

International Tennis Federation

Coaches Education Programme

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

Candidate Workbook

Role of a coach: 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 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 advanced players		Contents	
Unit N°	Unit Title	Content title	Content general description
<i>Unit 1</i>		<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 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	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
<i>Unit 2</i>		<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 competitions for advanced players
<i>Unit 3</i>		<i>Managing and marketing tennis programmes for advanced players</i>	
	Managing and marketing tennis programmes	Leadership Management Administration Marketing Planning Organizing Control/Evaluation Ethics and Legal issues	Understand and apply the fundamentals of management and marketing to organise programmes for advanced players
<i>Unit 4</i>		<i>Educating advanced players, parents and coaches</i>	
	Education	Well-being Awareness Personal development Anti-doping Educational programmes Parent-children relationship to tennis	Understand and apply the fundamentals of education to organise educational programmes for advanced players

ACTIVITY	2
Title	The role of the coach – Philosophy of coaching
Units	<ol style="list-style-type: none"> 1. Coaching advanced players 2. Organizing competitions 3. Managing and marketing tennis program for advanced players 4. Educating advanced players, parents and coaches
Sub-unit	<ol style="list-style-type: none"> 1.1 Level of play – Level of play 1.2. Training theory – Sport Science - Philosophy of coaching 1.3 Training practice – Individual & Group – Communication 1.4 Equipment and facilities
Resources	<p>ITF Coaching Advanced Players – Chapter 1</p> <p>ITF Coaches Code of Ethics</p> <p>http://www.itftennis.com/coaching/practicalinfo/codeofethics.asp</p> <p>ITF Communication Skills Checklist</p> <p>http://www.itftennis.com/shared/medialibrary/pdf/original/IO_24165_original.PDF</p> <p>Hassan, F. (1997) What makes a good coach? ITF CSSR, 12, 9.</p> <p>http://www.itftennis.com/shared/medialibrary/pdf/original/IO_7867_original.PDF</p> <p>Stojan, S. (1997). What makes a good coach indeed? 13, 14-15.</p> <p>http://www.itftennis.com/shared/medialibrary/pdf/original/IO_7868_original.PDF</p>
Content title	Philosophy of coaching and the role of the coach
Competencies	<p>Display basic effective communication (verbal and non-verbal elements):</p> <ul style="list-style-type: none"> • Introduction: Meeting and greeting the players, parents, coaches, etc. Introduce yourself, the players and the goal of the session accordingly (i.e. general background). Try to cause a good first impression (i.e. body language and presentation). Get the attention of the group to start the session. • Effective questioning: Demonstrate questioning (open and closed) and communication skills in accord with the best practice principles of tennis. Make relevant points of emphasis before, during and/or after presentation/s. • Feedback: Provide specific and relevant and balanced (praise : criticism) feedback to the advanced player and other support personnel in accord with the best practice principles of the sport/activity. Include KR (knowledge of results) and KP (knowledge of performance) types. • Adaptation: Use special presentation techniques or activities to comply with the needs of players where appropriate. Adapt the communication to the situation (pre- or post match) and the characteristics (gender, level of play, previous competitive history) of the players. • Understanding: Check for understanding of the instructions / comments and provide advanced players with the opportunity to comment and/or ask questions (interactive approach). • Voice and language: Appropriate use of voice (volume, pitch, tone) and language (clear and concise). • Body language: Ability to project a positive image, effective use of smile and visual contact. • Professional image: Ability to project an adequate professional image (clothing and general appearance). • Motivation, humour: Ability to use effectively motivation techniques and humour to create a positive training atmosphere. • Closing: Close the session “selling” the next one by effectively pointing out aspects to be improved and worked on in future sessions. <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.

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 ongoing 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.

Develop, implement and evaluate a basic programme to address coach well-being:

- Undertake a basic lifestyle needs assessment.
- Select the most fundamental relevant strategies to address lifestyle needs.
- Prepare and action a basic plan to address any lifestyle needs.
- Evaluate the effectiveness of these strategies for creating a more balanced lifestyle.
- Organise basic educational activities for advanced players when travelling.
- Encourage talented advanced players to continue with their academic activities.

Implement a personal development plan:

- Understand the importance of solving basic problems using and integrating well known information from expert sources taking account of relevant social and ethical issues.
- Enrol in a personal development plan to improve as a tennis coach.
- Be able to gain feedback from others.

Address drugs in tennis, child protection and healthy habits issues:

- Access fundamental concepts of drugs in tennis and healthy habits resources and information.
- Advise players regarding fundamental sources of information on tennis in sport and healthy habits issues.
- Adhere to basic tennis specific rules, policies and regulations relating to drugs and healthy habits in tennis.
- Advise players on fundamental child protection principles and guidelines.

Address education in values through tennis:

- Ensure players, coaches and parents learn appropriate values through tennis play.

Sportsmanship issues:

- Ensure fundamental sportsmanship and fair play behaviours are used by players, coaches and players at all times.

Apply basic self-reflection techniques to evaluate and modify coaching performance:

- Apply basic self-reflection procedures to assess coaching performance/behaviour.
- Basically review coaching sessions and overall coaching performance.

Time allocated

120 minutes

Materials needed

Pen and paper

1. **Philosophy of coaching: Review your past experiences in tennis coaching. Examine them critically. Describe your most outstanding experiences in this field. Why? Describe your most disheartening experiences. Why?**

- 2. Identify a tennis coach (physical educator) that you particularly admire and motivate your choice, also give that person's philosophy of sport.**

- 3. Review and list philosophies of leaders in physical education and sport. Determine and explain which of their beliefs are compatible with yours and which are not compatible**

4. Write in your own words your coaching philosophy

5. Read a biography of a sport or tennis personality and discuss his/her philosophy of sport under the following headings

1. The influences of his/her parents; women (wife and or girlfriends) coach and society

2. His or her perceptions (experiences/attitudes) on: success; failure; relationships; life in general and status etc. You can identify and discuss more relevant variables.

