



International Tennis Federation

# **Coaches Education Programme**

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

## **Candidate Workbook**

**Teaching Methodology: Coaching**

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### Disclaimer

Whilst care has been taken in the preparation of this workbook the ITF and the contributing authors do not accept any responsibility for any loss, damage or injury caused directly or indirectly by, through, or in connection with, any drill, skill, action, instruction or suggestion depicted in this workbook. Coaches, players and others undertake any drill, skill or action at their own risk.

### 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<br>Biomechanics<br>Teaching methodology<br>Motor learning<br>Psychology<br>Physiology<br>Growth and development<br>Sports Medicine and First aid<br>Physical conditioning<br>Planning and organisation<br>Tactics | Understand and apply the basic training theory principles to coaching advanced players                              |
| Sub Unit 1.3.                            | Training practice (individual & group)                           | Communication<br>Biomechanics<br>Teaching methodology<br>Motor learning<br>Tactics<br>Psychology<br>Planning and organization  | Understand and apply the basic training practice principles to coaching advanced players                            |
| Sub Unit 1.4.                            | Equipment and facilities   | Balls<br>Rackets<br>Courts<br>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<br>Competition formats<br>Code of conduct<br>ITN<br>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<br>Management<br>Administration<br>Marketing<br>Planning<br>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<br>Awareness<br>Personal development<br>Anti-doping<br>Educational programmes   | Understand and apply the fundamentals of education to organise basic educational programmes for advanced players    |

|                      |  |
|----------------------|--|
| <b>ACTIVITY</b>      | <b>8</b>   |
| <b>Title</b>         | Teaching methodology: Coaching   |
| <b>Unit</b>          | <ol style="list-style-type: none"> <li>1. Coaching advanced players</li> <li>2. Organizing competitions</li> <li>4. Educating advanced players, parents, and coaches</li> </ol>  |
| <b>Sub-units</b>     | <ol style="list-style-type: none"> <li>1.2. Training theory – sport science – training systems</li> <li>1.3 Training practice – individual &amp; practice – training systems</li> <li>1,4 Equipment and facilities</li> </ol>  |
| <b>Resources</b>     | ITF Manual Coaching advanced players – Chapter 2   |
| <b>Content title</b> | Teaching methodology: Coaching   |
| <b>Competencies</b>  | <p><b>Demonstrate basic methodology knowledge and application through using adequate teaching methods and coaching/instructional styles to meet the needs of the players.</b></p> <ul style="list-style-type: none"> <li>• <u>LTPD</u>: Match basic teaching/learning methods to participant’s developmental age and stage of development</li> <li>• <u>Coaching styles</u>: Effectively demonstrate and perform basic common coaching styles (i.e. autocratic, co-operative) which comply with best practice principles of tennis according to the situation and/or the players.</li> <li>• <u>Teaching methods</u>: Select and implement basic teaching methods (i.e. command, practice, guided discovery, problem solving) suited to advanced players 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.</li> <li>• <u>Progressions</u>: Facilitate learning through employing basic appropriate and sequential technical and tactical progressions and regressions for all basic strokes and skills. Develop the session using a discovery method.</li> <li>• <u>Transition</u>: Ensure a smooth transition from one activity to another and emphasise decision making training by using basic technical training to enhance tactical execution.</li> <li>• <u>Information</u>: Deliver basic relevant 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 tennis.</li> <li>• <u>Review and adapt</u>: Review and adapt the basic teaching of a skill in response to feedback.</li> <li>• <u>Training systems</u>: Understand and apply the basic sport science and experience knowledge and skills as they relate to the use of different training systems (on- and off-court) for the improvement of the player’s competitive performance.</li> </ul> <p><b>Effective use of space / facilities and teaching aids / adapted equipment:</b></p> <ul style="list-style-type: none"> <li>• Allocate sufficient space and resources for the drill, activity and/or game.</li> <li>• Facilitate learning by including a variety of equipment and design set-ups which are stimulating and safe.</li> <li>• Make efficient use of the adapted equipment for advanced players.</li> </ul> <p><b>Conduct drills, activities and games to teach or develop the tennis skills of advanced players:</b></p> <ul style="list-style-type: none"> <li>• <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).</li> <li>• <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.</li> <li>• <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.</li> <li>• <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.</li> <li>• <u>Structure of the lesson and type of practice</u>: Efficient structure (introduction-warm-up, main part, cool-down) and use of different types of practice (blocked, random, constant, variable).</li> <li>• <u>Scoring</u>: Ensure appropriate scoring systems are used in the drills and games.</li> <li>• <u>Competition</u>: Facilitate competitive match-like situations as soon as possible through appropriate feeding, positioning, equipment, rules, etc, to the level of the advanced players.</li> <li>• <u>Activity/rotation</u>: Ensure players are active and effectively rotate according to their level and the drill (i.e. maximum 1 coach to 4-6 players).</li> <li>• <u>Individual attention in group sessions</u>: Emphasise practical involvement while adjusting</li> </ul> |

