



International Tennis Federation

Coaches Education Programme

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

Candidate Workbook

Communication

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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	2
Title	Communication
Unit	1. Coaching beginner and intermediate players
Sub-units	1.1. Training practice– communication
Resources	ITF Manual Coaching beginner and intermediate players – Chapter 2 –
Content title	Communication
Competencies	<p>Display effective fundamental 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 fundamental 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 fundamental specific and relevant and balanced (praise : criticism) feedback to the beginner - starter 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 fundamental presentation techniques or activities to comply with the needs of players where appropriate. • Understanding: Check for understanding of the instructions / comments and provide beginner - starter 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 fundamental 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.
Time allocated	60 minutes
Materials needed	Pen and paper

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

COMMUNICATION SKILLS CHECKLIST

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

Here is a communication skills 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.

Communication	Item	Value				
		+ -				
Verbal	Message contains credible information	5	4	3	2	1
	Message/instruction is consistent	5	4	3	2	1
	Coach uses players' names	5	4	3	2	1
	Coach uses simple and direct messages	5	4	3	2	1
	Coach focuses on one thing at a time	5	4	3	2	1
	Coach uses understandable language	5	4	3	2	1
	Coach repeats and summarises the message	5	4	3	2	1
	Coach checks for understanding	5	4	3	2	1
	Coach uses effective questioning	5	4	3	2	1
	Coach uses open questions	5	4	3	2	1
	Coach uses positive sandwich	5	4	3	2	1
	Coach uses positive feedback	5	4	3	2	1
	Coach gives specific feedback	5	4	3	2	1
	Coach is honest	5	4	3	2	1
	Coach has good voice projection	5	4	3	2	1
	Coach is able to vary voice pitch, tempo, volume and rhythm	5	4	3	2	1
	Coach gives appropriate praise	5	4	3	2	1
	Coach effectively uses questions to generate positive discussions	5	4	3	2	1
	Coach tells players what to do rather than what not to do	5	4	3	2	1
	Coach uses or encourages the use of cue words by players	5	4	3	2	1
Coach uses appropriate styles of coaching for various situations	5	4	3	2	1	
Non-verbal	Non-verbal message is compatible with verbal message	5	4	3	2	1
	Coach listens to the players	5	4	3	2	1
	Coach uses demonstrations to enhance the verbal message	5	4	3	2	1
	Coach shows interest on the players' message (active listening)	5	4	3	2	1
	Coach uses facial expressions appropriately	5	4	3	2	1
	Coach smiles	5	4	3	2	1
	Coach uses body gestures appropriately and constructively	5	4	3	2	1
	Body contact (high five, pat on shoulder, etc) is used appropriately	5	4	3	2	1
	Good spatial use, distance from player	5	4	3	2	1
	Clothes and general appearance portray a professional image	5	4	3	2	1
	Coach has good hygiene habits	5	4	3	2	1
	Coach uses eye contact effectively	5	4	3	2	1
	Coach uses positive body language	5	4	3	2	1
	Coach positions him/herself and the group correctly	5	4	3	2	1
	Coach matches equipment to the level of the players	5	4	3	2	1
	Coach is concerned with the "performance", "the effort", and "the player", rather than simply the outcome	5	4	3	2	1

Excellent (150 or more), Good (110 to 139), Fair (81 to 109), Poor (41 to 80), Unsatisfactory (40 or less).

COMMUNICATION	POINTS
Verbal	
Non verbal	
TOTAL	

Things to improve:

Non- Verbal communication:

1.

2.

3.

Verbal communication:

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.