



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

TC4DC TRAINING PROGRAM FOR TALENTED ATHLETES AND COACHES

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by the
Erasmus+ Programme
of the European Union





TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

TC4DC TRAINING PROGRAM FOR TALENTED ATHLETES AND COACHES

TC4DC educational program courses are divided in three modules:

Module I. “Training in sport tactics and physical condition of athletes in sport clubs”

The subtitle of the module which describes the best its content is **All-round preparation for tennis players on their way to Dual Careers**. The content covers the following topics - technical and physical preparation, tactics, mental stability, sports nutrition, recovery after heavy loads, planning of training regimes etc.

All these topics are related to athletes’ sports-technical preparation.

- I. 1. Main stages in the preparation of tennis players
- I. 2. Technical preparation in tennis
- I. 3. Tactical preparation in tennis
- I. 4. Physical preparation in tennis
- I. 5. Psychological preparation in tennis
- I. 6. Nutrition and recovery in tennis
- I. 7. Communication with parents
- I. 8. How to conduct a group lesson
- I. 9. How to conduct an individual lesson
- I. 10. Modern methodology in tennis and teaching styles.

Module II. “Management of small and medium sized sport clubs”– The module covers management skills training program for small and medium sized sport clubs including finance and management, management styles, recruitment and staffing, working with volunteers, organization of sports events, supervision of technical maintenance for tennis facilities (grounds, inventory and mechanization).

- II. 1. General Management
- II. 2. The sports club
- II. 3. Legal and business aspects of the club management. Human resources management
- II. 4. Main functions of the manager
- II. 5. Fundraising
- II. 6. Marketing and PR
- II. 7. Club base
8. Construction and maintenance of courts
9. Organizing competitions
10. Digitalization of the processes in tennis management

III. “Dual Career counselling for life after sport in a sport club”

The training content covers basic career counselling skills which are bounded with the needs analysis from WP2 and aimed at serving the needs of players to be guided to a new career path.

- III. 1. Presentation of dual careers meaning and idea
- III. 2. Good practices in dual careers in sport
- III. 3. Dual careers competencies
- III. 4. Career orientation for athletes
- III. 5. Main competencies for job application for athletes

Module I. Training in sport tactics and physical condition of athletes

Topic 1. MAIN STAGES IN THE DEVELOPMENT OF TENNIS

I.1. General development phases

Hohm (1987)	Bompa (2000)	Grosser & Schonborn (2003)	Lubbers & Gould (2003)	Balyi & Hamilton (2003)	Wolfenden & Holt (2005)	Tennis (2007)	ITN
Pre-Competitive (6 – 10 years)	Pre-puberty – initiation	Versatile Basic (4 – 6/7 years)	Introduction / foundation stage I (6-8 years)	Fundamentals (6-9 years)	Sampling (3 – 8 years)	Explore (4 – 7 years)	10.3 10.2 10.1 10 9
Overall (11-14 years)	Puberty – athletic formation	Basic (6/7 – 9/10)	Introduction / foundation stage II (9-12 years)	Learning to train (8-12 years)	Specialising (8-13 years)	Development (7 – 10 years)	9 8 7
Specific (15-18 years)	Post-puberty – specialisation	Development – I (9/10 – 11/13)	Refinement and transition stage I (10-15 years)	Training to train (11-16 years)	Investment (13-15 years)	Encourage (10 – 12 years)	7 6 5
High performance (18+)	Maturation - high performance	Development – II (11/13 – 14/15)	Refinement and transition stage II (15-20 years)	Training to compete (15-18 years)	Maintenance (20+ years)	Enhance (12 – 15 years)	5 4
		Connecting (14 – 16/18)	World class performance stage I (15-22 years)	Training to win (17+ years)	Repayment (30+ years)	Cultivate (15 – 17 years)	4 3 2
		Top-class competitive (16-19)	World class performance stage II (23-30 years)	Retirement/ Retaining/ Active for life		Performance (17+ years)	2 1

I.2. Stage 1 - *FUNDamentals*

1. Play and continue playing (4-10 years old) -> *Teaching and skills acquisition in a fun, modern and healthy way*

- Objective for the Players: to learn, develop and master all fundamental movement skills while having fun
- Objective for the Coaches: to model athletes who have a better trainability for long-term, sport-specific development
- Fun & Structure: overall development, physical skills and fundamental movement skills, the ABCs of athleticism

2. General characteristics of players in these age group

- 'Critical period of speed development': age 6-8 for girls and 7-9 for boys
- Linear, lateral and multi-directional speed
- First 'window of accelerated adaptation to speed'
- Strength training: body weight, medicine ball and Swiss ball exercises
- Rules and ethics of sports
- No periodization, but all programs are structured and monitored

The **objective** for the **player** is to learn, develop and master all fundamental movement skills while having fun at the same time. This would lay the foundations for future athletic achievements. The **objective** for the **coach** is model athletes who have a better trainability for long-term, sport-

specific development. While this stage is supposed to be fun, it still has to be structured well. The emphasis is on the overall development of the player/athlete's physical capacities and fundamental movement skills, and the ABC's of athleticism - Agility, Balance, Coordination and Speed. Speed, power and endurance are developed using FUN games. Appropriate and correct running, jumping and throwing techniques are taught using the ABC's of athletics. Participation in a wide range of sports is also encouraged. The first 'window of accelerated adaptation to speed' or 'critical period of speed development' will occur during this phase, age 6-8 for girls and 7-9 for boys respectively. Linear, lateral and multi-directional speed should be developed and the duration of the repetitions should be less than 5 seconds. This is often called the 'agility, quickness, change of direction' window. Again, fun and games should be used for speed training and the volume of training should be lower. Children should be introduced to the simple rules and ethics of sports. No periodization takes place, but all programs are structured and monitored. Activities tend to revolve around the school year events – holidays, camps, etc.

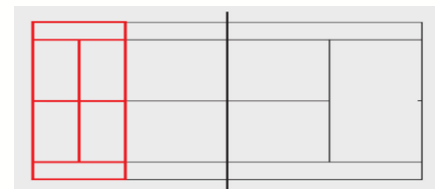
3. First steps in tennis – stages before red court

- Fundamental movement skills: locomotor, manipulative and stability
 - initial (2-3 years)
 - elementary (4–5 years)
 - mature (6–7 years)

Fundamental movement skills are observable as locomotor, manipulative and stability skills. There are three stages of fundamental movement skill development: initial (2-3 years), elementary (4–5 years) and mature (6–7 years). The last two allow for transition to different mini tennis courts with the respective dimensions and equipment.

