



International Tennis Federation

Coaches Education Programme

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

Candidate Workbook

**Technical diagnosis and correction:
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 beginner - intermediate 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 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
<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 basic competitions for advanced players
<i>Unit 3</i>	<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
<i>Unit 4</i>	<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	6
Title	Technical diagnosis and Correction: Coaching
Unit	1. Coaching advanced players
Sub-units	1.2 Training theory – Sport science – Technical diagnosis and correction 1.3 Training practice – Individual & group – Technical diagnosis and correction
Resources	ITF Manual Coaching advanced players – Chapter 6
Content title	Technical diagnosis and correction: Coaching
Competencies	<p>Demonstrate basic skill observation, assessment /diagnosis and improvement and correction techniques (intervention) for advanced players to acquire and perform the session contents:</p> <ul style="list-style-type: none"> • Identify “coachable moments” for advanced players. • Observation: Create basic situations to observe the skill or skill/s to be developed. • Use different basic methods and adopt appropriate court positions to analyse / identify / diagnose the skill or skill/s to be developed. • Develop a basic checklist of observation/teaching points. • Identify the fundamental motor skills to be developed (i.e. gathering facts). • Identify physical and psychological factors, which affect the acquisition of the skills of advanced players. • Assessment: Use basic assessment procedures to assess the individual advanced players regarding their developmental readiness to acquire the skills being taught and/or developed. • Intervention: Implement the appropriate fundamental correction techniques (i.e. tips) to improve skill execution on an individualised and/or group basis of technical and tactical elements. • Teach the basic skills specifically related to the needs of the players, and physical and psychological factors. • Teach the skill, monitor the teaching method and coaching / instructional style during the instruction and assess following the instruction in a basic manner. • Application: Ensure advanced players apply the learned, corrected and improved skills in matchplay situations. <p>Plan and prepare for the analysis and evaluation:</p> <ul style="list-style-type: none"> • 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. <p>Conduct the analysis and evaluation:</p> <ul style="list-style-type: none"> • 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.
Time allocated	120 minutes
Materials needed	Pen and paper

1. In your opinion do you think it is a good idea to change the terminology of diagnosis and correction to analysis and improvement? Substantiate your answer

2. Relate the terms technique and biomechanics to conformity versus effectiveness

3. When is the best time to analyze and improve player's technique, and tactics. Are there different times to correct technique and tactics? Make reference to the term periodization in your answer?

4. When and how would you make a grip change on any stroke?

5. Factors influencing player's assessment. The table on page 93 gives you some factors to consider. In your opinion and give justification why if any one factor might be more important than the other.

6. For each improvement technique give your own example (different one to the book)

a) Situational

b) Use of teaching aid

c) Cue words

d) Analogies

e) Sensory/feeling

f) Mimicry/imagination

7. Refer to the table on page 24 of perception, decision, action, and feedback. Where does analysis and improvement fit into this process from a technical and tactical point of view.

a) Technique

b) Tactics

8. Breakdown the components of the forehand and backhand ground strokes and compare and contrast the different techniques and the ranges of acceptance.

9. Breakdown the components of the forehand and backhand volley and compare and contrast the different techniques and the ranges of acceptance.

10. Breakdown the components of the smash and compare and contrast the different techniques and ranges of acceptance with the smash, jump smash, and bounce smash.

11. What are the steps you go through in the observation/analysis process?

12. When doing a grip change on the forehand for example explain how you would make this change and relate this to the cognitive, associative, and autonomous phase.

13. Make an analysis of one of your player's strokes visually. Then use a biomechanical analysis computer software program. Were you able to pick up the same areas through visually and using the software program? If not explain the benefits/disadvantages of using a software program.

14. Go through all of the correction tips on page 97 and 98, list 3 or 4 that you feel are more important and provide justification for your answer.