Challenges of International Federations in coach education and coaching qualifications - experience of the ITF

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International Tennis Federation
Rio Maior, Portugal, September 2007
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- Juniors
- Wheelchair
- Equipment
- Tournaments
- Training
- Facility grants

[www.itftennis.com/development]
ITF and Coaches’ Education

• Goals:
  – Help educate around 200 NA as to the importance of CE
  – Improve level of coaching worldwide
  – Assist NA develop their own CEP’s

• Means:
  – ITF – GSDF budget
  – IOC-OS help

• ITF does NOT certify coaches
• NAs certify their coaches using the ITF syllabi
ITF Coaches’ Education Programme

Certification
- Level 1 (61 hrs.)
- Level 2 (74 hrs.)
- Level 3 (84 hrs.)

Resources
- Books
- Videos
- Internet

Conferences
- Worldwide
- Regional
- Nationals

Courses
- Modules
- Travelling academies
- Training Camps
- Tutor training
- E-learning

Scholarships
- Training centres
- Training camps
- Courses
- Research grants

ITF Coaches Commission
Olympic Solidarity
## ITF and Coach Education Conceptual Differences

<table>
<thead>
<tr>
<th>COACHES EDUCATION</th>
<th>COACHES CERTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>General programme</td>
<td>Certificate</td>
</tr>
<tr>
<td>All your life</td>
<td>Exam</td>
</tr>
<tr>
<td>Tennis and non-tennis</td>
<td>Levels</td>
</tr>
<tr>
<td></td>
<td>Depending on the system</td>
</tr>
</tbody>
</table>
Background

• Contacts with non-tennis organisations
  – EU
  – IOC
  – Private: HK

• Activities with tennis organisations:
  – ITF Coaches’ Commission
  – ITF Task Force on Coaches’ Education
  – Workshops and seminars
Background

• First contacts in November 1990:
  – Project Europe 1992
  – Meeting at the NSC in Papendal (Holland)
  – Tennis, gymnastics, skiing, swimming, football, volleyball
  – “Status of the trainer/coach in sports after 1992”
  – Executive profile
Background

• 2005 meetings:
  – London, Warsaw, Rio Maior, Limmerick

• 2006 meetings:
  – Budapest, Valencia, Magglingen, Barcelona, Lausanne

• 2007 meetings:
  – Budapest, Beijing, Rio Maior
Analysing the Status of Tennis Coaches’ Education

• 2003
• Mandate of the ITF Coaches’ Commission to the ITF Development Department
• In:
  – The most developed tennis nations
  – Less developed tennis nations

• Goals of the Research:
  – Collate and compare the characteristics of the CEP’s of as many NA as possible
  – Produce a comparison chart to highlight the structure and content of the different systems
  – Facilitate the establishment of equivalence between CEP’s
## Coaches’ Education Status of 199 Nations Affiliated to the ITF

<table>
<thead>
<tr>
<th>Nat. Ass. Use ITF Syllabi</th>
<th>Nat. Ass. follows ITF syllabi combined with own CEP</th>
<th>Nat. Ass. has its own CEP</th>
<th>Nat. Ass. has no formal CEP in place</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>North America</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>CA &amp; Caribbean</td>
<td>19</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>South America</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Europe</td>
<td>5</td>
<td>5</td>
<td>34</td>
<td>4</td>
</tr>
<tr>
<td>Africa</td>
<td>45</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Asia</td>
<td>31</td>
<td>2</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Pacific Oceania</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>108</td>
<td>12</td>
<td>45</td>
<td>34</td>
</tr>
</tbody>
</table>
Results