- **Red: 4-8 year olds – serve, rally and score**

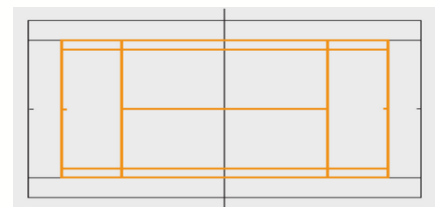
- Court size is 11m x 5.5m
- Balls are around 75mm in diameter and 75% slower
- Racket size: 43cm-53cm (17"-21")
- Nets at 80cm high (in the middle)



Mini **red** tennis is the perfect starting point for children aged 4-8. Played on a small tennis court with a soft ball that has a low bounce, it provides the perfect opportunity for young players to learn the basics and have fun. The shorter rackets used help players develop different types of shots and work on their hand-eye coordination.

- **Orange: 8-9 year olds – develop a rounded game**

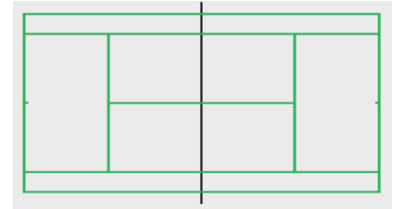
- Court size: Singles - 18m x 6.5m; doubles - 8m x 8.23m (the full width of a standard singles court)
- Balls are firmer than red tennis balls but are still 50% softer than regular balls; 50% slower through the air than standard tennis balls
- Rackets are between 58cm- 63cm (23"-25")
- Nets should ideally be 80cm high (in the middle)



Mini **orange** tennis is designed to allow players to continue their progress of the game. Emphasis is placed on developing players' all-round game, building on the technique and tactics they learned

during stage 3. The tennis courts and rackets are bigger and the mini orange tennis balls are not as soft as the red balls, resulting in more bounce.

- **Green: 10 year olds – put skills to the test**
 - Full size courts for both singles and doubles
 - Balls are only 25% slower through the air than regular balls and are typically the same size as standard tennis balls
 - Rackets are usually 63cm-66cm (25"-26") nets are 91cm high



With mini **green** tennis young players take the step up to full size tennis courts for the first time. As you'd expect, with the step up comes bigger rackets and balls that have more bounce. The time 10-year olds spend playing on full size courts using mini green tennis balls provides invaluable experience ahead of moving on to playing with regular fluoro yellow tennis balls the following year.

I.3. In-between stages 1 & 2

- AGE: Males 9 – 12 / Females 8 – 11 years
- Objective: Learn all fundamental sports skills (build overall sports skills)
- 'Window of accelerated adaptation to motor coordination'
- Strength
- Endurance
- Basic flexibility – speed, agility, quickness and change of direction
- Competition should be well structured
- Double periodization
- A 70:30 training/practice to competition-ratio

One of the most important periods of motor development for children is between the ages of 9 to 12. During this time children are developmentally ready to acquire general overall sports skills that are the cornerstones of all athletic development. This is the 'window of accelerated adaptation to motor coordination'. **Coaches should use it** to further develop all the fundamental movement skills and the general overall sports skills of their players. If fundamental motor skill training is not developed between the ages of eight to 11 and nine to 12 respectively for females and males, a significant window of opportunity has been lost, compromising the ability of the young player/athlete to reach his/her full potential, **which, consequently will have a negative impact on the club's potential to generate successful athletes.** Strength should be developed by medicine ball, Swiss ball and own body-weight exercises as well as hopping-bounding exercises (or routines). Endurance should be developed further by games and relays. Basic flexibility exercises should be introduced during this phase, while speed can be developed further with specific activities during the warm-up, such as agility, quickness and change of direction. Competition should be well structured. The most suitable framework is single periodization for this phase, however for a few sports, sport-specific needs will warrant double periodization (<- tennis). A 70:30 training/practice to competition-ratio is recommended.

I.4. Stage 2 -> Training to Train

Intermediate players (11-14 years old)

Objectives: build the "engine" and consolidate sport specific skills

- Consolidate basic sport specific skills and tactics



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- ‘Window of accelerated adaptation to aerobic and strength training’
- Onset of Peak Height Velocity (PHV)
- Priority to aerobic training

Coaches have to help players build a solid aerobic base, strength towards the end of the phase and as well as to further develop sport-specific skills. During the “Training to Train” stage young athletes consolidate basic sports-specific skills and tactics. This phase is a ‘window of accelerated adaptation to aerobic and strength training.’ Optimal aerobic trainability begins with the onset of Peak Height Velocity (PHV) or the major growth spurt during maturation. Aerobic training should be prioritized after the onset of PHV, while skill, speed and strength should be maintained or developed further. Special emphasis is also required for flexibility training due to the sudden growth of bones, tendons, ligaments and muscles.

Chronological and biological age

- Variation in the physical, cognitive and emotional development of athletes between the ages 10 to 16
- Scaled down version of adult athlete training and competition models VS determination of the biological age of athletes and using this information as the foundation for athletes’ development models
- Peak Height Velocity (PHV) as a reference point for the design of optimal individual programs
 - Relation to “critical” or “sensitive” periods of trainability during the maturation process
 - Average age for the onset of PHV is 12 for females and 14 years for males
 - Why PHV?
 - The Five S of training and performance

Coaches worldwide currently design long and short-term athlete training models as well as competition and recovery programs based on their athletes’ chronological age. Yet, research has shown that chronological age is not a good indicator on which to base athlete development models for athletes between the ages of 10 to 16. There is a wide variation in the physical, cognitive and emotional development of athletes within this age group. Superimposing a scaled down version of adult athlete training and competition models is not a good alternative either. Ideally, coaches would be able to determine the biological age of their athletes and use this information as the foundation for athlete development models. Unfortunately, there is no reliable procedure to identify biological age non-invasively. So what can be done to remedy this situation? One practical solution is to use the onset of Peak Height Velocity (PHV) as a reference point for the design of optimal individual programs with relation to “critical” or “sensitive” periods of trainability during the maturation process. Prior to the onset of PHV, boys and girls can train together and chronological age can be used to determine training, competition and recovery programs. The average age for the onset of PHV is 12 and 14 years for females and males respectively. The onset of PHV is influenced by both genetic and environmental factors, including climate, cultural influences, and social environment.

