

Editorial

Welcome to Issue 33 of the ITF Coaching & Sport Science Review. This second issue for 2004 deals with the all-encompassing field of Tennis Development. We have selected what we considered to be some of the more pressing "Development" matters facing both our national associations and of course the coaches the world over who are doing their utmost to develop the sport.

Some of the tennis world's leading authorities in Tennis Development have contributed to Issue 33:

- Kirk Anderson (Director of Community Play, USTA).
- Karl Davies (Development Officer for East and Southern Africa, International Tennis Federation).
- Frank van Fraayenhoven (Director of Coaching for the KNLTB, The Netherlands).
- Peter Johnston (Marketing Director and Head of Men's Tennis, Tennis Australia).
- Suresh Menon (Development Officer for Asia, International Tennis Federation).
- Miguel Miranda (Development Officer for South America, International Tennis Federation).
- Ari Novick (Director, Coaching Development, Tennis Canada).
- Anne Pankhurst (Director of Coaches Education, LTA).
- Brenden Sharp (ITN Coordinator, International Tennis Federation).

We would like to extend our gratitude to them for their help with this issue.

The dates and venues for this year's ITF Regional Coaches' Workshops have been finalised and the information has now been sent out to the nations concerned. Readers are encouraged to contact their National Associations for further information if they have not already done so. Please see inside for additional information including venues and programme speakers. We hope to see you at one of the Workshops!

As a follow up to the Marketing of the Game project and the International Tennis Rating Task Force, 2003 saw the creation of an ITF Introductory Tennis Task Force. The task force's goal is to investigate how tennis can be introduced more effectively to children and adults worldwide.

As part of the first meeting in June 2003, several sub groups were established:

- Adult tennis
- Mini Tennis
- Competition Formats
- Equipment (ball, racquet, and court)

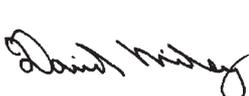
We will keep you informed of further developments in the upcoming issues of the Review.

In 2003, the ITF Coaches' Commission nominated Anna Skorodumova (Russia) for an Award for Services to the Game. At the ITF's Annual General Meeting in Barcelona (Spain) in June, Skorodumova was honoured with this Award. Anna is a world renowned tennis scientist who has authored several books and articles, and has worked with top players such as Kafelnikov, Safin, Medvedev, Medvedeva, among many others. We would like to extend our congratulations to Anna. She adds her name to the growing list of excellent coaches whom have been recognised for their long and distinguished service to the game on a national and international level.

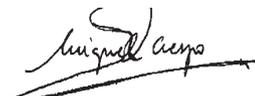
On another note, in response to an article published in Issue 32 of the Review, we would like to thank several companies that have provided us with some coaching tools for the on-court control of training. These companies include: SiliconCoach: www.siliconcoach.com, Ace Tennis: www.acetennischarting.com, and Pro-compare: www.procompare.net.



Miguel Miranda, Development Officer for South America, undertaking the "On Court Assessment" of the ITF's development initiative, the International Tennis Number, in Peru.



Dave Miley
Executive Director,
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Ethics in Tennis

By Anne Pankhurst (Director of Coaches Education, LTA, Great Britain)



Ethics are based on our own values as human beings and tennis coaches.

INTRODUCTION

What is the reality of being a tennis coach? What are the downsides and what sort of things do we have to face almost every day?

Let's consider the following.

- Players cheat on court.
- Coaches criticise other players and coaches.
- Young players are given totally inappropriate training programmes and become injured - sometimes long term.
- A few coaches physically or sexually abuse young players.
- Coaches use their status to get advantages and benefits for themselves.

WHAT ARE ETHICS?

All of these situations happen somewhere and if not everyday, then frequently. As coaches we are, sadly, familiar with them. All of them are about the choices we or someone else has made about what should happen in specific situations. They arise because people have made a choice about what to say or do, but have their own interpretations about what is right and wrong. This happens because we all have our own values and these are linked to our own philosophy. The situations given above are real to all of us and they are

about ethics. Ethics are about moral choices and the resulting behaviour. They are based on our own values. Ethics are tied very closely to philosophy and both influence our behaviour and coaching practice.

Ethics concern all of us both as coaches and as people. Sometimes ethics are also linked to the law of the country, or at the very least, the rules of the game.

Many national tennis federations and the ITF have developed Codes of Ethics and standards for coaches that they consider necessary for those coaching the sport. These are not legal requirements, but conversely, as many of us know, by not following them coaches can very quickly find they have broken the law. These tennis federations apply them and often deal severely with those who fall below the standards. If we move between countries, we must recognise though that sometimes there are different ethical standards in different cultures. However, at the same time we must remember that as coaches it is sound personal standards, values and choices, which we should apply to our coaching, whatever the culture and wherever we are. If the tennis federations and the ITF have set standards for the coaching profession, as coaches we should apply them. We also have the right to expect others to apply high standards when they work with us.

SO WHAT ARE THE ETHICAL STANDARDS FOR THE TENNIS COACH?

- Fair play - gamesmanship and cheating are closely related and are not fair play. Fair play is essentially about respect for the opponent and the sport. Without respect from its players and coaches, any sport will fall apart.
- Abuse - be aware of your 'power' with players. Coaches must always try to adopt good practice when they work with players. The relationship is often close, but must remain a professional one. The worst case scenario is when the relationship becomes a sexual one especially when the player is young. Physical abuse is concerned with working a player inappropriately for their age and ability - perhaps to the point of injury. Emotional abuse exists in the game - criticism of and

belittling of players for losing or for their inability to be successful, is actually abuse. Remember that abuse is linked to a misuse of power and all coaches are in a powerful position, especially with young players.

- Behave in a professional manner - be a good role model. Coaches must not exploit their position to get advantages for themselves.
- Coaches must always respect the confidentiality that is part of their relationship with a player.
- Have high personal standards - honour your promises and agreements. Recognise the diversity of players and their different abilities. Respect parents and officials.
- Recognise your responsibility to the sport, other coaches, players and officials - this means behaving with integrity. Avoid criticism of colleagues and players. For example, when you take on a new player always discuss the issue with the previous coach and when another coach begins work with your player, be ready to help them begin the relationship well.
- Always work towards good practice. Treat others with respect. Make sure you meet high standards in the public arena - you should be insured, up to date in your knowledge and genuinely believe that learning never stops.
- Consider the needs of your players first - your coaching must take into account their age and ability, but also their long term interests as a person, not just as a tennis player.
- Create a good environment for players who are learning and progressing in the sport - you should be positive and not critical.
- Develop independence in your players.

SUMMARY

Perhaps the key for all of us is to remember that the sport - in our case, tennis - is bigger than all of us. Tennis and players will be there when we are not, but whilst we are involved, our ethical standards, values and behaviour matter a great deal. They influence others and in many cases they set the personal and tennis agenda for all those with whom we come into contact.

When, How and What to Develop as a Tennis Coach

By Frank van Fraayenhoven (Director of Coaching for the KNLTB, The Netherlands)

INTRODUCTION

Society is changing quickly and so is the world of tennis. E-mail and the Internet provide us with the opportunity to communicate faster and find information more easily than ever before. Coaches need to not only keep abreast of these general advances but also others more specific to the game itself. The evolution of the way the tennis is played at world class level is paralleled by new insights and developments in the fields of motor learning, teaching methodology and sports psychology. For example, computer programmes and software packages are now able to perform sophisticated tennis match and movement analysis with relative ease. While many experienced coaches continue to dismiss such developments or innovations as “just theoretical”, they tend not to demonstrate similar hesitation or reluctance to use the latest in mobile phone technology or household equipment!