• General results:
  – Information collected from 199 ITF member nations
  – 99.8% return of the 200 NA affiliated to ITF
• Of the 199 nations surveyed:
  – 82.9% (165) have a CEP in place
  – 17% (34) have no CEP
• Of the 165 nations with CEP in place:
  – 27.2% (45) have their own CEP
  – 65.4% (108) use the ITF syllabi
  – 8.4% (12) have their own CEP combined with ITF
• Not including ITF-organised coaches’ courses held in almost all member nations
• Europe is the region with most nations with own CEP’s
Cumulative Hours Across Three Levels of CE (with tutor present)
## Results - Tutor contact hours

### All Tennis Nations

<table>
<thead>
<tr>
<th>Country</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hrs (22*)</td>
<td>2265</td>
<td>3419</td>
<td>3992</td>
<td>2926</td>
</tr>
<tr>
<td>Average (22*)</td>
<td>102.9</td>
<td>155.5</td>
<td>199.6</td>
<td>365.8</td>
</tr>
<tr>
<td>Average hrs (108 + 22)</td>
<td>68.1</td>
<td>87.7</td>
<td>93.6</td>
<td></td>
</tr>
</tbody>
</table>
Initial conclusions

• Tremendous diversity in the characteristics of the CEP’s of the top 25 tennis nations.
• Perceived need for establishing equivalence between existing CEP’s.

Next step - 2005

• Comparison of tutor-contact hours
• Minimum criteria: ITF Level 1-2-3 approved and recommended by the ITF Coaches Commission (1997):
  – Level 1: 61 hours
  – Level 2: 74 hours
  – Level 3: 84 hours
<table>
<thead>
<tr>
<th>Country</th>
<th>Level 1 (61 hours)</th>
<th>Level 2 (74 hours)</th>
<th>Level 3 (84 hours)</th>
<th>Reaches 219 hrs in 3 levels?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hours</td>
<td>Course ±</td>
<td>Course ±</td>
<td>Course ±</td>
</tr>
<tr>
<td>Australia</td>
<td>63</td>
<td>-2</td>
<td>105</td>
<td>-31</td>
</tr>
<tr>
<td>Austria</td>
<td>160</td>
<td>-99</td>
<td>212</td>
<td>-138</td>
</tr>
<tr>
<td>Belgium (*)</td>
<td>66</td>
<td>-5</td>
<td>80</td>
<td>-6</td>
</tr>
<tr>
<td>Brasil (*)</td>
<td>23</td>
<td>+38</td>
<td>28</td>
<td>+46</td>
</tr>
<tr>
<td>Canada (*)</td>
<td>16</td>
<td>+84</td>
<td>50</td>
<td>+24</td>
</tr>
<tr>
<td>China (*)</td>
<td>72</td>
<td>-9</td>
<td>72</td>
<td>+2</td>
</tr>
<tr>
<td>Croatia</td>
<td>240</td>
<td>-179</td>
<td>540</td>
<td>-466</td>
</tr>
<tr>
<td>Czech Rep.</td>
<td>60</td>
<td>+1</td>
<td>180</td>
<td>-106</td>
</tr>
<tr>
<td>France (*)</td>
<td>105</td>
<td>-44</td>
<td>45</td>
<td>+29</td>
</tr>
<tr>
<td>Germany (*)</td>
<td>150</td>
<td>-89</td>
<td>150</td>
<td>-76</td>
</tr>
<tr>
<td>Great Britain (*)</td>
<td>91</td>
<td>-30</td>
<td>96</td>
<td>-22</td>
</tr>
<tr>
<td>Israel</td>
<td>220</td>
<td>-120</td>
<td>440</td>
<td>-366</td>
</tr>
<tr>
<td>Italy (*)</td>
<td>30</td>
<td>+31</td>
<td>50</td>
<td>+24</td>
</tr>
<tr>
<td>Japan</td>
<td>60</td>
<td>+1</td>
<td>40</td>
<td>+34</td>
</tr>
<tr>
<td>Netherlands</td>
<td>270</td>
<td>-209</td>
<td>200</td>
<td>-126</td>
</tr>
<tr>
<td>Poland</td>
<td>140</td>
<td>-79</td>
<td>310</td>
<td>-236</td>
</tr>
<tr>
<td>Portugal</td>
<td>60</td>
<td>+1</td>
<td>90</td>
<td>+16</td>
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<tr>
<td>Romania</td>
<td>225</td>
<td>-164</td>
<td>120</td>
<td>-46</td>
</tr>
<tr>
<td>Slovak Rep.</td>
<td>60</td>
<td>+1</td>
<td>150</td>
<td>-78</td>
</tr>
<tr>
<td>Spain</td>
<td>120</td>
<td>-20</td>
<td>310</td>
<td>-236</td>
</tr>
<tr>
<td>Sweden</td>
<td>36</td>
<td>+25</td>
<td>81</td>
<td>-7</td>
</tr>
<tr>
<td>Switzerland</td>
<td>35</td>
<td>+26</td>
<td>84</td>
<td>+10</td>
</tr>
<tr>
<td>USA</td>
<td>6</td>
<td>+55</td>
<td>30</td>
<td>+44</td>
</tr>
<tr>
<td>ITF</td>
<td>61</td>
<td>+55</td>
<td>74</td>
<td>+44</td>
</tr>
</tbody>
</table>