The onset of PHV is a reference point that provides valuable information for training the athletes’ energy systems and Central Nervous System (CNS), regardless of chronological age. Using simple measurements, PHV can be monitored and training can be related and optimised to exploit the

critical periods of trainability. This approach can enhance the development of short and long-term individually optimized training, competition and recovery programs such the optimal window of accelerated adaptation to stamina (endurance), strength, speed, skill and suppleness training – or the Five S of training and performance. It should be pointed out that ***all energy systems are always trainable, but during the so-called “critical” periods accelerated adaptation will take place if the proper volume, intensity and frequency of exercise are implemented.*** (Balyi, I. et al., 2004)

General characteristics of players in these ages

- Females:
 - First window - immediately after PHV
 - Second window begins with the onset of menarche
- Males: 12 – 18 months after PHV

Main elements of players’ physical, technical, tactical and psychological preparation

- Single, double and occasionally triple periodization is the optimal framework
- Optimized training and competition ratios: 60/40 (% acc. sport and individual specific needs)

There are two windows of accelerated adaptation to strength training for females. Window one is immediately after PHV and window two begins with the onset of menarche (the first menstrual period). This window for males begins 12 – 18 months after PHV. It should be noted that both aerobic and strength trainability is dependent on maturation levels, thus early, average or late maturers need different timing of the training emphasis. At present most of these decisions are made on chronological age (age groups) and not on individual, maturation level needs. Single, double and occasionally triple periodization is the optimal framework of preparation during this phase.

During competitions athletes play to win and to do their best, but the major focus of training is on learning the basics as opposed to competing. Training and competition ratios are optimized because too many competitions waste valuable training time and conversely, not enough competition inhibits the practice of technical/tactical skills and learning how to cope with the physical and mental challenges presented during competition. A 60 percent training to 40 percent competition ratio is recommended by experts during the “Training to Train” phase and the 40 percent competition ratio includes competition and competition-specific training. However, these percentages vary according to sport and individual specific needs. Athletes undertaking this type of preparation will be better prepared for competition in both the short and long term, than those who focus solely on winning. During this phase, athletes train in competitive situations daily, in the form of practice matches or competitive games and drills.

The “Training to Train” phase addresses two of the critical or sensitive periods of physical development. Athletes who miss this phase of training will not reach their full potential, as these critical periods have been missed. The reason why so many athletes plateau during the later stage of their careers is primarily because of an over emphasis on competition instead of on training during this important period in their athletic development. The “Learn to Train” and “Training to Train” stages are the most important phases of athletic preparation. During these stages ‘we make or break an athlete!’. (Balyi, I. et al., 2004)



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Creation of tournament program

- End of uniformity in the workload and the beginning of periodization as a means of its planning

Periodization should provide the players:

- Achievement of training goals
- Balance between general and specific training methods, tournament participation and motor skills development
- Co-ordinating and planning age-appropriate loads: volume/intensity
- Giving importance to the biological functioning of the human organism
- Accelerated development of playing qualities
- Reducing the risk of injuries, overtraining and mental burden

The goal of planning in this period is not to have a peak performance in the training process

- No peak performance in tennis players aged 12
- 13 yo players: the goal here is to learn how to reach a peak achievement
- 14 yo players: two peaks can be planned with tennis players at 14 years of age (for well-prepared and talented tennis players, 3 peaks in the training process can be planned with the planning of multi-cycle periodization), but with the assumption that the preparation periods are long enough

At the age of 11-12, just before puberty, a talented tennis player should be at the end of the basic - all-round training stage and start the next stage - "semi-specialized training process". It is characterized by the end of uniformity in the workload and the beginning of periodization as a means of its planning. All-round physical development is of particular importance, but at the same time the share of specific factors of sporting achievement in tennis should be increased in training.

Periodization should provide the players:

- Achievement of training goals
- Maintaining a balance between general and specific training methods, as well as between tournament participation and motor skills development
- Co-ordinating and planning age-appropriate loads, according to volume and intensity
- Giving importance to the biological functioning of the human organism (supercompensation phase, muscle hypertrophy, rest, recovery, etc.)
- Accelerated development of playing qualities
- Reducing the risk of injuries, overtraining and mental burden

Players with less training experience need more time to learn new habits and skills. Therefore, the preparation periods of these tennis players should be longer compared to advanced players

- Quantitative and qualitative characteristics of training are important (van Aken, 1999).
- The two-cycle periodization is most appropriate for this period
- The training tools and methods are different from those used with professional tennis players. For example - the interval method, loading in the anaerobic-lactate phase and the use of the maximum effort method in the development of strength qualities are not recommended in this age period.

- Tournaments win-loss ratio of 3:1 and 2:1
- In conclusion, participation in tournaments aims to:
 - Increase performance, motivation and experience
 - Expose players to the tennis lifestyle - travel and related activities
 - Build independence in tennis players
 - Teach the player how to use set tactical and technical tasks in challenging matches
 - All of these factors should carry more weight than winning or ranking (Lubbers & Gould, 2003).

Athletes should play in tournaments of different nature and in different age groups in order to maintain a win-loss ratio of 3:1 and 2:1. In conclusion, participation in tournaments aims to:

- Increase performance, motivation and experience
- Expose players to the tennis lifestyle - travel and related activities
- Build independence in tennis players
- Teach the player how to use set tactical and technical tasks in challenging matches

All of these factors should carry more weight than winning or ranking (Lubbers & Gould, 2003).

'The teacher does not teach, but arranges ways to make the children discover.' (Jean Piaget – Swiss pedagogue).

What (Tactical intention) & How (Where and Which shot)

- Tactical intentions
 - (Starting) Staying in the point
 - Creating advantage
 - Finishing the point

By each shot the player decides the What, which equals the Tactical intention on the one hand, and the How which means Where they hit and Which shot exactly on the other.

In more details, the tactical intentions refer to Starting and/or Staying in the point, creating an advantage and/or finishing the point.

Above all, check your player's understanding of the purpose of decision-making in specific situations. They need to know what they are doing when and what for. Secondly, let them play a (modified) game. When decision making on their side is adequate move on! In case the player makes wrong decisions or has no clue what decisions to make, the coach has to HELP them!

The player's decisions can be directly affected by the incoming balls during a rally, their opponent's position as well as their own position. Other factors in their decision making are their gender, personality, experience, as well as the surface they play on, their intentions. The key question is in which order can the players include different information in the DM process!