It is important to understand that ‘old’, ‘traditional’ and common teaching methods do not become ‘wrong’ or ‘poor’ as soon as new approaches are unearthed. The engine of a DC-8 aeroplane that was popular in the sixties and seventies was the best they could build at that stage and served its purpose for a long time, but most people will prefer to fly a plane with modern engines for more than one reason. The fact that your approach ‘delivered’ a good player ten years ago gives no guarantee that you will have similar success using the same approach with another player.

DEVELOPING AS A COACH

So, when do you need to “develop” your tennis coaching skills? Well, every day actually! World class players show us how the game is played today. We can reflect

on the methods we are actually using and think about the potential results of our daily work in relation to what we see on TV. However, those top players were taught to play at least ten years ago and obviously their coaches have provided those players with fundamentals that enabled them to keep up with the way that the modern game has evolved. By continually evaluating changes in top tennis, in teaching methodology, in technique, tactics, conditioning and psychology, coaches can look to improve their effectiveness. Rather than being brought about by a sudden attack of “professional insecurity”, it is driven by just the opposite: professional curiosity and a keenness to learn, improve and grow as a coach.

Then, how can you “develop”? Talking to other coaches can be one means of developing professionally. Their different ideas, experiences and information can lead you to books, videotapes, magazines, workshops and other sites of useful information. The Internet allows us to search for specific materials and often provides access to downloadable articles or books-to-order. Coaches’ workshops, organised by the ITF, a National Association or a local organisation, afford coaches great opportunities to get acquainted with new developments and also help to formalise professional relationships. This information does not have to be difficult to understand or complicated to apply! Very often it is more your willingness to think about it and your ability to translate the principle to your working situation that determines how much or well you learn. Personal pride is, unfortunately, a threshold to try something and to ‘admit’ that you have learned something new.

What to “develop”? As a coach you will

have specific/required competencies that reflect your current tasks and future goals. So too, will you possess certain assets and limitations, that as a professional you should be able to recognise. A self-learning coach will continue to build his assets, while simultaneously improving his limitations, so in time, they too add value to his coaching. As past of this, the coach also needs to keep up with new trends in sport-science and should experiment with the empirical work that has proven effective amongst coaching colleagues. I advise coaches to sit down at least once a year to reflect on their skills and to spend some time contemplating how they can improve. Throughout this process, it is important not to blame other people or circumstances, but to seek improvement in one’s own skills, tools and understanding.

SUMMARY

By actively following everything that’s happening around you in tennis and by ‘looking in the mirror’ on a regular basis, you will be able to keep up with the high demands placed on you by modern day players. This should enable you to better enjoy your work with players and concurrently facilitate your coaching effectiveness and longevity. The best compliment you can receive, next to remembering that you gave 100% effort and attention, is when a player, years later, says that you were always up-to-date and sometimes even appeared to be ahead of time.

Albert Einstein once stated: “You cannot achieve a new goal by applying the same level of thinking that got you where you are today”. As professionals interested in continuous learning, let us all apply that statement to our life and coaching philosophies!



Coaches’ workshops are excellent opportunities to update tennis knowledge.

Providing Successful Lessons

From Tennis Canada Club Pro 1 Certification Manual

INTRODUCTION

Why do some tennis pros have a huge private lesson clientele? Why do club members often prefer one pro over another when it comes to lessons or running a league or team practice? Why are some pros better on-court pros than others?

This article will try to answer these questions by looking at the many factors that go into being a successful coach on-court.

1. MEETING YOUR STUDENTS' EXPECTATIONS

As coaches, we need to understand the goals and expectations of our students. If we don't know what students want, satisfying them will be difficult. In order to do this, it is imperative that we develop good communication skills (express ourselves clearly, become good listeners and learn to watch for non-verbal cues).

Some common expectations that students may have when taking private or group lessons are:

a. Private lessons

- They expect an individualised program.
- They want to learn at their own pace.
- They want to hit more balls, and thereby improve more quickly than is possible in a group lesson.
- They expect to play with a pro.
- They expect the coach to have mastered the technique being taught, and be able to use it when demonstrating and when playing.

b. Group Lessons

1. Pre-planned organised programmes (e.g., workshops, camps, leagues with instruction). Students in these programmes:

- Are expecting an interesting programme, and that they will have a chance to "learn, move and compete".
- Are looking forward to meeting friends and finding new playing partners.

2. Customised group lessons for people that come together to work on one or more topics of mutual interest.

- You should approach these lessons as you would a private lesson.
- A lesson of this type should never look like a collection of individual private lessons for the group members.

2. MAKING YOUR LESSONS ENJOYABLE

A common problem with coaches is that

they focus only on technique, and forget that the real joy in tennis comes from playing the game! As a coach, you must always keep this in mind, and game play of some kind must be an integral part of your lessons. Even when teaching complete novices, it is critical that they experience the game of tennis from the first lesson onwards. Helping people enjoy tennis is your most important mission as a coach. Everything else is secondary.

To make your lessons truly an enjoyable experience for your students, you'll need to wear many hats on the court: teacher, trainer, organiser, animator, entertainer ... to mention a few. Below are some guidelines:

- Satisfy your students' basic needs: Learn - Move - Play.
- Provide the appropriate level of challenge.
- Ensure that students succeed and feel good about their tennis.
 - o Adopt a mentality of "improving" rather than "correcting".
 - o Always provide positive feedback.
- Add variety to your lessons.
- Animate your lessons with enthusiasm and humour.
- Finish every lesson on a high note (a tough drill, playing points against you...).
- Make the lesson enjoyable for players on neighbouring courts. Don't forget to respect and not to disturb them. Here are a few tips:
 - o Provide instructions at the net do not yell across the net.
 - o Minimise unnecessary talk by using keywords.
 - o Keep the balls under control.

3. CREATING AND RETAINING BUSINESS

Attracting and retaining students are crucial to your livelihood as a tennis professional. It is also crucial to the health of the clubs and other tennis facilities that employ you. Some of the things you can do to attract and retain students are:

a. Creating business

When you work as a teaching pro at a tennis facility you may or may not be responsible for creating the initial business (i.e., finding students who will be working with you for the first time).

If it is your responsibility, here are some suggestions:

- Most importantly, spend lots of time at the club! Many lessons happen simply because

you are there and available to teach.

- Take an active interest in other people's tennis! Watch people play, talk to them about their games, tell them how easy it would be for them to improve if they would only work on specific areas.
- Be the most involved pro at the club! Organise lots of activities, but always make it your priority to ensure that people have fun! Participate in the club's social activities.
- If appropriate, consider developing your own marketing material and special promotions.
For example, you could:
 - o Have professional business cards printed.
 - o Post pictures of yourself with some top tennis professionals.
 - o Offer lesson packages, e.g., 6 lessons for the price of 5. Guarantee your lessons. Satisfaction or money back!
 - o Write articles for local newspapers and club newsletters.

If it is not your responsibility, but you deliver great lessons in a friendly and professional manner, you will reap two benefits:

1. You will develop a great reputation, and this will guarantee you'll be one of the pros selected to teach future programmes for the club.
2. Students who take the programme may want additional lessons from you.

b. Retaining business

"The best business is repeat business!" Ensuring that students come back for future lessons and programmes is always your responsibility.

Retention after a first lesson or programme

There are two critical things you can do to ensure that students return after their first lesson or programme:

1. Ensure they have an enjoyable experience.

Every lesson or programme you deliver - especially the first one - has to be fun for your students! Remember that students are paying not only for your tennis knowledge, but also for your ability to provide them with an enjoyable tennis experience.

2. Sell the next lesson or programme.

It is imperative at the conclusion of a first lesson or programme that you do three things:

- **Review** everything your students have learned, and reinforce how much your students have improved.
- **Sell** the next lesson or programme. Be

- enthusiastic, and discuss the future topics, new drills and new elements you'll introduce. This will help stimulate interest.
- **Close** by asking the students when they'd like to come back or register for the next lesson or programme.

