

Coaches

COACH GUIDE

1. Certification Process
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4. Fail to plan; plan to fail
5. They are not 'your' players





Certification in Canada

Certification Levels

The following table summarizes the skills obtained by an individual at each level of certification.

In order **to be trained** at any level of certification, individuals must attend a certification course.

In order **to be certified** at any level of certification, individuals must successfully complete on and off court evaluation requirements.

Certification Level	What type of position are they trained for	What are they certified to do	What are they <i>not</i> certified to do
Instructor	<ul style="list-style-type: none"> • Park / Recreation Dept. or seasonal club pro for group lessons from 1.0 – 2.5 • “Fundamental” Stage of the LTAD 	<ul style="list-style-type: none"> • Implement preplanned content for the 1.0 – 2.5 level player • Run cooperative drills on 1-3 courts • Coach in a manner consistent with the Code of Ethics • Note: This individual has basic info on rules, equipment, strategy & tactics, health & psychological considerations, how people learn, wheelchair tennis and info pertaining to the profession of tennis. 	<ul style="list-style-type: none"> • Administer private lessons • Provide group training that involves basket feeding • Work with players stronger than a 2.5 level
Club Professional 1 (formerly Coach 1)	<ul style="list-style-type: none"> • Entry level Assistant Pro at a large club • Assistant Pro at a summer camp or club • “Fundamental” and “Active for Life” Stage of LTAD 	<ul style="list-style-type: none"> • Provide private & group lessons from 1.0-3.5 • Design basic lesson content • Run introductory club programming • Coach in a manner consistent with the Code of Ethics 	<ul style="list-style-type: none"> • Train or develop high performance juniors • Plan and run a full slate of club programming • Work with players stronger than a 3.5 level • Design/plan yearly training plans
Club Professional 2	<ul style="list-style-type: none"> • Club Pro at a seasonal or year round club • Camp coordinator or camp supervisor • “Active for Life” Stage of LTAD 	<ul style="list-style-type: none"> • Plan, market, promote and run full slate of club programming, including: <ul style="list-style-type: none"> - Round robins - Leagues - Social events - Tournaments - Ladders - New member activities - Instructional programs • Teach and train technique and tactics in private, semi private, small group and large group situations for players of all ages and levels (up to 4.5) • Organize & run team practices with doubles tactics and strategies • Prepare budgets for club programs & events • Coach in a manner consistent with the Code of Ethics • Note: This individual has a clear understanding of the business of clubs, including customer service both on and off court 	<ul style="list-style-type: none"> • Train or develop high performance juniors • Work with players stronger than a 5.0 level • Oversee large indoor tennis club or multi-sport club tennis department

Certification Level	What type of position are they trained for	What are they certified to do	What are they not certified to do
Club Professional 3	<ul style="list-style-type: none"> • Director of Tennis or Head Professional at a large yearly club • Camp Director overseeing a staff of Pro's • “Active for Life” Stage of LTAD 	<ul style="list-style-type: none"> • Oversee all administrative duties • Supervise a staff of assistants • Oversee all pro-run programs • Design club programs & events for profit • Create, oversee & implement a complete club “Marketing & Promotion” program • Provide on court training for club pros • Design/plan and manage a large summer camp program • Manage & operate a pro shop Coach in a manner consistent with the Code of Ethics • Note: This individual is proficient at organizing & running any type of lesson or program 	<ul style="list-style-type: none"> • Train or develop high performance juniors • Work with players stronger than a 5.5 level • Design/plan yearly training plans for high performance players
Coach 2	<ul style="list-style-type: none"> • Trained as a Coach to work with competitive juniors in the “Fundamental” and “Developing” Stages of LTAD (Girls 5 – 11; Boys 5 – 12) and/or adults up to 5.5 	<ul style="list-style-type: none"> • Plan a practice and coach during practice • Design a training program respecting the requirements of the LTAD stage of the athlete • Coach and provide support during competition • Analyze performance • Design a training program • Manage a junior development program • Coach in a manner consistent with the Code of Ethics 	<ul style="list-style-type: none"> • Role of a club professional with an orientation towards recreational club members or the organization and implementation of off-court club programming • Oversee member-based operations at a tennis club
Coach 3	<ul style="list-style-type: none"> • Trained as a Coach to work with competitive juniors in the “Consolidating” Stage of LTAD (Girls 12 – 14; Boys 13- 15) and/or adults up to 5.5 	<ul style="list-style-type: none"> • Plan a practice and coach during a practice • Design a training program respecting the requirements of the LTAD stage of the athlete • Manage a junior development program • Coach and provide support during competition • Analyze performance • Coach in a manner consistent with the Code of Ethics 	<ul style="list-style-type: none"> • Role of a club professional with an orientation towards recreational club members or the organization and implementation of off-court club programming • Oversee member-based operations at a tennis club
Coach 4	<ul style="list-style-type: none"> • Trained as a Coach to work with competitive juniors in the “Learning to Perform” and “Learning to be a Pro” Stages of LTAD (Female 15 – 21; Male 16 – 23) 	<ul style="list-style-type: none"> • Train National Level junior and senior athletes 	
Coach 5	<ul style="list-style-type: none"> • Experienced Coach with Pros in the “Living as a Pro” Stage of LTAD 	<ul style="list-style-type: none"> • Train and manage internationally competitive athletes 	