TC4DC



TENNIS CLUBS FOR DUAL CAREERS

	Serving	Returning	Baseline	Net game	Against net player
Staying					
Creating advantage					
Finishing					

I.5. Stage 3 - > *Training to Compete & Win*

I.5.1. Training to Compete

- AGE: Males 16 - 18 / Females 15 - 17 years
- Objectives: Optimize fitness preparation and sport, individual and position specific skills as well as performance
- Athletes, who are now proficient at performing both basic and sport specific skills, learn to perform these skills under a variety of competitive conditions during training.
- Training to competition and competition-specific training ratio is 50/50

This phase of development is introduced after the goals and objectives of the “Training to Train” stage have been achieved. The training to competition and competition-specific training ratio now changes to 50:50. Fifty percent of available time is devoted to the development of technical and tactical skills and fitness improvements, and fifty percent is devoted to competition and competition-specific training. During the “Training to Compete” phase, high intensity individual event and position-specific training is provided to athletes year-round. Athletes, who are now proficient at performing both basic and sport specific skills, learn to perform these skills under a variety of competitive conditions during training. Special emphasis is placed on optimum preparation by modeling training and competition. Fitness programs, recovery programs, psychological preparation and technical development are now individually tailored to a greater degree. This emphasis on individual preparation addresses each athlete’s individual strengths and weaknesses. Double and multiple periodization is the optimal framework of preparation.

I.5.2. Training to Win

- AGE: Males 18 years and older / Females 17 years and older
- Objectives: Maximize fitness preparation and sport, individual and position specific skills as well as performance
- All of the athlete’s physical, technical, tactical, mental, personal and lifestyle capacities are now fully established and the focus of training has shifted to the maximization of performance
- Intensive training with prophylactic breaks (burnout prevention)
- Training to competition ratio is 25/75.

Athletes, who are now proficient at performing both basic and sport specific skills, learn to perform these skills under a variety of competitive conditions during training. Special emphasis is placed on optimum preparation by modeling training and competition. Fitness programs, recovery programs, psychological preparation and technical development are now individually tailored to a greater degree. This emphasis on individual preparation addresses each athlete's individual strengths and weaknesses. Double and multiple periodization is the optimal framework of preparation. This is the final phase of athletic preparation. All of the athlete's physical, technical, tactical, mental, personal and lifestyle capacities are now fully established and the focus of training has shifted to the maximization of performance. Athletes are trained to peak for major competitions. Training is characterized by high intensity and relatively high volume. Frequent "prophylactic" (preventative) breaks help to prevent physical and mental burnouts. Training to competition ratio in this phase is 25:75, with the competition percentage including competition-specific training activities.

Creating of tournament program

- Training, which has priority over participation in tournaments
- A player needs to be built up in all the fundamental aspects of tennis to be able to cope with the demands of tournaments, trying not to skip periods but going step by step
- 10 weeks prep/2 weeks rest.

In order to draw up an annual training plan, it is particularly necessary to know the different stages and periods through which the player passes. In this way, participation in tournaments will be a good motivation and above all – possible; injuries will be avoided. Don't forget about the concept of "long-term player development". In this line of thought and with what I wrote above - the main element in this plan is training, which has priority over participation in tournaments. This is because a player needs to be built up in all the fundamental aspects of tennis to be able to cope with the demands of tournaments, trying not to skip periods but going step by step.

During the shaping of the plan, it is important to know that the preparation period is of great importance and that is why its duration is 10 weeks. During this period, good results can be achieved by considering and alternating time for: work, rest and adaptation of different tissues and systems (Roetert & Ellenbecker, 2009). Two weeks rest.

Example (16 yo): During the first part of the competition season, from mid-March to the end of April, there is a consolidation of tournaments. Regarding this period, I would respond that these are high importance tournaments and if the player does not give good results, he will not be able to play ITF-G2. Thus, during these weeks he will also have the opportunity to practice on days when there are no matches, and his participation in previous tournaments are reflected as practice weeks. The player finishes this first part of the season by earning a Wild Card to ITF-G1 JC Ferrero (for qualifying or main circuit) if performance in previous tournaments has been good, and immediately after that there is an important tournament - one of the qualifying tournaments for the Marca 16U National Circuit.

Between May and August, a player's training plan alternates weeks of preparation with participation in two consecutive tournaments, in the latter case three consecutive tournaments followed by a week off. At the end of the competition season, in the last month, more weeks are left for training, where the aim is to improve technique, tactics, physical and psychological potential. As we all know, towards the end of this period, the chance of injury occurrence is higher and for this reason we have increased the proportion of injury prevention exercises in order to preserve player health. In total, 23 tournaments were planned for this competition period, and



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

participation in many of them depended on whether the player qualified for the main circuit. With good results and participation in all tournaments, the total number could be reduced to 20, which is in line with recommendations in the literature (Reid et al, 2009).

- Individualization of the athlete's preparation in order to reach the maximum potential block periodization known in Spanish-speaking countries as ATP periodization" (A - accumulation, T - transformation, P - realization). Several basic principles underlie this type of periodization:
 - Concentration of highly specialized training loads, similar in energy, intensity and nature of the activity performed - organized in specific periods (blocks)
 - Cumulative effect of the training loads - reaching the sports form according to the biological regularity in the development of the systems
 - Residual training effect (system-structural trace) - effective period of single or group training
 - Training effect with delayed realization.

I.6. Building an individual game style

Play > Learn > Play

I.6.1 Tennis as a game of mistakes

- Learning process based on failures
- Open system = "out of script" fail
- The practice inside the practice
- Ideal challenge: students must succeed
- Progression/Overload.
 - FAQ: Do players run the risk to learn "wrong movements"?

Above all, players perform what they have learned in real situations. There are many ways a coach can provide learning opportunities, however. Most of the time, learning process is based on failures. Coaches have to create exercises to promote instabilities and provoke failures. The open system promotes the unexpected "out of script" fail. The eventual fails demand a respective immediate adjustment often unusual, unexpected and improvised. The practice inside the practice means that the learning process happens by reactions/attempts to correct the fail, recognizing and distinguishing what is wrong from what is right. Coaches should create the ideal challenge, meaning that they should always keep in mind that students must succeed. The balance between progression and overload: as long as players improve, the increased difficulty generates a new instability.

Before memorizing the way of hitting the ball, is important to recognize and identify the different ways of receiving the ball. So do players run the risk to learn "wrong movements"? No because memorizing the "right movements" prevents from mastering other, inefficient patterns of movement. How do we make sure they know what are the right movements?

I.6.2. The right movements

- Open skills come before closed skills: various situations
- Control of the ball
- Understanding
- Practice



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

1.6.3. Tennis is a game of open reality

Open skills come before closed skills. Mechanics is a way to make order but first comes disorder. Only through an open system where situations are varied (unexpected, unpredictable, unusual) is possible to develop open skills and to take decisions. To control the ball is fundamental so through an open reality system players are able to practice by rallying or playing and improve their skills, while having fun and increasing their confidence and motivation at the same time. Players have to understand that reception of the ball is a consequence of the previous projection, learn to get ready and to predict it. Last, but not the least: Practice. Movements are linked to a task, as a problem solution - intentional, creative, spontaneous, joyful and unaware. Players will learn by necessity or wish, by experience or imitation.

