

ITF Coaches Education Programme



Coaching Beginner and Intermediate Players Course

Knowing yourself as a coach

Defining Tennis coaching



- Process of guided improvement - player's pathway
- Role of the tennis coach
- Coaching practice - totality
- Coaching process - enjoyment, participation and improve performance
- Quality of tennis coaching

The different jobs in tennis coaching

- Coaching to the level of player
- Role of beginner coaches
- Specialization
 - Work place
 - The “clients”
 - The job’s responsibilities
- Myth - Good coaches are born. Average coaches are made.
- Coaching non-competitive and competitive

Participation/Performance

Criteria	Standard Occupation	
	Participation	Performance
Developmental stage in tennis	Initiation	Expertise
Degree of player engagement in tennis	Moderate	Intensive
Objectives	Immediate – short-term. Search for satisfaction of the player	Both short- and long-term. Specific competition goals are identified
Focus of the coach's intervention process	Isolated (sessions)	Integrated, progressive process
Key skills	Delivery based	Planning based with more emphasis on decision-making
Degree of preparation	Moderate or low	Extensive
Degree of commitment	Moderate	Intensive
Main coaching focus	Practice	Competition
Competition	Irregular. Competition outcome not emphasised	Regular and organised structures
Coach involvement	Teaching basics / fundamentals, organising recreational competitions	Coaching
Coach – player interpersonal contact	Less intensive	More intensive
Conceptual underpinnings	There is almost no attempt to influence or control the variables that influence performance	More obvious attempt to control performance variables

The roles, activities, and tasks of the coach

- Main role of the coach
- Assigned/achieved
- Many hats/roles
- Primary responsibility - teach tennis
- Students learn the game
- Coaches' roles - players' level and coaches career

Activities/Tasks

ACTIVITIES		TASKS	
Training	The <u>teaching and coaching</u> of tennis and all of the planning, organisation, delivery and evaluation tasks associated with it at any level of play, age-group or category	Plan	Putting together a step-by-step process, programme or method to achieve a goal
Competition	The planning, organisation, delivery and evaluation tasks related to <u>playing matches and participating in tournaments</u> at any level of play, format, age-group or category.	Organise	Co-ordinating and making all of the necessary arrangements to ensure that the goal will be efficiently and effectively achieved
Management	The planning, organisation, delivery and evaluation tasks associated with the <u>administration</u> of a tennis organisation (club, federation, company, etc).	Conduct	Carrying out the planned and organised task.
Education	The <u>reflecting, supervising, guiding and mentoring</u> of all involved tennis parties (players, coaches, parents, officials, and media) and tasks associated with the tennis coaching.	Evaluate	Analysing the utility, value, significance or quality of the above processes. Constantly reviewing progress.

The competencies of a good coach

- The best tennis pro that they can be
- Def: Competencies
- Elements: Personal, ethical, functional, and cognitive
- Knowledge
 - Declarative
 - Propositional
 - Procedural
 - Tacit

The competencies of a good coach cont.

- Skills
 - Basic
 - Transferable
 - Instrumental
 - Interpersonal
 - Systematic
 - Specific occupational or technical
- Strong code of ethics and conduct
- Competency - labour market
- Good coach - available knowledge with satisfactory skills, self confidence
- Development of coaching competences

Philosophy, values, and coaching goals

- Philosophy of life
- Values
- Coaching philosophy
- Goals
 - Oneself
 - The players
- Personal development
- Importance of creating a training environment
- Coaching practices

Personal and ethical coaching competence

- Learning competence
- Autonomy and responsibility
- Professional competence
 - Problem-solving
 - Data management
 - Interaction
 - Decision-making
- Ethics in coaching

Personal and ethical coaching competence

- Practical application-ethical standards
 - Fair play
 - Abuse
 - Professional conduct
 - Confidentiality
 - Personal standards
 - Responsibility
 - Empathy and adaptability
 - Environment
 - Independence

Coaching skills



- Communication and interpersonal-social competence
- Good communication
 - Direct
 - Adaptable
 - Varied
 - Effective and comprehensive
 - Clear and simple
 - A two way process
 - Respectful
 - Honest
 - Positive
 - Individualised

Coaching skills-cont.