Retention through excellent "customer service"

Providing excellent customer service - both on-court and off-court - will generate loyalty among your clientele, and consequently bring you a lot of repeat business. Some of the things that you, as a tennis professional, can do are:

- **Respect your students:**
 - Always be on time.
 - Always be friendly and caring.
 - Always return their phone calls.
 - Make students feel good by providing praise and encouragement.
 - Ensure you meet students' expectations and needs.
- **Provide some special attention to your students:**
 - Send birthday cards, Christmas cards
 - Organise matches between your students.



One of the expectations of players attending group lessons is to make new friends.

- Provide information on equipment, on club activities
 - Player profile
 - Overview of improvement
 - A summary of each lesson, with notes on future work to be done.
- **Keep student records (on each card you can record and track important information such as):**
 - Student's name and contact information
 - Birthday and other special days
 - Level of play

References

Tennis Canada (2004). Club Pro 1 Manual. Tennis Canada.

Handheld Computers

By Brenden Sharp (International Tennis Number Coordinator, ITF)

INTRODUCTION

Over the past few years handheld computers have continued to develop and evolve to a point where they are now very useful and valuable tools that tennis coaches can use in their coaching businesses. Initially handheld computers were largely used as glorified digital diaries. Now however, they are considerably more versatile.

As the famous saying goes - A picture is worth a thousand words!

HANDBELED CAPABILITIES AND SELECTION

Handheld computers have recently gained in power and have integrated memory storage cards. This has allowed the manufacturers to incorporate small digital cameras inside the handhelds that can record both still images and video footage. At the moment the most powerful cameras, 2 megapixels "strong", provide coaches the ability to record video with sound and even zoom in and focus on a specific area that players may benefit from seeing for themselves.

Many mobile phones have also incorporated these mini-digital cameras. One benefit of using a handheld computer over a mobile phone to take small videos of your players is the size

and resolution of the screen on the handhelds. If you would like to provide this service to your players then having a good quality screen that you can view in different lighting conditions is very important.

Of similar important note however, is that these mini-digital video recorders and cameras are really only useful for taking close up images and video. More specifically, they are suitable for recording a player's service motion and instantly replaying it without the need for any additional equipment, but the resolution is not of sufficient quality to record players playing matches from outside the court.

Any video footage that is captured can be saved along with the date. These files can be catalogued (or emailed...) to showcase your player's improvement over time. This way you will not only be able to reinforce positive playing habits but also facilitate the future development of other players, who may encounter similar developmental challenges. These sorts of services have in the past been quite expensive and cumbersome. Now all you really need is a handheld computer.

I recommend that before you purchase a handheld computer you test the digital

camera capabilities of different models in different lighting conditions. If you do most of your coaching outdoors then you need to test the image quality under those conditions to ensure that it will meet your expectations. Don't expect the video quality to be as good as a regular digital video camera. But you can expect the quality and resolution of the videos to continually improve as manufacturers strive to improve their products.

Additional benefits of using a handheld computer include the ability to keep your calendar/schedule and contacts up to date and accessible at all times. There are thousands of programmes that have been specifically developed for handheld computers.

There are two main types of handheld computers. The Pocket PC operating system was developed by Microsoft and may be familiar to those of you who use the Microsoft Windows operating system. The other main player, and the principal instigator in launching the whole handheld computer market several years ago, is the Palm operating system.

Both "camps" have several manufacturers that you can choose from. Pocket PC manufacturers include HP, Dell, Toshiba among others, while



Handheld computers can be an excellent teaching tool for tennis professionals.

manufacturers of the Palm operating system include Palm and Sony.

Here is a short list of items that you should look for when deciding what handheld computer you should purchase.

1. Ease of use: You want to be able to start using and benefiting from your purchase as soon as possible. And you shouldn't have to turn into a computer geek in the process.
2. Screen resolution: Make sure you get the brightest and easiest screen to read and see in all conditions. Both indoors and out.
3. Inbuilt memory: The more inbuilt memory, the more programmes you can have installed and the less you have to purchase later on.
4. Processor speed: Again like memory, the faster the better, especially if you want to take lots of photos and record video.
5. Connectivity: Ideally you want to be able to access your email and use the internet with the 802.11b wireless

technology or Bluetooth that is built into many handhelds.

6. Built in camera: Usually the higher resolution the better. Models are now appearing with zoom and flash capabilities that will help you take better videos and pictures.
7. Desktop compatibility: Make sure that your new handheld will seamlessly talk to your desktop computer and synchronise all your important information and files.

SUMMARY AND REVIEW

The best and most up to date place to conduct your research even before you go into a store is on the internet. I suggest you go to <http://reviews.cnet.com> and select the Handhelds button. This website has all the very latest handheld computer reviews and news. If you want to find more news and opinions then just go to www.google.com and do a search for handheld computers.

Creating a Tennis Development Plan

By Suresh Menon (ITF Development Officer for Asia)

A Tennis Development Plan (TDP) can be defined as a group of actions geared towards the improvement of tennis within specific populations. These actions can take the shape of policies or directives that will operate or evolve over a certain timeframe. They provide direction and enhance the meaning of the work performed by the tennis organisation.

Tennis organisations such as National (NTA), Regional and Local Associations, clubs, etc., exist to serve the sport and its players. Common among all players is the desire to play the game and develop their skills. The best players are those who are developed through the confluence of many factors such as talent, opportunity and

hard work. It is rare for this type of player to just appear! They typically follow a structured development path or plan that guides them throughout their careers.

Player and participation development are key responsibilities for any tennis organisation. Success in these two areas, as seen by an increased number of high calibre players, amateur players and tennis fans, can become self-fulfilling, and is indeed, the best advertisement of the tennis organisation's effectiveness.

WHY PLAN? (PURPOSE OF THE DEVELOPMENT PLAN)

A formal development plan is just as important for an established NTA,

irrespective of its size, as it is for a startup. It serves four critical functions as follows:

- Helps the NTA to clarify, focus and research their project's development and prospects.
- Provides a considered and logical framework within which a NTA can develop and pursue strategies over the next three to five years.
- Serves as a basis for discussion with third parties such as tennis sponsors, officials, etc.
- Offers a benchmark against which actual performance can be measured and reviewed.

Just as no two NTA are alike, nor are NTA plans. As some issues in a plan will be more relevant to some NTA's than to others, it is important to tailor a plan's contents to suit individual circumstance. Nonetheless, most plans follow a well-tried and tested structure and general advice on preparing a plan is universally applicable.

A development plan should be a realistic view of the expectations and long-term objectives for an established NTA or new venture. It provides the framework within which it must operate and, ultimately, succeed or fail. For NTA officials seeking external support, the plan is the most important document that they are ever likely to produce as it could be



Coaches have an important role in putting together development plans.

the key to raising finance, etc. Preparation of a comprehensive plan will not guarantee success in raising funds or mobilising support, but lack of a sound plan will, almost certainly, ensure failure.

Planning can help your tennis organisation to:

- Clarify its mission statement, goals and purpose.
- Understand and learn from past experiences.
- Examine and refine the present situation.
- Prepare for the future.
- Learn to work as a team.
- Use human and material resources most effectively.

WHO PLANS?

The individuals or groups that should play an active role in establishing the development plans of their tennis organisation include:

- Officials, members, players, coaches and fans.

WHEN TO PLAN?

If your tennis organisation does not have a TDP in place, it should! If it does, it needs to be regularly evaluated and updated such that the organisation remains on course to achieve its goals. Periodic meetings (3, 6, 12 months) or workshops should be scheduled to facilitate this TDP implementation or revision.