6. Self-awareness is the ability to know who you are. Two characteristics of a positive self awareness are: 1) being a positive role model 2) being consistent and reasonable in your actions. Using the boxes below describe in your own words how you can adhere to these two characteristics

1. Being a positive role model

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2, Being consistent and reasonable in your actions

--

7. The three types of self are: ideal, public, and real. Give your interpretations of the three types of self and explain how this applies to your tennis coaching.

Ideal	
Public	
Real	

8. Self disclosure relates to a coach having to disclose himself as a person to the athlete. To what extent and why should a coach have to do this?

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9. Which persons are the most influential in the development of your self-concept

10. Describe the prominent role you have to play as a coach in the following scenarios

1. Producing a positive, high quality approach by the player:

2. Leading and directing performers:

3. Counselling, advising, supporting especially in times of need:

11. Please find on the left hand side of the table characteristics of a leadership style, try and match up the characteristics with the coaching style on the right hand side of the table. There can be more than one characteristic to a coaching style.

Characteristic		Coaching style	
1	Athlete centred	A	Authoritarian (Command)
2	Coaches make all the decisions	B	Co-operative
3	No Objectives/check player independence	C	Causal (Laissez Faire)
4	Coach dependent		
5	Listening		
6	Self-judgement by athlete with coaches help		
7	Coaches shows little or no trust in the athlete		
8	Coaches role in motivation is to give no motivation		
9	Training structures are flexible		

12. Which coaching style do you use predominately, or does it depend on the coaching situation

1. Coaching style:

2. If it depends on the situation provide examples of the each style and situation you would use that style
-
-
-

3. Your predominate coaching style that you use currently, is it an efficient one in your opinion if so please clarify and if not what coaching style would you like to progress to?
-
-

13. Please find the general actions of empowerment to be an effective leader. For each action explain how you can incorporate or how to best deal with each action

Effective goal setting

Development of a psychological and social environment

Formulation of a code of conduct:

Motivational?

Crisis Management?

Communication

14. In the table below are the six steps in communication. However, they are not in order. Please put them in order by putting the corresponding number to the step on the right hand side of the table.

1	The coach transmits the message through a channel	Step 1:
2	The message is being interpreted by the athlete. This action depends upon the athlete's comprehension of the message's content and your intentions	Step 2:
3	The coach experiences thoughts that you wish to express	Step 3:
4	The athlete receives the message	Step 4:
5	The athlete responds internally to his or her interpretation of the message	Step 5:
6	The coach translates the thoughts into a message appropriate for transmission	Step 6:

15. Give 4 examples in a practical situation of ineffective communication.

1.
2.
3.
4.

16. Think of 4 characteristics of command style communication and a practical example where you would use this style of communication

1.
2.
3.
4.
Practical example:

17. Think of 4 characteristics of co-operative style communication and a practical example where you would use this style of communication

1.

2.

3.

4.

Practical example:

18. Think of 4 characteristics of submissive style communication and a practical example where you would use this style of communication

1

2.

3.

4.

Practical example:

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

	Feedback	How to improve
1	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>
2	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>
3	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>
4	<input style="width: 100%; height: 25px;" type="text"/>	<input style="width: 100%; height: 25px;" type="text"/>

20. Listed below are 6 skills in the development of communication. For each skill evaluated yourself and give 2-3 ways to develop this skill

Skill 1: Develop credibility in communication

Skill 2: Communicating with a positive approach

Skill 3: Sending messages high in information

Skill 4: Communicating with consistency

Skill 5: Learning how to listen

Skill 6: Improving your non verbal communication

21. Having a professional image and good presence on the court while coaching is important in conducting a productive lesson. Write down a 50 words paragraph which includes your experience on this issue.

22. How would you deal with the following scenario: As a club coach you are in charge of putting the league teams together and getting them to the relative clubs for their matches. You accidentally gave the wrong information to the players and they turned up at the wrong club and ended up getting defaulted as a result of a no show. It was the last game of the season and because your club was defaulted they are now relegated to the division below. The players are not happy how would you deal with this situation?

23. Please find below different scenarios and explain how you would communicate in each situation.

1. Your players has just lost a match after being a set and 5-2 up and serving:

2. Your player did not perform well but won:

3. Your player performed well but lost:

4. Your player performed badly and lost:

5. Your player played well and won:

6. Your player got defaulted in a match through code violations:

24. List below your long term, medium term, short term business goals as a coach.

Long term goals:

Medium term goals:

Short term goals:

25. With the information from question 24 now list your objectives on how you would achieve your Long term, medium, and short term goals.

Long term objectives:

Medium term objectives:

Short term objectives:

26. You have just learned that a new club has just been built. The developers are asking for applications for coaches. Give an outline of a business plan you might put together to apply to run the club.

27. Submit a copy of your CV.

28. List as many ideas as possible on how to improve yourself as a coach

29. Draw or elaborate on a mental map that includes the most important qualities of ethical principles in coaching

30. Identify your strengths and weaknesses as you perceive yourself as a tennis coach.

1. Strength

2. Weakness

31. Ask a colleague that knows you well to list in their eyes your strength and weaknesses.

1. Strength

2. Weakness