- Acknowledge player's SEA
- Communication tips
 - Know what is important
 - Complement
 - Pay attention to non-verbal cues
 - Avoid misunderstanding
 - Be culturally sensitive
 - Avoid communication blockers/blunders
 - Show care, interest and respect
 - Use open-ended questions
 - Use paraphrasing to illustrate your understanding
 - Give and get feedback efficiently
 - Be a good listener
 - Develop an awareness of what you bring to each situation
 - Be proactive

Coaching skills-cont.



- Right cues at right times-player's attention
- Communicating with adults and children
 - Verbal and non-verbal communication
- Research-7%(words), 38%(verbal), 55%(non-verbal)
- Interpersonal relationships tips
 - Employing a positive coaching approach
 - Increasing your self awareness
 - Maintaining emotional equilibrium
 - Be trustworthy, dependable and consistent
 - Understanding your personality and players
 - Learning to read eye patterns
 - Building immediate rapport, trust, and credibility
 - Creating a winning philosophy
 - Recognizing the preferred means through players learn
 - Emphasizing inclusion
 - Being assertive when appropriate
 - Using sandwich method for feedback

Motivation



- Definition-Motivation
- Intrinsic or extrinsic motivation
- Coach's role as a motivator
 - Improve their commitment and results
 - Maintain their persistence towards goals
 - Enhance their tennis experience and involvement
- Myth - The coach should be a winner because winning is everything in tennis and life

Motivation cont.



- How to be a good motivator
 - Get familiar with the reasons why they play
 - Understand players participate for more than one reason
 - Adapt characteristics of situation to player
 - Emphasise the benefits of playing tennis
 - Coaches' behaviour influence players motivation
 - Reward players
 - Bring change in players' motives if misplaced
 - Get to know your players
 - Make the sessions enjoyable

Motivation-cont.



- Motivation climate
- Rewards
- Intrinsic feedback
- Giving feedback
 - Using both verbal and visual feedback
 - Directing players to observe
 - Providing instruction
- Tips for appropriate feedback and reward
 - Tailor the reward system to needs of player
 - Use a simple system of rewards
 - Be consistent
 - Be sincere and specific when providing feedback
 - Use appropriate verbal and non-verbal praise

Motivation cont. III



- Link effort and outcome
- Establish regular sessions
- Help players to set goals
- Ensure group ethos is positive
- Use competition appropriately
- Use standard start/train/finish structure
- Use rewards wisely
- Develop a switch-on, switch-off philosophy
- Be committed
- Use role models
- Learn and study more

Leadership skills



- Definition of leadership
- Leadership involves skills and attitudes
- Players in task-involving environment
 - Higher in task orientation-more training and instruction
 - Ego oriented-to display more social support
- Coach's role as a leader

Behaviour	Definition
Training and instruction	Aimed at improving athlete performance by emphasising training, providing technical and tactical instruction, and structuring and co-ordinating player activities.
Democratic	Provides for player participation in decisions pertaining to class goals, practice techniques, and game strategies and tactics.
Autocratic	Involves independent action, and stresses personal authority and the importance of independent decision-making.
Social support	Characterised by a concern for player welfare and which emphasises a positive group climate and warm interpersonal relationships.
Positive feedback	Rewards the player through the recognition and acknowledgement of good performances.

Leadership skills



- How to be a good leader
 - Creativity
 - Sincerity
 - Organization
 - Set rules
 - Flexibility
 - Understanding
 - Time management
 - Administration
 - Delegation
 - Adapt to the age of your players
 - Adapt to tennis
 - Learn and improve
 - Help your players to be leaders
 - Improve your communication skills
 - Wisdom

Playing skills



- Role of playing skills in coaching
- Good player means good coach???
- Continuous education process
- Apprenticeships of observation
- Working with elite players

Coaching knowledge



- Ability to apply knowledge
- Type of knowledge
 - General
 - Practical
 - Theoretical
- Knowledge fields
 - The player
 - The coach
 - The sport
 - The sport sciences

How to become a knowledgeable coach

- Dedicate time for self-improvement
- Basic ways to increasing knowledge
 - Experience
 - Learning
- Difference between novice/experienced/senior coach
- Effective coaches-lifelong learners
- Intelligence

Putting everything together: Coaching styles

- Coaches preferred coaching style
- Myth: Best coaches use a command style
- Best coaches adapt their coaching skills
- When to use command and when to use democratic coaching styles
- Male/female players
- Good coaches
- Myth: A male coach is superior to a female coach