- In brackets nr of tutor contact hrs each nation should:
  - add (+ red = less than minimum required) or
  - detract (- black = more than minimum required for 3 levels)...
  - to reach the minimum contact hrs in each level as proposed.
- (*) Nations with + than 3 levels.
- EU nations in grey.
• This research leads to:
  1. Establishment an agreed framework for CEd in tennis
  2. Define and agree minimum standards of coach competencies for different levels
  3. Agree uniform guidelines and criteria for recognition of CEd systems by the ITF
  4. Develop Memorandum of Understanding between NAs and ITF

• Agreement on:
  – Levels:
    • Pre-requisites & entry requirements
    • Number of levels
    • Names of levels
    • Contents
    • Learning methods
    • Teaching loads - credits
    • Testing & assessment
    • Tutors
    • Recognition of current competence
    • Quality control
1. Building & agreeing a Coaches’ Education framework

- ECC experience
- Information on:
  - Long-term player development
  - Long-term coach development
  - Models of adult education
  - New trends in education
AGREED FRAMEWORK OF TENNIS COACHING QUALIFICATIONS (ITF Task Force on CEd, 2006)

I. PROFESSIONAL AREA

COACHING TENNIS

Master Coach
Expert Coach
Coach
Assistant Coach

Long-term coach development

(*)

II. STANDARD OCCUPATION

Coach of beginner – starter players
Coach of intermediate players
Coach of advanced players

(*)

III. ACTIVITIES

Tasks

IV. LEARNING OUTCOMES / V. COMPETENCES

1. SKILLS (FUNCTIONAL) KNOW-HOW
2. KNOWLEDGE (COGNITIVE) KNOW WHAT
3. PERSONAL & PROFESSIONAL COMPETENCES
4. KEY COMPETENCES

VI. CURRICULUM MODEL

1. ENTRY REQUIREMENTS
2. CONTENTS/MODULES/UNITS
3. NR. OF CREDITS
4. LEARNING METHODS
5. ASSESSMENT TYPES
6. RESOURCES
7. QUALITY CONTROL
8. TUTORS
9. CAREER PERSPECTIVES

(*)

1. EMPLOYMENT

Expert Coach
Master Coach
Coach
Assistant Coach

Long-term coach development

(*)

2. COMPETENCIES

TRAINING
Plan, Organise Conduct, Evaluate

COMPETITION
Plan, Organise Conduct, Evaluate

MANAGEMENT
Plan, Organise Conduct, Evaluate

EDUCATION
Plan, Organise Conduct, Evaluate

(**)
### 2. Defining and agreeing on Coach competencies

<table>
<thead>
<tr>
<th></th>
<th>Beginner</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assistant</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Coach</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Expert</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Master</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LTPD**

**LTCD**
Define beginner - starter player

- Just been introduced to the game
- Limited playing and competitive experience
- Basic level of play
- International Tennis Number ITN 10 (10.3, 10.2, 10.1), ITN 9 and ITN 8 categories.
- Each NA may define this level according to their own rating/ranking or player performance/development criteria.