WHAT INFORMATION DO YOU NEED WHEN PUTTING TOGETHER A PLAN?

The preparation of a TDP requires that specific information relating to the state of the game be obtained from a variety of sources (Menon, 2001):

- Nearby schools, universities, councils, governments, etc.
- Regional, National and Local Associations, and clubs.
- Members' questionnaires, etc.
- Private industry.
- Press and media.
- Sponsors (both current and potential).

HOW TO PLAN? (STEPS FOR CREATING A DEVELOPMENT PLAN)

The different steps involved in establishing a TDP can be summarised as follows (Menon, 2001):

Plan for change

The present system is flawed or not producing the desired results. The creation of the development plan will probably alter current ways of doing things within the NTA. This always leads to resistance. Therefore it is important to get

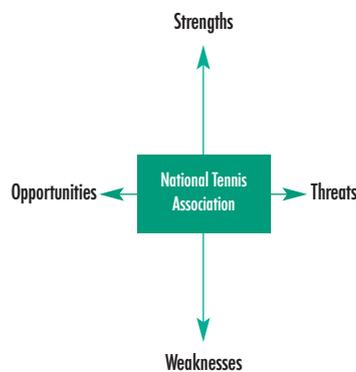
commitment and support in the following manner:

- Promote the need for new direction.
- Educate people on how the development plan can help the NTA.
- Make the desired outcomes of the planning process clear.
- Involve all parties concerned in the decision making process.
- Keep people informed about the process and the outcome.

Perform a Situation Analysis

In order to formulate a plan, the planners must begin with a point of reference.

It is therefore important to undertake a SWOT analysis which means analysing the strengths, weaknesses, opportunities, and threats - both current and potential.



Build a Strategic Framework

The strategic framework is the part of the development plan outlining where the NTA wants to go and what it has to do to get there. It is important to define the vision and the mission of the NTA.

Vision: The first step is to develop a realistic vision for the NTA. This should be presented as a pen picture of the NTA in three or more years time: its likely physical appearance, size, activities etc, "To be among the top three tennis playing nations in Asia by 2010".

Mission: The nature of a business is often expressed in terms of its Mission, which in this case, indicates the purposes of the NTA. An example would be as follows: "To popularise tennis, to produce top tennis professionals and to encourage all citizens to participate in tennis in the pursuit of better health".

The TDP must consider the various areas of emphasis. Common examples of areas of emphasis that should be incorporated into the TDP are:

- Structure & Organisational Effectiveness.
- Marketing & Communications.
- Officiating.
- Events.

- Coaching.
- Player Development.
- Facilities.
- Sponsorship & Fundraising.

Each of the areas of emphasis should have their own objectives and goals to be achieved within a specific timeframe.

Produce an Operational Plan

Once the TDP structure has been defined, it can be used as a checklist and basis for the formulation of a work programme and timetable. The work programme could correspond to key sections of the proposed plan and could include timetables, resource allocations and cost estimates.

In terms of organisation it is important to assign the right individuals to undertake the various areas of emphasis. It may be advisable to obtain the services of professionals in order to obtain a measure of objectivity and competency.

Implement

Implementation is action. People must be shown how every activity is related and contributes to the implementation of the development plan.

CONCLUSION

Release and explain the plan publicly; ask for co-operation from relevant bodies.

Evaluate the effectiveness of the plan regularly. While it is essential to pursue the vision the NTA has set for itself, flexibility, modification and adaptation are also important.

The preparation of a written development plan is not the end-result of the planning process. The realisation of that plan is the ultimate goal. The writing of the plan however, is an important intermediate stage - fail to plan can mean plan to fail. For an established NTA, it demonstrates that careful consideration has been given to the NTA development, and for a startup it shows that the officials of the NTA have done their homework.

"If You Don't Know Where You Want To Go, You Might End Up In A Place You Don't Want To Be"

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- ITF (1999). Leadership, Management and Administration Manual. ITF Ltd. London. [www:http://www.planware.org](http://www.planware.org)
- Menon, S. (2000). Creating a Development Plan. ITF Regional Coaches Workshop. Kuala Lumpur.

Sample Tennis Development Plan of National Association (Year 1 – Year 3)

Areas of Emphasis	Year One	Year Two	Year Three
Administration			
Infrastructure development			
Tennis facilities			
Tennis courts			
Player development (Juniors)			
Grassroots development (4 - 9)			
Junior development (10 – 14)			
Junior Development (14 – 18)			
Player development (senior level)			
Men's			
Women's			
Seniors			
Recreation tennis			
School tennis			
Club tennis			
Parks & Recreation dept.			
Competitions			
Junior competitions			
Professional competitions			
Men's			
Women's			
Seniors competitions			
Coaches' Education			
Coaches' Certification			
Coaches' Workshop			
Wheelchair tennis			
Officiating			
Sponsors			

A Strategic Plan for Tennisland Tennis

By Karl Davies (ITF Development Officer for East and Southern Africa)

The following is a Development Plan for a fictional National Association.

1. BACKGROUND

In recent years international sporting success has not been a high priority in Tennisland. Of late however, the government has introduced incentives for

those athletes who bring medals home from regional/international competitions.

a. Formation of the Tennisland Tennis Federation (TTF):

The Tennisland Tennis Federation (TTF) was formed in 1943. The federation has a written constitution,

which is due for revision. In spite of a steady rise in the number of tournaments held each year since the Federation's formation, the participation rates of specific populations (i.e. ladies and students) remain very low.

b. Involvement of the International Tennis Federation (ITF):

The development of the game in Tennisland has suffered for a number of reasons. Despite the game's accessibility improving markedly in recent years (courtesy of increased financial support from the ITF), a lack of adequate training facilities continues to be among the most commonly cited reasons.

c. Commitment by the New Executive Members of TTF:

In addition to the elevated financial support from the ITF, the TTF has also been receiving strong logistical support and additional funding from the Tennisland Olympic Committee (TOC). With this backing, the newly elected executive members of TTF are committed to promoting and



Sharing best practice allows nations to improve and develop the game.

