



International Tennis Federation

# **Coaches Education Programme**

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

## **Candidate Workbook**

**Programmes**

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Written by Miguel Crespo  
ITF Coaching  
Bank Lane Roehampton  
London SW15 5XZ  
[coaching@itftennis.com](mailto:coaching@itftennis.com)  
[www.itftennis.com/coaching](http://www.itftennis.com/coaching)  
Tel./Fax. 34 96 34 61 90

### Disclaimer

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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. Some activities you will cover during the course on-court sessions are 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
<i>Unit 1</i>	<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
<i>Unit 2</i>	<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
<i>Unit 3</i>	<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
<i>Unit 4</i>	<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

<b>ACTIVITY</b>	<b>16</b>
<b>Title</b>	Programmes
<b>Unit</b>	3. Managing and marketing programmes for beginner and intermediate players
<b>Sub-units</b>	3. Programmes for beginner and intermediate players
<b>Resources</b>	ITF Manual Coaching beginner and intermediate players – Chapter 15 –
<b>Content title</b>	Planning, organising, conducting and evaluating programmes
<b>Competencies</b>	<p><b>Planning the programmes:</b></p> <ul style="list-style-type: none"> <li>• <u>Promotion of the game of tennis</u>: Plan basic promotional programmes to develop the game of tennis.</li> <li>• <u>SWOT analysis</u>: Perform a basic SWOT analysis of the situation.</li> <li>• <u>Strategic framework</u>: Know and understand the basic vision, mission, areas of emphasis, and goals of the plan.</li> <li>• <u>Development plan</u>: Establish a basic development plan for the tennis organisation.</li> <li>• <u>Operational plan</u>: Determine the timetable, resource allocation, and cost.</li> <li>• <u>Implementation strategies</u>: Know and apply basic marketing and management strategies to attract and retain players.</li> </ul> <p><b>Organising the programmes:</b></p> <ul style="list-style-type: none"> <li>• <u>Staff</u>: Manage the coaching staff.</li> <li>• <u>Assignment</u>: Assign basic roles to assistants.</li> <li>• <u>Timetable</u>: Manage own timetable.</li> <li>• <u>Budget</u>: Control basic budgetary issues.</li> <li>• <u>Information</u>: Collect information for the programmes.</li> <li>• <u>Resources</u>: Ensure human and material resources are available.</li> </ul> <p><b>Conducting the programmes:</b></p> <ul style="list-style-type: none"> <li>• <u>Implementing</u>: Implement the basic management and marketing aspects of the projects within the organisation.</li> <li>• <u>Administration</u>: Basic administration of personnel, budgets, etc.</li> <li>• <u>Meetings</u>: Contact, develop basic relationships, report and attend meetings with players, parents, coaches, officials, etc.</li> <li>• Communicate in way that engenders respect between all parties.</li> <li>• Explain and demonstrate basic responsibilities as a role model.</li> <li>• Implement basic strategies for advancing tennis and/or the tennis industry through working in a collaborative manner with officials and other support personnel.</li> <li>• Demonstrate clear non-judgmental communication techniques.</li> </ul> <p><b>Evaluating the programmes:</b></p> <ul style="list-style-type: none"> <li>• <u>Tools</u>: Use a variety of basic assessment tools to evaluate the programme.</li> <li>• <u>Report</u>: Prepare a basic progress report to follow up.</li> <li>• <u>Review and adapt</u>: Re-design the basic programme according to the assessment.</li> </ul>
<b>Time allocated</b>	180 minutes
<b>Materials needed</b>	Pen and paper

1. How can you better promote your tennis programme? Think of 4 strategies that can help you to achieve this. Justify your decision.

<p>a.</p> <p>b.</p> <p>c.</p> <p>d.</p>
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2. Think of your tennis programme. Which are the strengths, weaknesses, opportunities and threats of your programme?

SWOT Analysis	Description
<b>Strengths</b>	
<b>Weaknesses</b>	
<b>Opportunities</b>	
<b>Threats</b>	

3. Do you coach adult beginner and intermediate tennis players? If yes, which are the similarities and differences with the children beginner and intermediate players?

