaches, if possible one with more experience than yourself and another one with the same experience or less. Write down 4 qualities you think each of them have as a coach.

	Coach A – More experienced	Coach B – Less experienced
1		
2		
3		
4		

18. Think about yourself as a coach and write down 4 things that you feel you contribute to players, fellow coaches, parents and official as a coach.

1.

2.

3.

4.

19. Visualise yourself coaching beginner players. Try to remember all the good things tennis coaching is giving you. Now ask yourself, what can I do to keep improving and enjoying as a coach? Write down 4 things you could do to improve your coaching.

1.
2.
3.
4.

20. Think of 4 specific situations (actions, problems solved, jobs, etc.) that you have been involved with and that helped you to be a better coach.

1.
2.
3.
4.

21. Think of a specific problem you have now in your coaching and write down two possible creative ways you are going to solve the problem.

Problem:
1.
2.

22. Ask 2 coaches that know you well to tell you 2 qualities each of yourself as a coach. Ask them why and write both the qualities and their reasons.

	Coach A	Coach B
1		
2		

23. Find out 2 qualities from 2 other coaches of 2 different sports.

	Coach A – Sport:	Coach B– Sport:
1		
2		

24. Design your perfect coaching job.

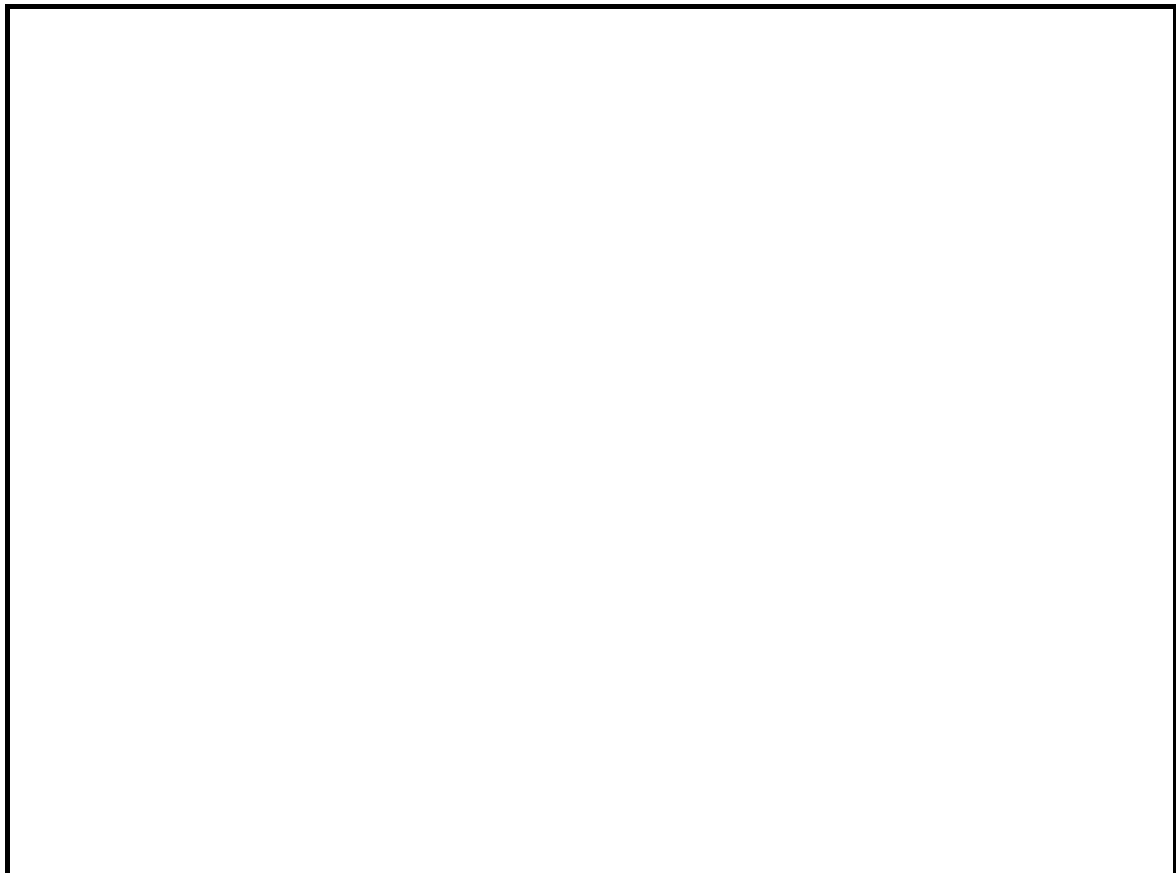
1. How would you like to work?

2. Where would you like to work? Describe your perfect work environment.

3. When would you like to work? Describe your perfect work schedule for one day.

4. What would be the first action you could take to get closer to the above? Describe how you are going to do it.

25. Draw or elaborate a mental map that includes the most important qualities of a tennis coach.

A large, empty rectangular box with a black border, intended for the candidate to draw or elaborate a mental map of the most important qualities of a tennis coach.

26. **Good image** or appearance is said to be one of the factors that makes a good coach. Write down a 50 words paragraph which includes your experience on this issue.

27. Ask another person to attend one of your coaching sessions and check your **voice skills** as listed in the ITF Communication Skills Checklist. Write down that person's feedback and indicate how you will improve these skills.

	Feedback	How to improve
1		
2		
3		
4		

28. Using **analogies** to explain things is an effective way of communicating. Find the definition of "analogy", write it down, and include two examples that you use or can use in a coaching session.

1. Definition of analogy:

2. Example A:

3. Example B:

29. Practice different perceptive positions. Think about what tennis means to different people. Try to put yourself in the other's perspective.

Yourself:	The parents:
The players:	The club/federation officials:

30. Identify 2 situations, people, comments, etc., in which you tend to react using a wrong communication style. Find out the reasons for this reaction and how you think you can improve.

1. Situation:

2. Situation:

31. Think on the questions you ask to your players, parents, officials, fellow coaches, etc. Try to re-formulate them and start them with the word "What". Do you find any difference in the quality of the answers you are getting?

- Questions:

- Quality of answers:

32. Three main coaches' styles have been described. Elaborate a table which includes both the main advantages and disadvantages of the three styles and in which situations you can use them.

	Advantages	Disadvantages	When to use it best
Command			
Co-operative			
Submissive			

Read the section “Putting everything together: Coaching styles” on Chapter 2 of the ITF Manual. What do you think of it? Discuss it with two more experienced coaches and write down their opinions and yours.

1. COACH A:

2. COACH B:

3. Your views:

33. Think of one coaching situation you feel competent with and another one you still think you need more expertise and knowledge to be competent and explain why.

1.

2.

34. What is new? Write 3 new ideas you have learned from this chapter and indicate how you will apply them in your coaching.

1.

2.

3.

35. Write down where you can access information that will help you continue your education and improvement as a tennis coach.

1.

2.

3.