Define coach of beginner - starter players

- Be able to effectively and safely coach players of this level of play on his own
- Work under supervision reporting to more qualified coaches
- May supervise assistant coaches
- Competencies fall into the “coach” category of the LTCD model.
- Each NA may define this level according to their own criteria.
Mutual recognition of competencies and courses

- The proposed competencies in this document are close to those of:
  - **France**: Initiateur 1 & 2
  - **Great Britain**: Development Coach Award
  - **Australia**: Junior Development Coach
  - **Germany**: C Level coach
  - **Spain**: Monitor Nacional de Tenis
  - **The Netherlands**: Tennis teacher
  - **Belgium**: Assistant and Initiator
  - **Canada**: Club Professional 1-2
  - **Austria**: Instructor
  - **Croatia**: Teacher
  - **Czech Republic**: Level 3
  - **Italy**: IS2
  - **Sweden**: TLK 1, TLK 2, TK1, TK2
<table>
<thead>
<tr>
<th>Unit No</th>
<th>Unit Title</th>
<th>Tutor contact on-court (including tests)</th>
<th>Tutor contact off-court (including tests)</th>
<th>Other</th>
<th>Total</th>
<th>Unit delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Coaching beginner - starter players</td>
<td>40</td>
<td>28</td>
<td>144</td>
<td>212</td>
<td>All</td>
</tr>
<tr>
<td>Sub Unit 1.1.</td>
<td>Level of play</td>
<td>2</td>
<td>0</td>
<td>8 (*)</td>
<td>10</td>
<td>All</td>
</tr>
<tr>
<td>Sub Unit 1.2.</td>
<td>Training theory (Sport Science)</td>
<td>0</td>
<td>26</td>
<td>32 (+)</td>
<td>58</td>
<td>All</td>
</tr>
<tr>
<td>Sub Unit 1.3.</td>
<td>Training practice (individual &amp; group)</td>
<td>38</td>
<td>0</td>
<td>100 (#)</td>
<td>138</td>
<td>All</td>
</tr>
<tr>
<td>Sub Unit 1.4.</td>
<td>Equipment and facilities</td>
<td>0</td>
<td>2</td>
<td>4 (+)</td>
<td>6</td>
<td>All</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Organising competitions for beginner - starter players</td>
<td>0</td>
<td>2</td>
<td>4 (+)</td>
<td>6</td>
<td>All</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Managing and marketing tennis programmes for beginner – starter players</td>
<td>0</td>
<td>2</td>
<td>4 (+)</td>
<td>6</td>
<td>All</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Educating beginner - starter players, parents and coaches</td>
<td>0</td>
<td>2</td>
<td>4 (+)</td>
<td>6</td>
<td>All</td>
</tr>
<tr>
<td>TOTALS</td>
<td></td>
<td>40</td>
<td>34</td>
<td>156</td>
<td>230</td>
<td></td>
</tr>
</tbody>
</table>

• (+) E-learning pre or during course  
• (*) Pre or post course playing experience  
• (#) Post-course coaching experience
Developing and applying a coaching philosophy in the plan:

- Develop a basic and general philosophy of coaching (learner centered).
- Establish the appropriateness of training and competition levels and other activities in relation to each player's stage of development.
- Identify engaging / enjoyable task-oriented coaching activities that promote participation.
- Ability to basically use “communication skills/styles”.
- Clarify personal philosophies relating to sportsmanship, winning/losing and holistic development of the player in relation to particular situations and players groups.
- Document the role of the coach in regard to required tennis specific skills and knowledge according to accepted practices and the tennis culture.
- Identify and document the basics of the stage of skill learning.
- Identify the basic benefits of planning.
- Understand the basic principles of goal-setting (long, mid, short-term).
- Plan the session in advance, individually or with assistant coaches.
- Follow a Code of Conduct for tennis coaching.