When people say that tennis is a game of open reality they usually refer the fact that a player, with their actions, exerts influence on their opponent's actions and vice-versa. This way, players are able to deduce and, in the best of cases, to induce the actions of each other. Those are situations which coaches cannot directly control when learning opportunities are concerned. This is where the players' individual game style can show. During the practice sessions coaches introduce the different game situations to the players, in order to teach them to recognize those situations and to make the right decisions, how to react better. Ideally, the practice must be responsible for making the players automate the decision-making and fit them to the technical execution. Precisely because during the open game situations there is not enough to think, players have to come up with optimal solutions. Actions are linked to interests /intentions/reasons.

1.6.4. The 'IDEAL PLAYER' concept

- Physically fit: healthy, in shape, resistant. Hard to brake
- Mentally prepared strong, balanced. Hard to destabilize
- Tactically disciplined: aware, intelligent, astute. Hard to overcome
- Technically competent: versatile, efficient, effective. Hard to explore

The final product of each completed training cycle should be the so called Ideal Player. In short, they should be very hard to control by their opponent. They are also physically fit: healthy, in shape, resistant, hard to brake. Mentally they are prepared for most situations. They are strong and balanced, hard to destabilize. They must be disciplined in terms of tactics: aware, intelligent, astute, hard to overcome. And last but not the least: Technically competent - versatile, efficient, effective, hard to explore.

1.6.5. Building an individual game style: three major methods

1. Feeding balls from the basket

- Controlled
- Closed system
- Technical
- Predictable/Unpredictable
- Far from reality

2. Cooperative rallies

- Intermediary
- More complex than basket feeding
- Promotes mutual help and a dose of unpredictability
- Conservative tactics



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Semi-open system
- Ethical attitudes

3. Game based method

- Motivational
- Competitive tension & automatic decisions
- Open game style
- Optimization
- Real game experience

There are three major methods which coaches can use to help their players find their own game style. **Feeding from the basket** is useful to help players learn/practice the established goals comfortably. The variables are minimal because the one who feeds has total control. Goals are merely technical: no rallies means no possibilities to exert mutual influence/induction, there is no potential for reading/deduction. The system is defined as “closed”. The predictable feeding enhances players’ learning because it does not require from the players to make decisions. All the actions are pre-established. The unpredictable feeding increases considerably the level of difficulty because it requires making quick decisions and speed reactions from the players. It is ideal to practice the same goal in varied situations, different goals for different situations and to check the assimilation of the goals as problem solutions. The method of feeding balls from the basket eliminates the competitive pressure of the game and is the most distant from the real game and must be used as an accessory method.

Cooperative rallies - hitting balls in cooperation with a partner is an intermediary method. More complex than the method based on feedings because requires from players to better control the ball as well as to be more responsible. It is less threatening than the competitive game and promotes the mutual help. However, includes certain dose of unpredictability occasioned by the involuntary fails to which the players must be ready to react. This provokes interesting situations in many fields: socially, foments the mutual tolerance; emotionally, increases the challenge and the resistance to frustration; tactically, players perceive how they influence on each other; technically, develops open skills, effectiveness and, depending on the level, conformity; and physically, endurance and speed reaction. When competing, the opponent errors are desired, forced and welcome. When rallying with a partner, the misses must be avoided at the maximum. Players, responsible to control the ball, practice their own success while offering each other the opportunity to practice. As they ensure a positive environment for the practice hitting safe, relatively neutral shots, also reproduces quite conservative tactics - “waiting for the opponent unforced error”. The system is defined as “semi-open” and the methodology is mixed because analyses specific aspects through a global practice. Besides promoting intrinsic motivation, practice will be possible only because of the mutual commitment between players that must ensure quality and partnership, forming ethical attitudes. Provoking the players suggesting them to set their own achievement goals – how many shots they hit in a row - in order to win imaginary opponents is fundamental to introduce challenges, to create competitive tension and to increase interest, making practice similar to the game reality. As the goals are achieved, the challenges and levels of tension can be increased.

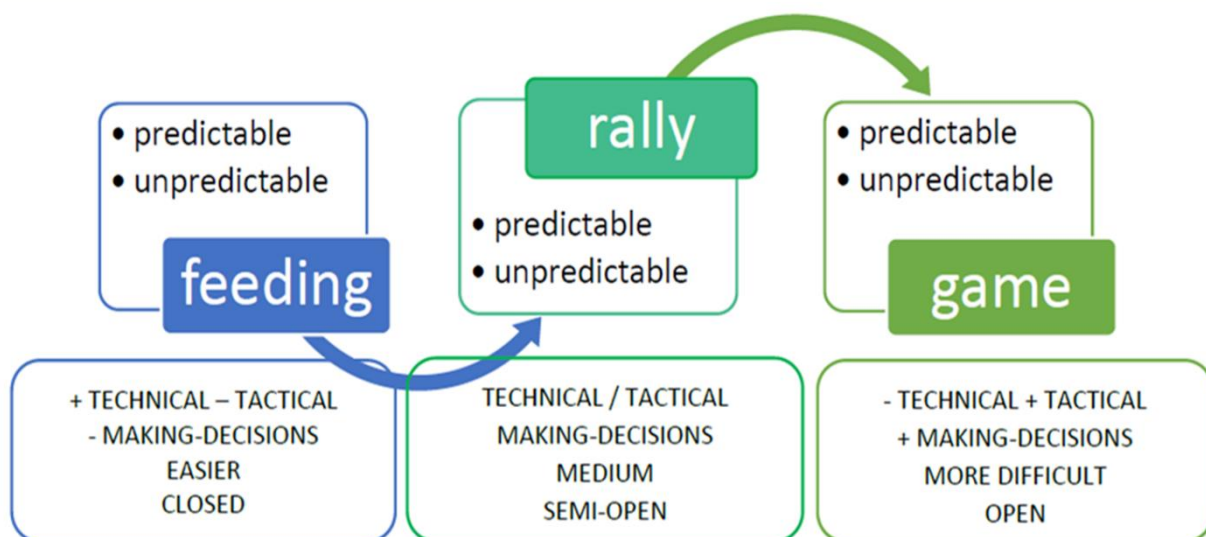
Game based method - in the match, predictability is quite high, because of the high level of the players that have defined game styles and developed anticipation skills, or because of the low level of the players that do not have many resources and do not risk but just keep the ball in the