YOUR GUIDE TO FINDING THE BEST (SUITED) COACH FOR YOU

THE COACH

THE CIRCUS MASTER

CHARISMATIC
LOTS OF ONE-LINERS
OUTGOING, FUN, SOCIAL

THE QUICK FIX COACH

MOST COACHES ARE LIKE THIS
MASTER OF MANY SKILLS
GOOD AT MOTIVATING/INSPIRING

THE MASTERY COACH

LONG TERM PLANNER
DEEP LEARNING
NOT ALWAYS FUN

THE STUDENT

HIT AND GIGGLE STUDENT

WANTS TO HAVE FUN, SOCIAL
GET FIT, AND ENJOY THE GAME
EASY GOING AND LAID BACK

DON'T TOUCH MY STROKES

SAYS THEY WANT TO IMPROVE
BUT NOT WILLING TO GO BACK
TO MOVE FORWARD

THE MASTERY STUDENT

LONG TERM GOALS
WILLING TO MAKE CHANGE
INTERNAL MOTIVATION

3 STEPS TO SUCCESS

KEEP IN MIND THIS IS NOT ABOUT BETTER OR WORSE, SOME OF THE BEST COACHES ARE CIRCUS MASTER TYPES, ITS MORE ABOUT CONNECTING THE PERSONALITY TYPES APPROPRIATELY TO INSURE MAXIMUM BENEFIT FROM THE EXPERIENCE.

STEP #1

KNOW YOURSELF

What are your goals from tennis?
What are you hoping to gain from the experience?
What type of personality do you have?
If you are a patient, diligent person who crosses t's and dots i's?
Do you need your learning environment to be low-stress, easy going and fun.
Remember you are the one paying for this, you are the boss here.

STEP #2

ASK YOUR COACH QUESTIONS

Ask them if they use video or not?
Ask if they will provide a long-term goal planning component to your program?
Find out if they are regularly upgrading their coaching skills or not by asking what Professional Development they have done lately?
Ask if they have any outside interests?
These responses will help you determine where they are on the spectrum?

STEP #3

PICK YOUR COACH

Choose the coach that shares your personality style and has the track record to prove it.
A little research ahead of time can help avoid awkward 'break-ups' later down the track, and remember the 'so-called best coach at the club or in town' is not always the best coach for you.

*Credit to Ian Westerman, Essential Tennis

THEY WON'T CARE HOW
MUCH YOU KNOW UNTIL
THEY KNOW HOW MUCH
YOU CARE




Coach Parents



- You absolutely have to involve the parents
- Ask them to stay during lessons if possible so they hear and see what you guys are working on.
- Arrange meetings regularly, communication is key
- You have to make sure the parents are supporting you and not sabotaging your teaching.
- Spend almost as much time with parents as you do with the players.
- Parents are not the problem, they are the secret weapon as long as you have them working with you.
- You cannot provide all the player needs without the parents help.
- Usually; a parent is the hardest working ally in the development process.
- You just have to give them direction
- Be open to feedback and genuinely curious to hear the parent perspective

Fail to plan Plan to fail

S	PLAN. Lesson begins days before the actual lesson. Think of ways how you can be better, and what the players need from you.
K	BE EARLY to set up the court and get all the equipment ready. This is also a good time to go over your plan and do your own physical warm up
Y	WARM UP is a time to TEACH. Do not just tell them what to do, teach them the movements, give them feedback and motivate them.
H	INTENTION/FOCUS Set the tone right away. Based on your plan this is the time to SET THE TONE. Let them know what you are looking at and what they focus on.
A	DEMONSTRATION/EXPLANATION Practice this beforehand because its' important you get it right. Have each others back with demos. Be a PRO.
W	FEEDBACK. This should be constant and relentless. If we are to create new habits the players need to hear it over and over and over and over and over and over
K	POINTS. This is not the time to kick back and relax. Feedback based on INTENTION after EVERY POINT.
S	SUMMARY. Bookmark the session by reminding them of the FOCUS. When players leave you clean up balls equipment etc.
<small>ANYBALL ANYWHERE ANYTIME ANYONE</small> 	ANYBALL. ANYWHERE. ANYTIME. ANYONE



REC TENNIS GUIDELINES



WARM UP - Ball Bounces and Skill Games

5 Minutes of skill games and movement games like self rally, the line game, burglar etc. This is also a good time to explain the 3 strike rule and other house rules. Be firm but fair, especially early on. Set the tone.



TEACHING - Explanation and Demo

5 Minutes of showing the players the teaching point of the lesson. Do not let this drag on, use players as examples, and often creating a game to demonstrate it is the best, a game in which they will break down.



TRAINING - Reps and Volume

15-20 Minutes of Game Based Activities that provide the opportunity for the player to train the teaching point. This part you should not be feeding, it is better to teach players to feed each other, or have them exchange so you can facilitate.

Finish with Fun Games, Ball clean up and Recap

NOT 'your' players



- The player hires you to achieve their goals. They build their game and they use you as a tool to help them.
- No advocating for special treatment for certain players
- Private Lessons are great, but be careful to not make things too easy for players you coach
- When coaching privates, try and include another player, sparring partner, to free you up to coach so you do not have to hit so much.
- Undersell and over produce. When you make promises to parents and players, you set yourself up for failure. It is much better to be honest and transparent. Success requires so much that is out of your control.
- A good player will find a way to be a good player despite bad coaching.
- A bad player will find a way to be a bad player despite good coaching.
- Relax and enjoy the ride. It is more than tennis. It is about guiding a player and a parent through their own evolution and you get to learn and grow from this process as well.