Similarities	Differences
-	-
-	-
-	-
-	-
-	-
-	-

4. Which aspects of your communication style should change when coaching adult beginner and intermediate players? Please indicate and justify your answers.

Aspects of communication that should change	Reasons why

5. Which aspects of your teaching methodology should change when coaching adult beginner and intermediate players? Please indicate and justify your answers.

Aspects of teaching methodology that should change	Reasons why

6. Which competition formats and scoring systems you think are more suitable for adult beginner and intermediate players? Please indicate and justify your answers.

Competition formats and scoring systems more suitable for adults	Reasons why

7. Which programmes do you think are more suitable for adult beginner and intermediate players. Think of some of them you may use or you would like to use and list them.

Name of the programme	Description

8. Which do you think are the advantages of tennis for adult beginner and intermediate players? Indicate and justify your answer.

Area	Advantage	Why?
Social		
Physical		
Psychological		
Medical		

9. Can you think of any marketing strategy that can be specific tailored and applied to adult beginner and intermediate players?

<ul style="list-style-type: none"> <li>-</li> <li>-</li> <li>-</li> <li>-</li> </ul>
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10. How would you “sell” tennis to adults? Write down a slogan:

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11. Do you coach players with physical or psychological disabilities? If yes, which are the similarities and differences with the players who do not have these disabilities?

Similarities	Differences
-	-
-	-
-	-
-	-
-	-
-	-

12. Which aspects of your communication style should change when coaching players with disabilities? Please indicate and justify your answers.

Aspects of communication that should change	Reasons why

13. Which aspects of your teaching methodology should change when coaching players with disabilities? Please indicate and justify your answers.

Aspects of teaching methodology that should change	Reasons why



14. Which competition formats and scoring systems you think are more suitable for players with disabilities? Please indicate and justify your answers.

Competition formats and scoring systems more suitable for players with disabilities	Reasons why

15. Which programmes do you think are more suitable for beginner and intermediate players with disabilities. Think of some of them you may use or you would like to use and list them.

Name of the programme	Description

16. Which do you think are the advantages of tennis for beginner and intermediate players with disabilities ? Indicate and justify your answer.

Area	Advantage	Why?
Social		
Physical		
Psychological		
Medical		

17. Can you think of any marketing strategy that can be specific tailored and applied to beginner and intermediate players with disabilities ?

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18. How would you “sell” tennis to players with disabilities? Write down a slogan:

19. You need to put together a development plan to market and manage your tennis programme. In order to do this, and using the SWOT analysis performed above, fill in the following spaces.

Write down the basic vision you have for your programme:

Explain why:

Write down the basic mission you have for your programme:

Explain why:

Write down the specific areas of emphasis for your development plan:

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Write down the specific goals your development plan:

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20. Determine the timetable, resource allocation, and approximate costs of 4 goals of your programme development plan.

Goal	Timetable	Resource allocation	Approx. Costs

**21. Determine the assigned staff and the roles they will play for each goal.**

Goals	Staff assigned	Roles to play

**22. How are you going to “sell” and market the programme? List several strategies that will help you to do it.**

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**23. If you need to “sell” and market the programme to the parents of beginner and intermediate tennis players, how are you doing to do it? List several strategies that will help you to do it.**

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**24. Which evaluation tools will you use to assess the success of your tennis programme? List several methods that will help you in this process.**

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25. Let's take the example of the game of doubles.

- a. Do you organise doubles competitions as part of your programme? Justify your answer.

- b. Which are the social advantages of doubles for beginner and intermediate players? Justify your answer.

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- c. Which are the physical advantages of doubles for beginner and intermediate players? Justify your answer.

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- d. Which changes in your teaching methodology should you apply when teaching doubles to beginner and intermediate players? Justify your answer.

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26. How will you “sell” and market a doubles programme for beginner and intermediate players? List several strategies that will help you to do it.

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**27. Write down an example of a progress report of your doubles programme for beginner and intermediate players that you would forward to the Board of your club.**

**28. Once you have finished the programme, write down 4 ideas on how you can improve it.**

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**29. What is new? Write 3 new ideas you have learned from this workbook and indicate how you will apply them in your coaching.**

1.

2.

3.