- 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

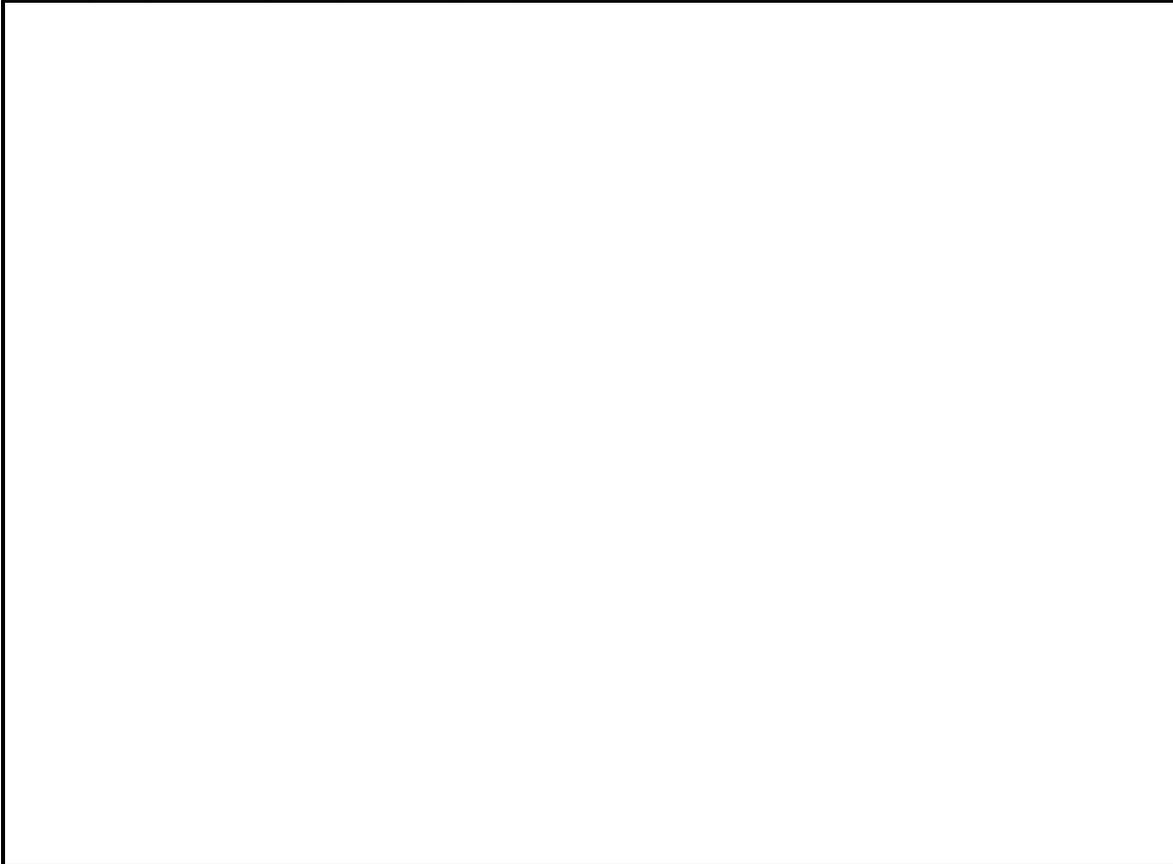
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**1. Please define what an open skill is and also why tennis is called an open skill sport**