Area	Strengths	Weaknesses	Short Term (1-6 months)	Action Points Medium Term (6 months-1 year)	Long Term (1-4 years)
Player Development	<ul style="list-style-type: none"> • Players are developed by virtue of their own individual effort. • Good history of family support. • Players with good potential. • In tennisland, tennis is ranked in the top 10 most played sports. 	<ul style="list-style-type: none"> • A poor player base: no mini-tennis. • Academia takes precedence. • No player development system. • Participation almost exclusive to wealthy families or families with sporting background. • Ignorance about the importance of good physical conditioning programmes. • Lack of financial support. • Lack of international exposure. 	<ul style="list-style-type: none"> • Create a Player Development System. • Establish a mini-tennis programme at the school level: include mini-tennis in the curriculum. • Target: 12,000 new players. • Identify and provide basic tennis training to primary school teachers who will be actively involved in promoting schools tennis. • Estimated budget: ... 	<ul style="list-style-type: none"> • Appoint a technical director to manage player development. • Include tennis in the Sports University. • Make mini-tennis affordable and available to the masses (schools). • Develop strict selection policies for national teams. • Improve the quality of training for the best players. • Estimated budget: ... 	<ul style="list-style-type: none"> • Produce professional players to actively participate in the development of tennis. • Create a High Performance Training Centre. • Establish a Grants programme for professional players. • Estimated budget: ...
Competition Systems, Tournaments and Rating-Ranking Systems	<ul style="list-style-type: none"> • Number of international events have increased in the last 2 years. • More players participating on the international tour. • Media coverage of tennis is good. • Existing tournament calendar. 	<ul style="list-style-type: none"> • Insufficient tournaments at all levels, especially for female players. • Lack of prize money at tournaments. • No amateur ranking – rating. • Poor scheduling of tournaments. • Pre-tournament promotion is poor. 	<ul style="list-style-type: none"> • Remove barriers at clubs i.e. clothing guidelines for children to participate into tournaments. • Increase the number of team championships at all levels. • Estimated budget: ... 	<ul style="list-style-type: none"> • Increase the number of Futures tournaments. • Nationwide inter-school tournaments. • Increase the number of junior tournaments. • Improve the inter-club tennis, night tennis, vets' tennis and wheelchair tournaments. • Estimated budget: ... 	<ul style="list-style-type: none"> • Coordinate the domestic and international schedule with that of neighbouring countries. • Increase the number of amateur tournaments. • Create an amateur rating system. • Estimated budget: ...
Development of Infrastructure and Equipment Availability	<ul style="list-style-type: none"> • International standard facilities are available. • All types of playing surfaces are available. 	<ul style="list-style-type: none"> • Inadequate public facilities. • Lack of indoor courts. • Most tennis activities are confined to the cities. • Lack of all weather courts in most States. • Lack of cheap tennis equipment. 	<ul style="list-style-type: none"> • Encourage private and corporate sector to invest in tennis infrastructure. • Approach Government about granting land to State Associations. • Achieve a 5% increase in the number of public courts. • Estimated budget: ... 	<ul style="list-style-type: none"> • Grants from the Ministry to improve infrastructure. • Negotiate deals with tennis manufacturers to sell cheap equipment. • Estimated budget: ... 	<ul style="list-style-type: none"> • Persuade Ministry officials to invest in tennis courts at the rural level. • Estimated budget: ...
Administration and Working with Volunteers	<ul style="list-style-type: none"> • Administration staff in place. • Some volunteers do co-operate with the organisation. 	<ul style="list-style-type: none"> • Staff lack tennis specific knowledge. • Low salaries. • Lack of volunteers for specific positions (i.e. doctors, managers, etc). 	<ul style="list-style-type: none"> • Implement an administrators' education programme. • Start first course involving the staff. • Estimated budget: ... 	<ul style="list-style-type: none"> • Increase the salaries of the professional staff • Full implementation of paper-less administration. • Establish databases for all programmes. • Estimated budget: ... 	<ul style="list-style-type: none"> • Seek volunteers with specific knowledge. • Launch the organisation's website. • Introduce playing card or licence scheme. • Estimated budget: ...
Coaches' Education & Development	<ul style="list-style-type: none"> • Tennisland has a coaches' accreditation programme. • The programme is gaining in popularity and acceptance. 	<ul style="list-style-type: none"> • The only established University coaching programme delivers out-dated information. • No coaching journals and magazines are available with up-to-date information. • No National or International workshops are organised. • Coaches are not given opportunities to travel with teams. 	<ul style="list-style-type: none"> • Continue implementing the coaches education system. • Start new courses. • Estimated budget: ... 	<ul style="list-style-type: none"> • Upgrade University programme. • Create a Coaches' Newsletter • Estimated budget: ... 	<ul style="list-style-type: none"> • Tennisland coaches to be sponsored to attend international workshops. • Organise a Coaches' Workshop • Estimated budget: ...
Officials' Education & Development	<ul style="list-style-type: none"> • An officiating programme does exist. • Officiating opportunities are readily available. 	<ul style="list-style-type: none"> • Salaries are poor. • There are an insufficient number of officials. 	<ul style="list-style-type: none"> • Continue implementing the officials' education system. • Organise new courses. • Estimated budget: ... 	<ul style="list-style-type: none"> • Raise the salaries of the officials working at national tournaments. • Estimated budget: ... 	<ul style="list-style-type: none"> • Create an Officiating Newsletter. • Implement recruiting policies for officials. • Estimated budget: ...
Marketing, Promotion and Public Relations	<ul style="list-style-type: none"> • Some companies are interested in investing in tennis. • Tennis has different products to "sell" (schools tennis, tournaments, coaches' education, etc). 	<ul style="list-style-type: none"> • A non-existent marketing and promotion plan. • No well-established relationships with government authorities or other sporting/tennis bodies. 	<ul style="list-style-type: none"> • To develop a marketing plan. • Promote better coordination between State and National Associations – a unified programme monitored by the NTA. • Estimated budget: ... 	<ul style="list-style-type: none"> • Organise fundraising events. • Increase the number of press releases and promotional activities. • Estimated budget: ... 	<ul style="list-style-type: none"> • Increase the amount and number of sources of income. • Have an official organisation sponsor. • Create a quarterly newsletter detailing the organisation's upcoming events, etc. • Estimated budget: ...

improving the level of tennis in Tennisland. "Tennislandese students are talented and possess the necessary skills to develop into good tennis players of the future" commented a visiting coach from the neighbouring country, Isle of Netpost. (see the table on previous page)

2. VISION, MISSION AND OBJECTIVES FOR TENNISLAND TENNIS

a. Our Vision:

To be among the Top 30 Tennis Playing Nations in the world by 2008.

b. Our Mission:

- To increase the popularity of tennis in all parts of Tennisland;

- To produce and sustain top tennis professionals and;
- To encourage all citizens to participate in playing tennis for enjoyment and the betterment of their health.

c. Specific Objectives:

- To target the young generation in schools such that tennis begins to be played in all provinces in Tennisland (21) by the end of next year.
- To produce world ranked players both male and female by 2007.

3. AREAS (STRENGTHS, WEAKNESSES AND ACTION POINTS)

We have identified the following areas that need attending to best develop tennis in Tennisland (See previous page).

4. FINAL WORD

This article is intended to assist coaches, officials and managers develop a framework for a strategic plan that could be used to facilitate tennis development on a national or regional basis. In this way, its contents can be viewed as the practical development of the ideas put forward by Suresh Menon in this same issue.

Marketing the Sport - It's a Piece of Cake!

By Peter Johnston (Marketing Director and Head of Men's Tennis, Tennis Australia)

INTRODUCTION

Those of us involved in the delivery of tennis whether we are coaches, tournament directors, club/centre administrators, junior convenors, or federation executives, are focussed on a daily basis on our specific jobs. We may have an event to organise, players to coach, bills to pay, minutes to write, sponsors to find, ...

What is often left to last, is the marketing of the event or programme we are running. Even at national federation level, we are so often concerned with the delivery of our events and programmes, that marketing is often given a back seat. Generally if budgets are tight, the first item of expenditure that is cut is marketing.

Consequently... we have to be clever with our marketing. Probably... the best place to begin is to understand what we are trying to achieve with marketing.

In the simplest of terms, marketing encompasses the strategies and initiatives put in place to make products and services more appealing to their target audiences. Relating this to tennis, it is about making our events, our coaching programmes, our scoring formats, our technical services, the International Tennis Number, our players, etc of greater appeal to their target audiences.

This is often seen as a daunting task but in actual fact, all it requires is that we

look at our events, players, initiatives and programmes **through the eyes of the target audience**. Then we develop appropriate strategies asking ourselves, "How can we maximise the marketability of our events, players, programmes and initiatives?"

In 1998, Tennis Australia commissioned some research by Sweeney and Associates on participation levels in tennis. The research clearly identified that the three main reasons which prevented people 15 years and over from playing tennis at all, or playing tennis more often were:

- Time constraints;
- Need a partner (accessibility);
- The game is too difficult.

Keeping in mind that these reasons can be considered the major weaknesses of the sport, we need to address these issues when delivering our events, programmes and initiatives.