Long-term tennis coach development pathway



- Recognizing your strengths and limitations as a coach
- Self evaluation
 - Introspection
 - Asking feedback from others
 - Assessing and re-evaluation goals
 - Continually learning
 - Contrasting the direction of your professional career-with role models
 - Creating a life and coaching philosophy
 - Seeking a mentor

Improvement and dev. of a coach

Coach's main role	Name of the stage	Characteristics
Apprentice or assistant coach	Fundamental (early development)	<p>Age: Throughout the playing career of the coach.</p> <p>Key skill: As a player (ability to be the own coach), as an assistant coach (ability to conduct training sessions).</p> <p>Knowledge: Main characteristics of tennis play (rules and regulations, training and competition routines, etc.).</p> <p>Attitudes: Love for the game, motivation, kindness, care, cheerfulness, and ability to have fun. Desire to acquire a deeper understanding of the coaching process.</p> <p>Comments:</p> <ul style="list-style-type: none"> • In the event of limited or no playing career, this stage is covered throughout the involvement of the coach in the sport as a parent, official, fan, etc. • Even though many great coaches have been reasonably good players, a good level of play is not a pre-requisite for being a coach, especially when coaching beginner players (Roetert et al., 2003). • Where possible, this coach usually works under supervision and reports to other more experienced or qualified coaches.
Coach	Learning to coach (middle development)	<p>Age: During, toward the end, or upon culmination of the coach's playing career (i.e. David Cup playing captain).</p> <p>Key skill: Ability to conduct and plan training sessions to help players improve their playing level.</p> <p>Knowledge: General principles of coaching for the level of players they are working with (i.e. sports science, teaching methodology, etc.).</p> <p>Attitudes: As above plus basic leadership behaviours.</p> <p>Comments:</p> <ul style="list-style-type: none"> • In the event of limited or no playing career, this stage is covered throughout the first years of coaching, and can be combined with other roles such as parent or official. • This coach may work under supervision and report to more qualified or expert coaches.

Improvement and dev. of a coach

<p>Senior or expert coach</p>	<p>Training to coach (late development)</p>	<p>Age: After approximately 5-10 years of coaching players of any level of play. Key skill: Ability to plan player training and competitive seasons or careers. Supervise other coaches. Knowledge: Specific principles of coaching for the level of players they are working with (i.e. sports science, teaching methodology, etc.). Attitudes: As above and strong work ethic. Comments: <ul style="list-style-type: none"> •Generally, this coach does not work under supervision but may report to other coaches in an organisation. •When working with advanced players, they tend to be full-time professionals. •Coaches working with beginner or intermediate players may combine their coaching role with other occupations (i.e. school teacher). </p>
<p>Master coach</p>	<p>Coaching to coach (innovation)</p>	<p>Age: After more than 10 years of coaching players of any level of play. Key skills: Ability to innovate in coaching (i.e. training systems, development programmes / plans, etc.). Supervise coaches, programmes, organisations, etc. Knowledge: As above plus general coaching and sport science principles applied to sports, not just tennis. Attitudes: As above plus strong leadership and role-model behaviours. Comments: <ul style="list-style-type: none"> •Generally, these coaches assume full responsibility of the programmes or players with whom they are working. •Their accrued coaching experience and knowledge enables them to mentor other coaches (coach of coaches). •Occasionally adopt roles as administrators, managers, officials, etc. </p>
<p>Emeritus coach</p>	<p>Retirement (retaining)</p>	<p>Age: After the coach has retired from coaching permanently: often from 65 years on! Key skills: Ability to reflect on own coaching practice and how it can be of help to other coaches. Knowledge: All aspects of coaching practice. Attitudes: As above plus desire to share life experiences with others. Comments: <ul style="list-style-type: none"> •These coaches typically act as advisers to other fellow coaches, programmes or organisations. </p>

Continuous education



- Keep updated on current trends
- When to develop tennis coaching skills
- Coaches learn from a variety of sources
 - Formal
 - Non-formal
 - Informal
- Coaches develop their coaching by:
 - Being professionally curious
 - Talking to other coaches
 - Purchasing resources
 - Using the internet
 - Attending coaches' workshop

Conclusion



- Coaching is a unique profession
- Recognize their own strengths and limitations
- High ethical and moral standards
- Communication
- Motivate their players to train
- Leadership styles
- Knowledge
- Best coaching styles-flexible and adaptable
- Myths.