court instead. Considering mainly the motivational aspect, to experience the real game must be part of the practice of those who want to be players and improve their game level. The sensible difference between the match and cooperative rally is the competitive tension. Players pass through ups and downs. Unless they play doubles or teams, the benefits and prejudices are entirely individual. Each stroke and every decision can mean losing the point. In open situations and under pressure, players must decide for convenient tactical options - what to do with the ball and with the opponent, when to attack or defend, and for technical options – which stroke to use. Learning to get along with emotional instabilities and looking for the best way to win justifies organizing the practice based on games. With this method it is possible to automate the decision-making and the correct strokes production. The training games may be conditioned to the necessities of the players, most of the time oriented and, certainly, predictable enough. Intending to improve a specific aspect, they must preferably repeat the same situation systematically. This way, the game situations, match plays or strokes can be practiced specifically and easily. Free play is necessary in order to promote the full experience of the real game and intending to evaluate the assimilation of the learning contents and their respective conversion into totally open situations. In any case, the system is precisely defined as “open”, generally oriented to practice some specific goal, mainly tactical.

- Technique – the tactical function
- Technique – the biomechanical model

The technical quality of a player in terms of effectiveness can be defined by their control of the ball. The technical controls – direction, depth, height, speed and spin are ingredients that compound the trajectory of the ball with tactical intentions, namely to attack or to defend.

The technical quality of a player also depends on their ability to execute correct movements. Biomechanical principles orient the definition of the most convenient coordination of the parts of the body and the racket aiming to produce the ideal strokes. Coaches resort to many methods and many repetitions so that players adopt successfully the necessary technical adaptations. This also decreases the risks of injuries.





TC4DC

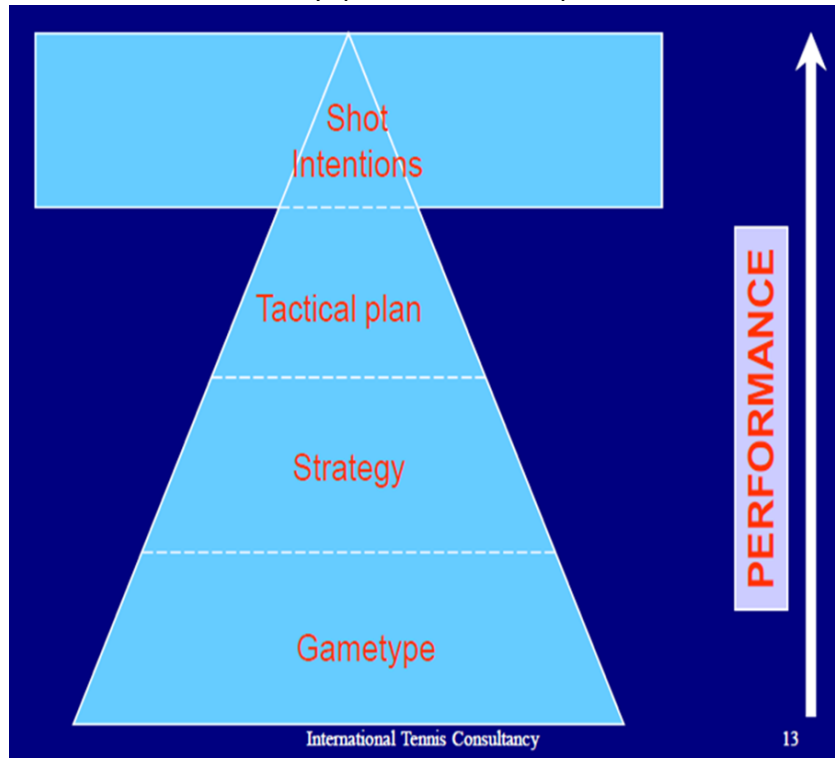


TENNIS CLUBS FOR
DUAL CAREERS

I.6.6. The game type/style of a player depends on their:

- Character
- Physical abilities
- Qualities and limitations of their technique.

Aggressive baseliner, serve and volley, pusher, counter-puncher or an all-rounder?



Performance players' game type is in the basis of any other aspect of their development. Players' character is directly related to their success. Character can make an athlete or break them. There are some surprisingly consistent similarities between athletic super achievers, regardless of the sport they have chosen, showing that sporting success is a lot more than about just sheer talent. Among other character qualities, most top athletes demonstrate supreme concentration, commitment to excellence, desire and motivation, goal setting, positive mind-state and optimism, confidence and self-belief, high-quality relationships and support. Coaches should observe their players from early age and guide them in the right direction, encouraging certain game styles, based on their players' dominant character traits, and not solely on physical traits. For instance, Gilles Simon's physique makes him most suitable for a baseliner, but he is, in fact a counter-puncher (supposedly the latter better suits his character). Ideally, there should be a balanced combination between character and physical built. Another thing coaches should pay attention from an early age is their players physique potential. Various tests (i.e. genotype) can help choosing the optimal path of development for each player. As for the players' technique, a coach can demonstrate a group of six beginners how to hit a forehand and it is likely that all six of them will later show a different version of the shot. Coaches should be vigilant in this regard – observe their players', define their potential, encourage their preferences and direct them toward an optimal development.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Topic 2. TECHNICAL PREPARATION IN TENNIS

The technique is one of the most significant aspects of tennis. We often hear that technique is not essential compared to the mental and physical aspects. However, it would be impossible to play well without having a solid understanding of the technical fundamentals. All players have different playing styles, more or less stylish and beautiful to watch but, all of them respect the fundamentals.

The technique is necessary to achieve a result. There are fundamentals to respect in order to correctly hit a tennis ball. As spectators, we easily notice when someone faces technical difficulties. As players, it is quite different. Understanding what can be corrected, improved or even changed can be complicated and requires years of experience. Doing a mistake in tennis can be the consequence of a bad technique. Sometimes, you don't have to look any further than the basic rules to find out why you made a mistake. You need to go back to the court with a clear vision of what needs to be done, to avoid mistakes. Here are fundamentals that will help you become a better tennis player:

- To pass the net, my swing must be upwards.
- To keep my balance, my stance must be low and there must be a significant distance between my feet.
- To hit a great serve, I need to hit the ball as high as possible in order to get an angle. To hit a great serve, my arm must be fully extended when I make contact with the ball.
- To hit a low volley, my racket head should be open and facing the sky.
- To create speed on your shots, your hand must be relaxed and accelerate.
- To react fast, I need to stand on the front of my feet.
- To hit correctly and avoid hurting myself, I need to make contact with the ball in front of my body.