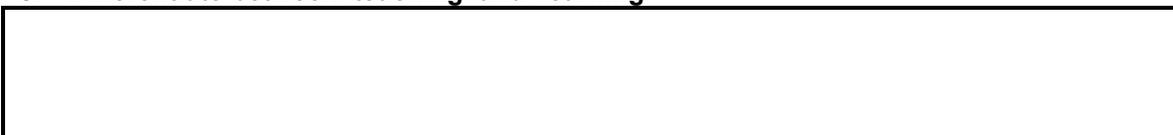
Definition:

Tennis an open skill sport?:

**2. By way of a diagram plot the cycle process of the action method**



**3. Differentiate between 'teaching' and 'learning'**



**4. Below are listed the four steps of teaching. Through an example give more understanding for each step either a technique or tactical lesson.**

Introduction of the skill:

Demonstration and explaining:

Practicing the skill:

Correct the errors:

**5. Explain in detail the three stages of learning and give a practical example that best typifies each stage**

Cognitive stage:

Associative stage:

Autonomous stage:

**6. When teaching technique a coach could use the whole or part practice. Please give more understanding of the whole vs part format of practice under the following comments.**

When to break technique into parts:

Where to break technique into parts:

Integrating parts back into the whole:

**7. Please give more understanding/clarity of the term task complexity under the two following scenarios.**

Whole vs part practice method:

Three stages of learning:

**8. Please give more understanding and clarity of the term inter dependence of the parts under the two following scenarios.**

Whole vs part practice method:

Three stages of learning:

**9. In each box below are the 7 principles for technical/tactical skill practice. Under each skill explain how this practice can be adhered to by a coach.**

Principle 1: Practice the right technique

Principle 2: Practice the technique in gauzelike conditions

Principle 3: Practice principles: short and frequent

Principle 4: Effectiveness: time

Principle 5: Effectiveness: facilities and equipment

Principle 6: Outcome opportunities: success and failure

Principle 7: Outcome opportunities: Fun

**10. Listed below are 6 time wasters and 6 time savers. Please fill in the missing boxes.**

Time waster 1: Athletes are waiting for a chance to perform an activity

Time saver 1:

Time waster 2:

Time saver 2: Keep demonstrations, explanations, and feedback concise

Time waster 3: Moving between activities

Time saver 3:

Time waster 4: The selection of useless drills

Time saver 4:

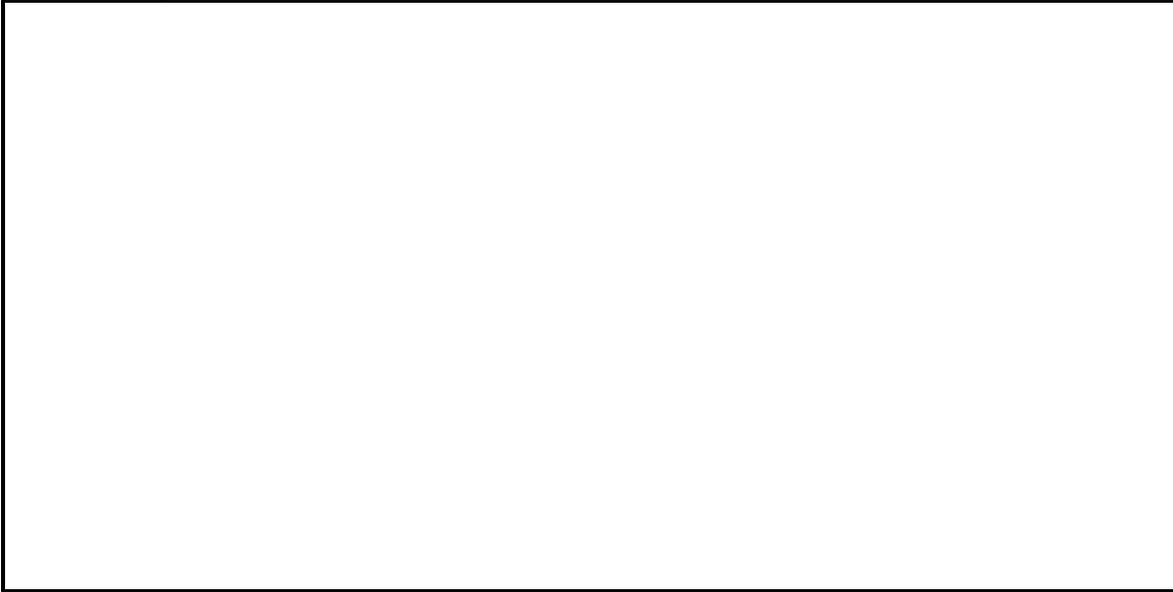
Time waster 5: Dealing with athletes' misbehaviour

Time saver 5:

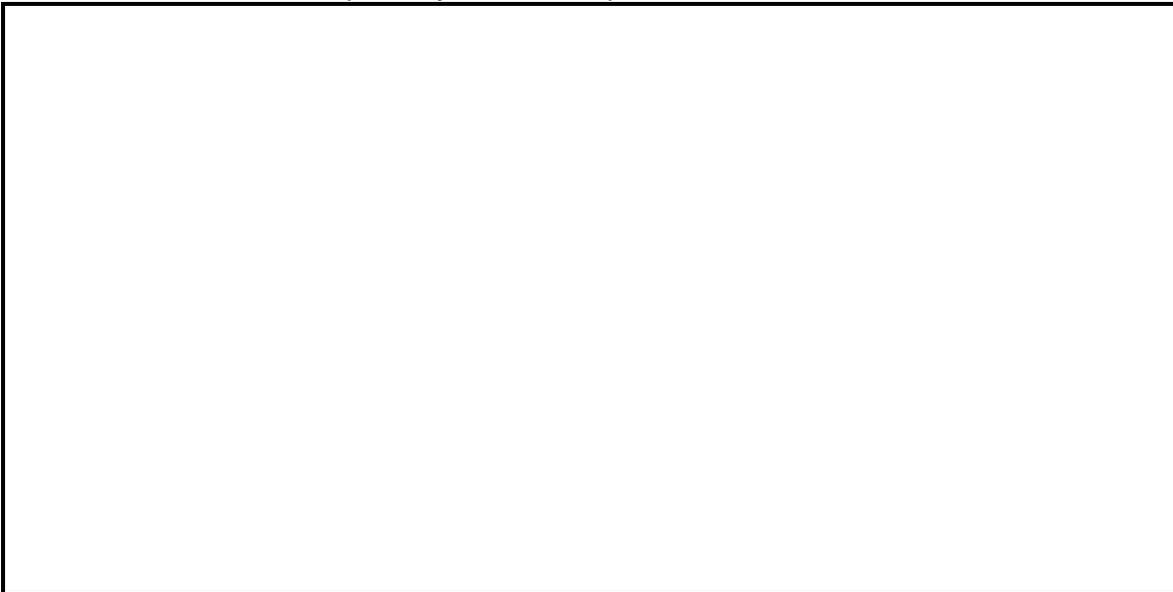
Time waster 6:

Time saver 6: Be sufficiently organized to make the best use of the facilities and equipment available.

**11. By way of a pie chart show the different percentages of learning through visual, auditory, and kinaesthetic?**

A large, empty rectangular box with a black border, intended for the student to draw a pie chart showing the distribution of learning styles.