Firstly, we should develop one common message or tag-line which addresses these issues - for the sake of this article, lets use a favourite of mine - "Tennis - Everybody, Everywhere"- (up front, it counters those issues shown up by the Sweeney research. The statement clearly implies the tennis is accessible, global, and can be played by people of all shapes and sizes and ages). Secondly, make sure the message is continually reinforced across all events, programmes and initiatives: on letterhead, business cards,



The ITN and the ITN assessment are excellent means of facilitating accessibility to tennis.

entry forms, signage, promotional material, and in advertising.

EVENTS

Now let's look at events... How can we better utilise our events to address these issues:

- Use the tag-line on all printed materials related to the events - entry forms, signage, ...
- If the event is televised, work with the network to promote the sport **during the coverage** e.g.: "need a partner, need a coach, what's your number? Call for more details". It is also in the network's interest to ensure growth of the sport.
- Utilise "best of 2 scoring" to showcase a scoring format which addresses time constraints.
- Develop interactive zones or activities

(i.e. speed serving, ITN assessments) for the spectators (and media) at the event.

- Coaching clinics for spectators, sponsors, etc.
- Barbeques/functions for players, parents, coaches, sponsors or club members.
- Media coaching clinics.
- Night matches where possible and kids' or family days.
- Radio broadcasts on site.
- Childcare facilities.
- Take events to areas where there will be a flow on effect - a new event may result in upgrade of facilities, community support, local media and local sponsorship - all contributing to the growth of the sport.

PLAYERS

- Get media grabs of players promoting the "tag-line" for use in TV and radio advertising.
- Utilise players as "ambassadors" of programmes. For example, in Australia John Fitzgerald is the face of "Milo Tennis over Australia" - our national participation programme.
- Player pro-ams with sponsors (these days players are far more accessible through ATP and WTA programmes).
- Educate players and involve players in the development of programmes

and initiatives. They are the ones the media talk to so make sure they have a thorough understanding of the issues.

COACHES

- Ensure all coaches are utilising the "tag-line" - on letterheads of business cards, court signage, etc. With the number of coaches in the world (over 2000 in Australia alone) this can result in a massive number of repetitions. It also saves the coach having to come up with his own!
- Link all coaches' names, contact details and location under a central website with links to each individual site and also to one national phone line.
- Encourage coaches to adapt ITN and ITN Assessment (remember by offering an initial assessment service you are immediately addressing the "accessibility issue", and the "game difficulty" issue).
- Position the coach as a fitness trainer, hitting partner and teacher. Remember we are in the "wellness business" not just the "tennis business"
- It is important, in my opinion, for federations to promote coaching. Coaches are most often the first point of contact for a person taking up or

getting back in the game.

- A hint for coaches: ask your client "what do you want to achieve from tennis? Do you want to get fit, beat your friend, and improve your ITN?" Make an effort to find this out and shape your progress accordingly. Don't just put people in groups and hope you are fulfilling their needs.
- Use video. These days programmes such as "SiliconCoach" and "Swinger" can provide an instant CD Rom of your lesson. Everyone, regardless of standard, loves to see how they look on video. It is a great retention tool.
- Run functions around the major events; i.e. "strawberries and cream" function around Wimbledon or a "Who will win the US Open sweep" for your clients. This will increase their interest in the sport.

Obviously, many of the initiatives listed above are relevant for clubs and centres as well.

Hopefully this has provided you with a few ideas and illustrated that in actual fact, tennis is an easy sport to market... you just have to be conscious of what the market requires!

Growing the Game: Strategies in the United States

By Kirk Anderson (Director of Community Play, USTA, USA)

INTRODUCTION

In 2003, for the second consecutive year, the United States Tennis Association (USTA) and the Tennis Industry Association (TIA) compiled data in what will become the most comprehensive single-sport participation study ever conducted. The results will help our sport and our industry establish baselines from which to measure future development and improvement as well as accurately gauge our collective success in our common mission — to grow participation in the game of tennis. Specifically, the purpose of the study is threefold:

- To determine the number of tennis players in each of the USTA's 17 sections, and use the findings as a quantitative benchmark to evaluate initiatives annually to increase tennis participation.
- To gain a better sense of the

attitudes and motivations of current players, former players and non-players about different aspects of our sport.

- Last and most importantly, to use the insights gained from this study to develop more comprehensive strategies for our on-going efforts to grow the game.

Likewise, this study represents the single greatest learning tool ever available to those with an interest in our sport. Never before have we had such a comprehensive understanding and analysis of the tennis-playing populous; a picture that allows us to see whom plays, where they play and why they play (or why they don't play). Armed with such a picture, we as a sport and an industry can better focus our collective marketing efforts. To that end, another direct outcome of last year's study was the national launch of an exciting new

advertising campaign, "Tennis. Come Out Swinging," that helps elevate the image of our sport and drive new players to **Tennis Welcome Centers** across the country.

We want to get more people on more courts. We believe the Tennis Welcome Centers are a huge step in achieving that goal.

KEY HIGHLIGHTS OF THE PARTICIPATION SURVEY

Signs of Success

- 5.9 million people took up the game last year (up from 5.1 million in 2002).
- Those 5.9 million people are heavily concentrated among youth. The median age of new players is 15, and almost two-thirds of all new players are under the age 18.
- New players are adding diversity to the tennis-playing population —



Strategies for growing the game in the U.S. involve getting more people playing on more courts.

especially with respect to race and ethnicity, but also with respect to gender and income.

- 5.2 million people came back to playing the game as “rejoiners” in 2003 after having not played at all for at least a year beforehand.
- The largest concentration of “rejoiners” is found in the 35-49 age group.
- There is some evidence to suggest frequent players (21+) might be growing more diverse, especially in terms of age, race/ethnicity, and annual household income.

Signs of Further Opportunity

- Compared with the U.S. population in general, tennis players (and especially frequent players) are much more likely to be white, suburban, and affluent. Targeting individuals or communities fitting this description is one way to grow the game.
- Most current players want to be playing more tennis than they do now. And, the less players play now, the greater their desire to play more.
- Having a positive first experience with tennis is critical to the likelihood that the 5.9 million new players will continue playing the game – highlighting the importance of this year’s launch of our Tennis Welcome Center campaign.
- Lessons are another proven way to keep new players in the game and increase the frequency with which a person plays tennis.
- More than anything else, current players say regularly scheduled matches with friends will have the greatest effect on increasing how often they play tennis.

Continuing Challenges

- The population of tennis players is aging, especially in the frequent player base, creating a need to infuse

the game with a new generation of players.

- The bucket is leaking. Tennis is losing as many players as it is gaining each year. New and improved introductory programmes and retention initiatives are essential for the continued health of the sport.
- Frequency of play is down, especially among players who are new to the game.
- Those “rejoiners” who came back to the game last year are also playing less frequently.
- Over 72 million people have tried the game (“samplers”), but have never truly got into the game due to a poor introductory experience.
- New players tend to play at public parks or schools/colleges, however the majority of teaching professionals work at private or commercial clubs where they are less likely to reach new players.
- While there are 22 million people who once played the game regularly but no longer do, tennis stands little chance of winning them back.
- More than one-quarter of players who have left the game (at least in part), did so because they had no one to play with.

Overall Trends

- In 2000, 8.9% of everyone aged 6+ played tennis at least one time. In 2003, the figure was 8.7%.
- In absolute numbers those percentages mean an estimated 23.7 million people played tennis in 2000, compared to approximately 24.0 million in both 2002 and 2003.
- From 2000 to 2003 the increase of 300,000 players indicates a 1% upward trend (24.0 million over 23.7 million), but is not statistically significant. The increase in population size in this four-year period (according to the census) is what’s behind the increase in the absolute number of players.
- While total players have increased, the number of regular players (4-20) remained virtually the same between 2002 and 2003, while the number of frequent players (21+) declined 7% during this one-year period.

