



International Tennis Federation

Coaches Education Programme

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

Candidate Workbook

Coaching female tennis players

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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	16
Title	Coaching female tennis players
Unit	1. Coaching advanced players
Sub-units	1.2 Training theory –Sport Science –Working with female players 1.3 Training practice-Individual & group- Working with female players
Resources	ITF Manual Coaching advanced players – Chapter 16
Content title	Coaching female tennis players
Competencies	<p>Effectively use of time in the training of advanced 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> <ul style="list-style-type: none"> • Ability to establish an intense, focused and disciplined training environment that can facilitate learning. • Focus on developing proper habits with very high level of engagement from the players. • Maintain group control to ensure the safety and enjoyment of the individual and group, and a satisfactory outcome to the experience. • Provide support to players when addressing their individual needs and be aware of relevant cultural or physical factors. <p>Demonstrate basic 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 advanced player 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 advanced 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 advanced players. <p>Conduct drills, activities and games to teach or develop the tennis skills of advanced players:</p> <ul style="list-style-type: none"> • <u>Feeding</u>: Appropriately use feeding skills (safety, direction, height, depth, rhythm, effect, speed, court positioning of player / coach, frequency, etc.) and types (hand, drop, basket, and rally). • <u>Adaptation/differentiation</u>: Review, differentiate and adapt the teaching of a skill in response to feedback by implementing modifications to the teaching method and coaching style in response to results of the monitoring. • <u>Equipment and targets</u>: Effective and appropriate use of adapted facilities, targets depending on the player, the skill and the activity/drill. Facilitate learning through effectively employing a variety of design set-ups which are stimulating and safe. • <u>Progression</u>: Efficient use of difficulty, load, rhythm, optimal challenge, and timing of the different drills and games of the session. Facilitate learning through employing appropriate and sequential progressions.

- Structure of the lesson and type of practice: Efficient structure (introduction-warm-up, main part, cool-down) and use of different types of practice (blocked, random, constant, variable).
- Scoring: Ensure appropriate scoring systems are used in the drills and games.
- Competition: Facilitate competitive match-like situations as soon as possible through appropriate feeding, positioning, equipment, rules, etc, to the level of the advanced players.
- Activity/rotation: Ensure players are active and effectively rotate according to their level and the drill (i.e. maximum 1 coach to 4-6 players).
- Individual attention in group sessions: Emphasise practical involvement while adjusting or refining skills on an individualised basis.

Observation: Undertake observation with minimal disruption to the flow of the drill, activity or game.

Time allocated 120 minutes

Materials needed Pen and paper

1. From a physiological point of view what are the main differences between male and female tennis players.

2. From a psychological point of view what are the differences between male and female tennis players.

3. From a communication point of view is there any difference in coaching male and female players.

4. Puberty and the menstrual cycle associated with female players is a sensitive issue when coaching female tennis players, how would deal with this in your coaching.

5. From a talent identification and detection point of view, are there any principles that one need to know that might be different to males.