



International Tennis Federation

Coaches Education Programme

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

Candidate Workbook

Teaching Methodology: 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°	Unit Title	Content title	Content general description
Unit 1	<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 Sports Medicine and 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
Unit 2	<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
Unit 3	<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
Unit 4	<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	9
Title	Teaching methodology: Coaching
Unit	1. Coaching beginner and intermediate players
Sub-units	1.1. Training theory – sport science – teaching methodology
Resources	ITF Manual Coaching beginner and intermediate players – Chapter 10 –
Content title	Teaching methodology: Coaching
Competencies	<p>Effectively use of time in the training of beginner – starter 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>Demonstrate leadership behaviours during the session:</p> <p>Demonstrate fundamental methodology knowledge and application through using adequate teaching methods and coaching/instructional styles to meet the needs of the players.</p> <ul style="list-style-type: none"> • <u>LTPD</u>: Match fundamental teaching/learning methods to participant’s developmental age and stage of development • <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. • <u>Teaching methods</u>: Select and implement fundamental teaching methods (i.e. command, practice, guided discovery, problem solving) suited to beginner - starter 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 beginner - starter players. • <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. • <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. • <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 • <u>Review and adapt</u>: Review and adapt the teaching of a skill in response to feedback. <p>Effective fundamental use of space / facilities and teaching aids / adapted equipment:</p> <ul style="list-style-type: none"> • 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 beginner - starter players. <p>Conduct fundamental drills, activities and games to teach or develop the tennis skills of beginner - starter:</p> <ul style="list-style-type: none"> • <u>Feeding</u>: • <u>Adaptation/differentiation</u>. • <u>Equipment and targets</u>. • <u>Progression</u>. • <u>Structure of the lesson and type of practice</u>. • <u>Scoring</u>. • <u>Rally</u>. • <u>Activity/rotation</u>. • <u>Individual attention in group sessions</u>. • <u>Observation</u>.
Time allocated	120 minutes
Materials needed	Pen and paper

1. **Contact a fellow coach and ask him if he would not mind you attending one of your lessons and filling in the form below.**
2. **He will check your coaching competencies and give you three aspects in which you could improve.**
3. **You can repeat the assessment after his feedback.**
4. **You can also ask him if he wants you to do the same process for him.**

COACH BEHAVIOUR SKILLS CHECKLIST

Coach's name: _____ **Date:** _____

Here is a behaviour checklist for tennis coaches. Use it to evaluate yourself, or to allow someone else to evaluate you. In line with the following key – 5 (always), 4 (often), 3 (occasionally), 2 (seldom), 1 (never) – circle the number you honestly think corresponds to each item.

Behaviour	Item	Value				
		+				-
Prior to the class	Coach has everything (i.e. equipment) prepared before the lesson	5	4	3	2	1
	Coach is punctual	5	4	3	2	1
	Coach has a plan or programme for the lesson	5	4	3	2	1
	Coach's appearance is professional	5	4	3	2	1
During the class	Coach welcomes all the players to the lesson	5	4	3	2	1
	Coach introduces the lesson objectives	5	4	3	2	1
	Coach conducts or asks someone to conduct a warm-up	5	4	3	2	1
	Coach does not get angry when a player makes a mistake	5	4	3	2	1
	Coach treats all the players the same no matter their skill level	5	4	3	2	1
	Coach fosters an inclusive, team environment in the lesson	5	4	3	2	1
	Coach rewards effort rather than results	5	4	3	2	1
	Coach encourages players to improve their skills	5	4	3	2	1
	Coach seeks 100% effort from the players	5	4	3	2	1
	Coach asks the players for their input	5	4	3	2	1
	Coach encourages healthy competition within the lesson	5	4	3	2	1
	Coach has a good rapport with the players	5	4	3	2	1
	Coach treats the players with respect	5	4	3	2	1
	Coach does not abuse the players physically or emotionally	5	4	3	2	1
	Coach maintains control of the players in a friendly way	5	4	3	2	1
	Coach organises the lesson and the players appropriately	5	4	3	2	1
	Coach tries to create a fun environment during the lesson	5	4	3	2	1
	Coach tries to challenge the players with the drills	5	4	3	2	1
	Coach emphasises hard work while having a good time	5	4	3	2	1
Coach concludes by setting the 'scene' / goals for the next lesson	5	4	3	2	1	
After the class	Coach maintains a friendly relationship with the players off the court	5	4	3	2	1
	Coach is available off-court when needed	5	4	3	2	1

Excellent (111 or more), Good (90 to 110), Fair (50 to 89), Poor (26 to 49), Unsatisfactory (25 or less).

BEHAVIOUR	POINTS
Prior to the class	
During the class	
After the class	
TOTAL	

Things to improve:

Prior to the class:

1.

2.

3.

During the class:

1.

2.

3.

After the class:

1.

2.

3.

1. 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.

2. Write down where you can access information that will help you continue your knowledge on this area when working with beginner and intermediate tennis players.

1.

2.

3.