Attitudes and Behaviour of Tennis Players

- Most likely to also play team sports including basketball, football, baseball and soccer.
- Only 10% of new players say they spend most of their time on tennis, with 53% saying another sport is their favourite to play.
- Top reasons they play tennis:

o Exercise (69%)

o Fun (67%)

- Most likely to play at public facilities (71%)
 - o School or college (36%)
 - o Public parks (31%)
 - o Commercial club (4%)
- Favourite players were Andre Agassi, Serena Williams, Pete Sampras and Venus Williams.
- Compared to rejoiners and continuing players, in the last year, new players are most likely to have:
 - o Purchased a new racquet (54%)
 - o Taken a lesson (32%)
- Likely to play more tennis if:
 - o They knew more about playing tennis for the sake of getting a really good workout.
 - o They could take lessons to improve their skills.
 - o They had regularly scheduled matches with friends on a biweekly, weekly or monthly basis.

THE TENNIS CAMPAIGN – TENNIS WELCOME CENTERS

The Tennis Campaign provides everyone with an opportunity to grow the game. Materials and resources are provided to everyone in contact with the tennis playing population, and those players new to the sport. These groups include:

- o Tennis Industry Association
- o United States Tennis Association
- o United States Tennis Association Sections and Volunteers
- o Teaching professionals
- o Club owners
- o National Recreation and Park Association
- o Colleges and Universities
- o The Tennis Channel
- o Tennis manufacturers
- o Agents
- o Specialty retailers
- o Sporting goods retailers
- o Consumer tennis publications
- o Tennis Writers
- o Television announcers

The research indicates that people who would like to get started with tennis don’t know where to start. However, the highest response rate came through the internet. Tennis Welcome Centers are matching potential players with thousands of tennis facilities across the country in welcoming new players to our sport.

What is a Tennis Welcome Center?

Tennis facilities meeting certain basic requirements may become a Tennis Welcome Center and benefit from the largest national marketing campaign ever to attract new players to tennis. Through the website www.TennisWelcome.com

Center.com, potential players can enter their zip code and find out about introductory instructional programmes offered near them. The goal is to have Tennis Welcome Centers in every community throughout the United States.

Why should a facility become a Tennis Welcome Center?

1. They receive free national and local exposure as part of a comprehensive marketing campaign that drives people to the facility through the

website TennisWelcomeCenter.com. The marketing campaign will reach millions of potential players through a variety of promotions.

2. Free listing on the TennisWelcomeCenter.com website promoting the facility and its programmes.
3. Facilities receive free of charge: banner, posters, flyers, racquet and ball discounts and more!
4. The programme is supported by the USTA, TIA and industry organisations in an effort to get more people to play tennis and stay in the game.

What are the requirements to become a Tennis Welcome Center?

1. The tennis programme must be (in the United States and) open to the public with a published phone number available.
2. An affordable introductory multi-session tennis programme offered year-round or seasonally.
3. The “social experience” should be stressed in addition to instruction: social events, round robins, leagues, etc.

Recreational Tennis Programmes at Club and Community Level

By Miguel Miranda (ITF Development Officer for South America)

INTRODUCTION

Recreational tennis has become an increasingly important facet of tennis development in recent years. The fall in tennis participation among the 18-35 age group requires tennis organisations to advance organised tennis programmes and teaching methodologies so that they better match societal expectations of sporting and leisure activities (ITF, 2000).

These programmes can be established through a series of steps (Grover et al., 1991):

- The belief that everybody wants to have fun, meet other people, and learn to play tennis will be the **starting point**.
- **Initial research:** Collect as much ‘demographical’ information as possible about the areas surrounding your tennis facility: number and type of schools, number of singles and families, other popular sports, types of local business / industry, traffic rush hours, etc.

- **Programmes** should be easy to access, flexible and affordable. Weekend programmes can include family sessions with joint and/or separate sessions for parents and kids, 2-day tournaments with singles and doubles matches, round-robin events, etc. An example of the planning of different weekday programmes is provided in the table below.
- **Feedback** should be sought from the members and the people participating in the programmes so that improvements can be made and the programmes can be best tailored to their needs.

OTHER PROGRAMMES FOR CLUB AND COMMUNITY TENNIS

Family Tennis

Most social activities are designed either for adults or for children, not for both. Tennis however provides the opportunity for the entire family to participate in an activity together. Also, the family is a

strong motivator for participation in tennis; often people will get involved in the game because family members are already participating. For this reason it is very important that tennis organisations “sell” the togetherness and enjoyment that the game can provide the whole family (FFT, 2000).

Family participation in tennis can be built up around (Newcombe, 1975):

- Practice sessions together.
- Organised group lessons for the whole family.
- Organised lessons for the children and for the adults.
- Family tennis events and tournaments (father and son, mother and daughter, family Olympics, etc.).

Tennis Fun - Open Day

This recreational tennis initiative can be organised at club, school, local, regional, national or international level. It is a great opportunity to increase the game’s popularity, boosting membership and tennis participation.

The “fun day” can include tennis and other sporting events as well as memorabilia auctions, equipment “demos”, raffles, celebrity matches, etc (USTA, 1988). In 1996, the National Tennis Fun Day in Australia involved a total of 48,000 people and more than 500 teaching pros (that provided free lessons and coaching clinics). Over 1,000 fun day participants later joined a club or tennis centre.

The following table lists several examples of tennis programmes that can be used to increase recreational tennis participation (USTA, 1989).

Period	Hour	Target	Programme
Morning	Early	Business people	Individual and group sessions.
	Mid	Ladies, seniors/vets	Group sessions combined with other sports or social activities (playing cards, etc.).
	All	Professional players	High Performance Squad Sessions. Tennis and Physical Conditioning Programmes
Lunch Time		Business people	Individual and group sessions together with league matches.
Afternoon	Early	Kindergarten	Group sessions (including bus pick up and drop off service).
	Mid	School students	Group sessions (including bus pick up and drop off service) combined with other sports and tennis league matches.
	Late	University students	Individual and group sessions along with other sports and tennis league matches.
Evening		Business people	Individual and group sessions together with tennis league matches.

Programme	Characteristics
Different competition formats	<ul style="list-style-type: none"> • Tournaments of mixed gender, age groups, skill levels, etc. • “Wrong” hand, mini-tennis or paddle-tennis competitions or “club championships”. • Alterations in bounces allowed, number of serves, size of the court, number of players, handicaps, etc. • Wheelchair tournaments.
Instruction	<ul style="list-style-type: none"> • Free clinics or days. Play with the pro sessions. • Pro-Am tennis. • Exhibition match between tennis pro players or coaches. • Strategy clinics. • Video analysis clinics. • Shot of the day session/games (serve, groundstroke, volleys, etc.). • Group or individual lessons. • Mini-tennis, beginner, intermediate, advanced, competitive, adult and vets’ programmes, etc. • Club team training and competition programmes
Other sports	<ul style="list-style-type: none"> • Multi-sport events. • Tennis Olympics. • Tennis volleyball.
Newcomers	<ul style="list-style-type: none"> • New leagues. • Inter-club challenges. • “Blind partner” doubles. • One point tournaments. • Tennis parties.
Physical conditioning	<ul style="list-style-type: none"> • Tennis aerobics. • On-court workouts. • Footwork drills.
Beginners	<ul style="list-style-type: none"> • Tennis skill drills contests. • Bouncing and rally games. • Relays. • Tossing and catching (fundamental motor skills) activities.
Promotional and social events	<ul style="list-style-type: none"> • Tennis in the streets. • Tennis in the schools. • Holiday tennis. • Training camps. • Visits to tournaments. • Wheelchair tennis exhibitions.
Tournaments	<ul style="list-style-type: none"> • Social ITN tournaments (singles, doubles, different categories and age groups). • Open tournaments. • Prize money tournaments. • Leagues, round robins, ladders, etc. • Round robin team events. • Tournaments with handicaps
Adult Tennis Programmes	<ul style="list-style-type: none"> • Team events for the different age groups (35 & over to 75 & over). • Leagues: Inter-club, Province, Regional, National, etc. • Senior beginner lessons. • Combined tennis lessons or tournaments and social activities (cards, etc.). • Tennis combined with other sports (golf, etc.). • Senior tennis trips.