All of these technical aspects seem simple – they are natural – but they are often the reason behind our mistakes. It is important to note that there are many biomechanical factors that define the technique. It is the coach's responsibility to transmit them to the students.

1.2.1. Technical aspects on different levels

"Tennis 10" concept has 3 levels of age and preparation

1.2.1.1. Red court

Red is the first stage of ITF Tennis 10s. Allowing players to quickly serve, rally and score.

Age - Primarily for children aged up to 8 years old but can be played by all ages in a fun, social environment.

Court - Size is 11-12m long x 5-6m wide and the net is 80cm high, see Chapter 1 'Marking the Courts' section for how to mark the court simply and quickly.

Balls & Rackets

Both Red foam or felt balls can be used, both of these Red balls are larger than orange, green or standard yellow balls, and are around 75% slower than a normal ball.

The maximum size of rackets or bats is 23", players aged 5-7 may be better suited to either a 19" or 21" racket, dependent on their size and strength.

Scoring

Tiebreaks to 7 or 10 points are the primary scoring format, though lower numbers can be used. More experienced players may progress to play best of 3 tiebreaks to 7, while timed matches up to 15 minutes are also suitable and easier to organise.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Competition Format

Children should start competing in teams using formats with lots of short matches for every player. Doubles can be introduced for seven-year-olds and older, but at ages below this, it can be difficult for children to cooperate. For very young children, competition can be presented through stations and multi skills. Events are ideally just 1-3 hours long.

Location of Competition

As much as possible, competition should be based at the home club in familiar surroundings. As children grow in confidence, they may be encouraged to play in other locations close to their home venue.

Lesson Content

Players start by working on building a rally, then simple tactical and technical development with an emphasis on serving, rallying and playing the game. The key at Red is to do simple things very well and teach technical skills that are relevant for the tactical situations that a player will encounter in Red Tennis. Players' progress to Orange when they meet all the criteria set (see "Progressing Players").

Methodological aspects for red court

- Players are able to play the game from first lesson
- Players start to play for fun
- Development of good technique
- Development realistic tactics

Technique on red court

- Forehand and backhand parameters of the square, semi-open and open tennis stance, footwork
- Forehand and backhand grips swing path contact and finish of the hit
- Volley parameters of ready positions grip preparation and contact point of the ball
- Volley footwork covers the parameters of split step sequence
- Serve technique to cover the parameters of grip toss service rhythm and contact point
- Serve and play with consistency back swing and execution

1.2.1.2. Orange court

At Orange, players coming from Red apply all the skills they've learned to play the game on a bigger court with a faster ball. Older beginners starting out may also start in Orange rather than Red, simply because they are big enough to cover the larger court.

Age - Ideally, players with experience at Red level will graduate to this level at the age of 8 or 9. Some children who come later to the game may play Orange until they are 10 or 11.

Court

The Orange court is 18m x 6.5m (as shown) or 8.23m (full court width); the net is 80cm high.

Balls and Rackets

The Orange ball is the same size as the yellow ball but is approximately 50% slower, and bounces lower. On this court, a racket between 23" and 25" should be used.

Scoring

As players are likely to be older and more used to playing in competitions, a longer duration is generally used, with a best of 3 tiebreaks, or 1 x short set to 4 games format being recommended.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Competition Format

Children continue to participate in team-based competition, with singles and doubles in short matches. The players who are more confident may now want to play more individual competition. Most formats are between 2-4 hours long.

Competition Location

You should ensure that a good balance of competition is provided at the home venue as this will allow players who are unsure of their level of commitment to the game to continue to compete. Players may travel short distances from their home venue more frequently, to play in events.

Lesson Content

Children start playing the game in all areas of the court by coming to the net, learning to attack and defend, and applying their existing skills to the bigger court. The game becomes more dynamic for those players who have progressed from Red but there should still be a strong emphasis on developing core skills in lessons and allowing players to develop other skills through frequent play. Exposure to match play also means that players will start to develop a greater tactical understanding.

Methodological aspects for orange court

- Players move to a larger court
- Ball is faster and smaller
- Players develop ability to implement advanced tactics
- Competitions are longer and play single and double
- Better technique including serve forehand, backhand and volley

Technique on orange court

- Forehand and backhand techniques with the same parameters but better development of the strokes
- Forehand and backhand footwork for stance proper loading and recovery footwork
- Volley technique based on execution ready position split step unit turn and the use of the non-dominant hand
- Serve technique adapted for a longer court
- Return parameters of technique and footwork

1.2.1.3. Green court

Green is the final stage before using the yellow ball. As well as providing an ideal opportunity to check that all the basic tennis skills are in place before moving on to the yellow ball, it is also the stage where players should be challenged in all areas of the court, with balls bouncing at a variety of heights and speeds.

Age - Players at Green are usually 9 to 10 years old. This, of course, depends on ability and on the age at which a child started to play. The important thing, as with all the stages, is that children should not progress too soon. As with all stages, there may also be older players using the Green ball.

Court - Green is the same as a full-size court. Players should only move to this court size when they are ready.

Balls and Rackets

The green ball is approximately 25% slower than the yellow ball and will bounce higher than the orange ball. Players should use a racket between 25" and 26" in length and with an even balance.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Scoring

1 x short set to 4 games or best of 3 short sets are used at this stage. It is still acceptable to use other shorter scoring formats for less confident players who may enjoy this more than the more serious or formal events.

Competition Format

Children will still enjoy team formats and doubles, but players will be playing more individual events than at the previous two stages. Events are between 3 hours and 2 days.

Competition Location

Competition is still provided at the home venue as this will allow players who are unsure of their level of commitment to the game to continue to compete. More frequently, players may travel short distances from their home venue to play in events, with some playing regional events, and a very small minority playing national events.

Lesson Content

With the full size court, the demands of tennis competition mean that players need the physical skills to cover the court and control the body in this dynamic environment. Tactically players should understand and make high % shots from different areas of the court based upon their own position, the oncoming ball and the position of the opponent. In preparing players for competition it is also important to encourage children to be more independent, including understanding about warming up, practicing, fitness and health.