**12. How can you as a coach ascertain whether a player is a visual, auditory, or kinaesthetic learner? (clue: eye movement)**

A large, empty rectangular box with a black border, intended for the student to write their answer to the question about identifying learning styles.

**13. List the command teaching styles applied to tennis?**

A large, empty rectangular box with a black border, intended for the student to list the command teaching styles used in tennis.

14. List the discovery teaching styles applied to tennis?

|  |  |
|--|--|
|  |  |
|--|--|

15. Match up the teaching styles applied to tennis to the essential characteristics

|    | Essential Characteristic  |   | Teaching style            |
|----|---|---|---------------------------|
| 1  | Learners do as they are told  | A | Self-check                |
| 2  | The learner makes some decisions during practice                            | B | Reciprocal/Buddy teaching |
| 3  | Planned by teacher, executed by individuals                                 | C | Inclusion                 |
| 4  | Feedback made in relation to clearly stated criteria                        | D | Command                   |
| 5  | Planned by teacher  | E | Self teaching             |
| 6  | Effective questioning by the teacher is fundamental                         | F | Practice/Task             |
| 7  | Frequently pupils are organized into groups to encourage sharing of ideas   | G | Individual programme      |
| 8  | The learner plans and design the programme                                  | H | Problem solving           |
| 9  | The learner executes the programme and submits an evaluation to the teacher | I | Guided discovery          |
| 10 | The learner is both teacher and learner, working full independently         | J | Learner initiatives       |

16. Match up the teaching styles applied to tennis to the likely objectives

|   | Likely Objective   |   | Teaching style            |
|---|--|---|---------------------------|
| 1 | Learner is both teacher and learner, working fully independently | A | Self-check                |
| 2 | To develop self confidence                                       | B | Reciprocal/Buddy teaching |
| 3 | To promote self confidence                                       | C | Inclusion                 |
| 4 | To develop the ability to work on and solve problems             | D | Command                   |
| 5 | To engage learners in a convergent process                       | E | Self teaching             |

|    |                                 |   |                      |
|----|---------------------------------|---|----------------------|
|    | of discovery                    |   |                      |
| 6  | To enable everyone to succeed   | F | Practice/Task        |
| 7  | To create independence          | G | Individual programme |
| 8  | To develop communication skills | H | Problem solving      |
| 9  | To improve skill                | I | Guided discovery     |
| 10 | Safety and discipline           | J | Learner initiatives  |

17. As a coach which style do you predominately use and why or does it depend on the situation

18. From your personal feedback in question 17 ask a colleague to watch your lesson to see if you agree on the teaching style you predominately use.

19. When talking about class organization with use of the below headings differentiate between working with beginner and intermediate players and advanced players.

The number of stations

The number of tasks

The degree of difficulty of the task

Amount of time for each task

20. In a group lesson of 4 children you have a theme of serving game. You have two different levels. How would you practice the theory of differentiation under the following headings?

The rules of the game

Changing the court area

Changing the equipment

21. Please find below a coach's behaviour checklist. Grade yourself to your best knowledge.
22. Get a colleague to fill out this coach's behaviour checklist on your behalf
23. List at least 3 strengths and 3 weak areas

24. Explain how you are going to develop your strengths and improve your weak areas relative to before the class, during the class and after the class.

## 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 |   |   |   |   |
|--------------------|---|-------|---|---|---|---|
|                    |   | 5     | 4 | 3 | 2 | 1 |
|                    |   | +     |   |   |   | - |
| 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 |
| <b>After the class</b> | 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    |        |
| <b>TOTAL</b>       |        |

## 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 |   |   |   |   |
|--|--|-------|---|---|---|---|
|  |  | 5     | 4 | 3 | 2 | 1 |
| <b>Verbal</b>  |  | + -   |   |   |   |   |
|  | 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 |   |
| <b>Non-verbal</b>  | 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         |        |

**25. Ask a tennis coaching colleague to use the communication checklist above to list things to improve:**

**Non- Verbal communication:**

1.

2.

3.

**Verbal communication:**

1.

2.

3.