Adult Tennis Programmes

A growing number of senior and veteran players, particularly among the 40-70 age bracket, are playing organised social and tournament tennis. Players exhibit high levels of intrinsic motivation and are largely in pursuit of the physical, social and psychological benefits that the game can offer. Initiatives that a tennis organisation may consider in catering for this elevated demand are (FFT, 2000b; USTA, 1995b):

- **Discovery Tennis.** ‘Experiencing the pleasure of the game without delay’ enables beginners to play rallies right from the start. In doing so, the teacher uses equipment that is adapted to the physical and technical abilities of the players: foam ball, soft ball (mini-tennis), transition ball, 6x12m tennis courts, 8x18m tennis courts and lower nets. Progress is made in a dynamic and fun manner.
- **Fitness Tennis.** ‘Getting fit while having fun’ is intended for those who are in search of an activity that enables them to get in better shape. The sessions see tennis drills combined with physical

circuits on the court. The goal is to expend energy, sweat and even lose a few pounds!

- **Performance Tennis.** ‘Being a better competitor’ is designed to help competitive players improve their technical, tactical, physical and mental abilities through the use of specific teaching aids and adapted drill situations.

To further complement or complete an Adults’ programme, the FFT has developed theme days of tennis activities. These days can be organised at any time during the season and are reported to be tremendous fun for all involved (FFT, 1997):

- **Recreational Tennis Day** ‘Feeling good thanks to tennis’: Participants take part in a relaxing and stress-free day filled with original tennis games. Example: using a foam ball play doubles with volleys only.
- **Multi-games Tennis Day** ‘Discovering new types of games’: To achieve maximal interest in our sport,

competition and match playing must be accessible to all. On this day, the organisers set up courts of different sizes (6x12m, 8x18m, 23.77x8.23m) and ask players to use different types of balls (foam, soft, transition and regular balls). The combination of all these elements enables everyone from beginners to the more advanced players to participate together.

- **Fun Tennis Day** ‘Going for the craziest shots’: This activity is intended primarily for teenagers. Big thrills, physical exercise and play are what this age group particularly enjoy. Tennis courts are divided into several workshops/stations: playing tennis to music, measurement of service speed, trick shots (i.e. between the legs), etc.

Programmes for players with special needs

Despite the impressive growth internationally of wheelchair tennis over the past ten years, similar growth has not been enjoyed at the local and national level. This is reported to be largely due to the scarcity of programmes at most clubs.

Programming for wheelchair tennis activities however, is no different to able-bodied tennis. And because of the similarities of the games (only the two-bounce rule is different), integrated programmes have proven to be very successful. So most new or recommended programmes will likely just be additions to programmes clubs already have. These may include integrated (wheelchair and able-bodied) tournaments/leagues, rating systems, camps and clinics, and wheelchair tennis exhibitions. In trying to provide the most complete set of programmes a club can offer, it’s also a great idea to try to develop initiatives for those players (current or potential) that may be hearing or visually impaired.

CONCLUSION

In closing ... remember that the fundamental goal for these programmes is to get players to your club and for them to have a good time. So the sooner you get started, the sooner more players will come and the sooner all players will have fun!

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Recommended Books

Sports Coaching Concepts.

Author: John Lyle. Year: 2002. Pages: 343. Language: English. Level: Academic. ISBN: 0-415-26158-9. The principal purpose of this book is to devise and elaborate



upon a conceptual framework for sports coaching. This book introduces the key issues behind every stage of the coaching process. It presents new material on topics such as the role of the coach, coaches' behaviours, coaching as an interpersonal relationship, coaching in its social context, participation and performance coaching models, coaching "style" and "philosophy", coaching and ethical practice, female coaches, and the future of coaches' education and professionalism. The author is Dean of the School of Psychology and Sport Sciences at Northumbria University,

Newcastle upon Tyne and is a former international volleyball head coach. For more information contact: www.routledge.com.

Enseignement dans le club (Club teaching).

Author: French Tennis Federation. Year: 2002. Pages: 72. Language: French. Level: Intermediate. ISBN: 2-907-267-85-X. This book, which comprises part of the



Club Junior programme launched by the French Tennis Federation in 1996, aims to present concrete solutions to address adolescent (13-18) tennis player retention and participation in clubs. In doing so, it includes chapters on physical and psychological characteristics of adolescents, communication with adolescents, independence and autonomy, on-court and

off-court activities. For more information contact: www.fft.fr

Conocer el deporte: Tenis (Know the game: tennis).

Authors: Charles Applewhaite and Anne Pankhurst. Year: 2002. Pages: 48. Language: Spanish. Level: Beginners. ISBN: 84-7902-348-1. This booklet, which introduces the game to all prospective participants, is the translation into Spanish of the original "Know the game: tennis" published in 2002 by the Lawn Tennis Association. Contents include: rules, equipment, game situations, training, technique, tactics, warm up, etc. For more information contact: www.edicionestutor.com



ITF 2004 REGIONAL COACHES WORKSHOPS

	3rd Central American and Caribbean	12th Asian	27th European	10th South American	4th African
Venue	Santo Domingo, Dominican Republic. Hotels Hispaniola & Santo Domingo	Delhi, India. Uppal's Orchid Hotel	Valetta, Malta.	Asunción, Paraguay. Hotel Resort Casino Yacht Y Golf	Pretoria, South Africa. High Performance Training Centre
Dates	13-19 September	11-17 October	30 October-4 November	15-21 November	22-27 November
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Entry deadline	2 August	6 September	-	18 October	11 October

For entries, please contact your national Association. All entries should be made by the National Association and all participants must be approved by their National Association

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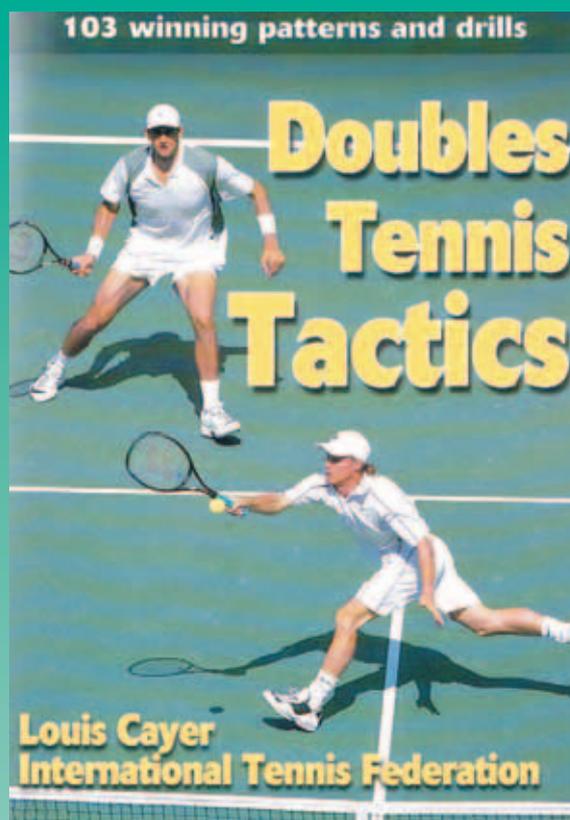
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