Performance criteria - Learning outcome:

- The coach is able to design basic fundamental training session plans based on players' characteristics, tennis demands and sport science principles, by identifying and documenting the aim of each session, description of each activity, equipment and group set-up. The coach can also help more experienced and qualified coaches in the design of annual training plans.

Method of assessment:

- Written test + On-court coaching test

<table>
<thead>
<tr>
<th>Element of competency</th>
<th>Performance criteria - Learning outcome</th>
<th>Method of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan the training of beginner - starter players</td>
<td>Developing and applying a coaching philosophy in the plan:</td>
<td>Written test</td>
</tr>
<tr>
<td></td>
<td>• Develop a basic and general philosophy of coaching (learner centered).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Establish the appropriateness of training and competition levels and other activities in relation to each player's stage of development.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify engaging / enjoyable task-oriented coaching activities that promote participation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ability to basically use “communication skills/styles”.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clarify personal philosophies relating to sportsmanship, winning/losing and holistic development of the player in relation to particular situations and players groups.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Document the role of the coach in regard to required tennis specific skills and knowledge according to accepted practices and the tennis culture.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify and document the basics of the stage of skill learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Identify the basic benefits of planning.</td>
<td></td>
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<td></td>
<td>• Understand the basic principles of goal-setting (long, mid, short-term).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Plan the session in advance, individually or with assistant coaches.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Follow a Code of Conduct for tennis coaching.</td>
<td></td>
</tr>
</tbody>
</table>
Way forward in competencies

- Develop and agree competencies for Expert and Master coach levels
- LTCD assessment criteria
- Related to life-long learning
3. Guidelines for developing a NA Coaches’ Ed structure

- Quality criteria guidelines of C Ed programmes structures
- Provide evidence
- ITF recognition
- Memorandum of Understanding ITF - NAs
- Components of C Ed systems:

1. Coaches’ Education Department
2. Coaches’ Education Director and staff
3. Coaches' Education programme / structure
4. Coaches' Education calendar / schedule
5. Coach licensing programme
6. Coaches' Education resources
7. Coaches and / or Sport Science Commission
8. Education Professional Development Programme
Coaches’ Education Director

- Name of the position:
- Reporting to (name of the person and of the position):
- Name of the CE Director:
- Contact details of the CE Director (mailing address, phone, fax, e-mail, skype, etc.):
- Number of years holding the position of CE Director:
- Enclose a cv of the CE Director (max. 100 words):

<table>
<thead>
<tr>
<th>Sub-criteria</th>
<th>Minimum evidence required</th>
<th>Potential / Recommended Submission Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>COACHES EDUCATION DIRECTOR</td>
<td>The CE Director has an appropriate background to manage the CE system of the NA. It is suggested that the cv of the CE Director reflects the appropriateness of the individual to the position.</td>
<td>- General details as requested in the list above. - Cv of the CE Director.</td>
</tr>
</tbody>
</table>
Way forward in NA Coaches Education recognition

• Agree the final document
• January 2008:
  – NAs to send their proposals for ITF recognition
  – ITF to start the process of recognising NAs C Ed programmes
  – Sign Memorandums of Understanding
ITF Coaches’ Ed Programme

Future directions

• E-learning
• Tutor training
• Competence Based Training:
  – Recognition of Current Competence
  – CBT assessment
  – Life-long learning
Tennis iCoach

The ITF’s New Members Only tennis coaching website.

Featuring:

Video (ATP & WTA Players, ITF Coaching Conferences), Technical & Biomechanical Analysis, eLearning Modules, Sequence Photographs, Specialist Tennis Articles plus much, much more!