Methodological aspects for green court

- The same court for adults
- Ball is faster than orange
- Ball bouncing is lower
- Continue to develop better technique and advanced tactics
- Multi match competition played

Technique on green court

- Forehand and backhand techniques with refinement of the skill for the new court
- Forehand and backhand footwork for the movement patterns of the green court
- Volley technique to handling more difficult volleys and more body control
- Volley footwork to improve transitional footwork and net coverage for this court
- Serve to create weapon in placement and percentage
- Return parameters for reaction time and footwork

Moving on to Tennis with the Yellow Ball

There is no designated age at which a player should move to the yellow ball; on average children tend to be ready for the full game around 10 – 12 years old, if they have progressed through the three stages of Tennis 10s. More able children who appear to be good enough to play full tennis earlier may move through earlier, but there is still a benefit in continuing to play with the Green ball to encourage good technical and tactical development, and having children compete where they feel challenged but not overwhelmed is crucial to keeping players in the game.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

I.2.2. The elements of the ball effectiveness

1. Depth

Depth is normally the least considered ball characteristic and tennis players often neglect it, forget it completely, or are totally unaware of the importance of good depth control. High level tennis players are very aware of their depth control and the effect it has on their opponents. Being able to hit deep onto an opponent's weaker side and then following it up with a short ball, like a drop shot, is very effective in club tennis.

Better depth control can be even more effective than making one's opponent simply move side to side. Many tennis players are not confident coming to the net, so hitting drop shots short can bring an opponent into an uncomfortable position on the court.

2. Direction

Direction is one of the most difficult ball characteristics for beginner tennis players to control and controlling the angle of the tennis racket and the timing of the swing is not easy. Controlling the direction of one's shot is incredibly important as this is how one can begin to move one's opponent around the tennis court.

3. Spin

Spin can also be measured by 1 to 10 but it's also important to remember that there are 3 types of tennis ball spin: SLICE, TOPSPIN and FLAT (no spin). It's crucial to know how each spin effects the ball flight and what your most effective amount/type of spin is on each shot to control this tennis ball character effectively.

4. Height

Height is a very important character for tennis players of all levels, as hitting the ball over the net is the first obstacle for everyone. Normally I would teach my beginner tennis players to play slow and high over the net to increase their consistency and to give them more time in between shots. As tennis players get better their height over the net will often get lower. It is important to know that even on the men's tour (ATP) the average clearance is between 60 to 110cm over the net. This surprises many club players as yes; the professionals do hit low over the net when trying to create angles or driving through the baseline. However, they still need to give themselves a margin for error. Meaning that they aim to hit the ball around 90cm over the net and sometime they will dip below this and over this but they will still be avoiding hitting the ball into the net and losing the point.

5. Speed

Speed can be measured many ways and can also be called the tennis ball tempo. I often train my players to be able to practice hitting 10 different speeds from 1 to 10 (1 being slowest possible without missing & 10 being the fastest possible). This can be done with all shots and can be very specific, for example practicing doing 10 speeds on the forehand down the line or 10 speeds on the slice serve out wide.

Length and direction

- Short hit
- Long hit
- Medium hit
- Long line
- Cross
- Central



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Effect and height

- Slice
- Topspin
- Kick
- Lift
- High ball
- Medium high ball
- Low high ball

Speed

- Fast
- Low speed
- Medium speed

The five primary controls of the ball are depth, height, direction, speed, and spin. Mastery of these controls is essential to mastery of tennis stroke production.

Depth

One of the most important shot placement objectives is depth. Strokes that land near the baseline are much more difficult to return, limit the angles the opponent can play, and provide more time for a player to recover for the next shot. Players using excessive topspin must be careful to maintain depth during rallies.

Example—Remind players that the singles court is about three times longer than it is wide, so focusing on groundstroke depth is a safer strategy than focusing on side-to-side shot placement.

Height

One of the best ways to achieve depth of placement is to aim groundstrokes high over the net. Under the pressure of a match players who hit the ball flat may tend not to lift shots over the net, aiming near the tape, so their shots often lack the depth necessary to prevent attacking play by their opponents. (Keep in mind that about 70% of groundstroke errors go into the net.) Good players use topspin to achieve high net clearance and keep their shot out of the opponent's hitting zone. They also use a higher ball to neutralize opponent's natural aggression.

Example—Emphasize to players the benefits of varying the height of their shots.

Direction

The ability to change shot direction and the understanding of the tactical advantage, or percentages, of so doing is important to overall success. The following are general principles for shot direction:

- Crosscourt shots are easier and require less recovery but also have the greatest margin for error.
- Down-the-line shots are often more effective offensively but are more difficult. They must be stroked firmly to cancel out the lateral momentum of the ball and to avoid a higher net.

These shots also require the athlete to recover a larger distance to stay in the middle of the opponent's shot options.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Example—Emphasize to aggressive baseliners that an offensive down-the-line shot must be stroked aggressively for accuracy and must be followed up with aggressive recovery movements.

Speed

The speed at which the ball is stroked is another important variable the tennis player controls. Greater ball speeds place more pressure on an opponent by decreasing the time needed to get to and prepare for the shot. Ball speed also limits the opponent's options and makes it more difficult for him or her to produce the shot. The negative aspect of ball speed is that the margin for error is lower, so it is more difficult to control the placement of the ball.

The speed and spin of the ball after a stroke are closely and inversely related, meaning more of one (speed) means less of the other (spin). The more direct the impact of the ball and the racket, the greater the ball speed will be leaving the racket, while the more glancing the collision is, the more spin the ball will have. Brody (1987) has an excellent discussion and several illustrations of how ball speed and spin affect shot accuracy and margins for error.

Example— Emphasize that margins for stroke errors are much larger for slow and moderate speed shots and that the margin for error decreases very rapidly at high stroke speeds.

Spin

Ball spin is clearly one of the most important factors related to ball control in tennis. Putting the correct spin on the ball can increase a shot's margin for error and affect the bounce of the ball. All tennis shots are made with some ball spin; even "flat" serves and groundstrokes have some spin. However, it is the greater amounts of spin (1000 to 4000 rpm) produced by racket trajectory variations at impact that have the most dramatic effects on ball flight and bounce.

- **Topspin.** Topspin is created by upward motion of the racket through impact. For heavy topspin forehands, the path of the racket through impact is from low to high, usually between 40 and 50 degrees upward. Skilled players may use even steeper racket paths and some small closing of the racket face. Remember that the steeper the racket path, the lower the margin of error in contacting the ball and the less speed or pace the ball will have.
Example—Topspin strokes require greater effort to generate spin than slice strokes because the rotation of the ball must be reversed, so emphasize the use of vigorous upward stroke paths.

- **Backspin or slice.** Slice forehands and backhands are created by downward racket motion through impact. Research has shown that most slice strokes follow a 15- to 30-degree downward (high to low) path, again with only small amounts of opening of the racket face. A steeper downward path and clear open racket face are used for drop shots.
Example—Tell players to emphasize the "forward" of the forward and down trajectory of slice groundstrokes to maintain stroke speed. They should emphasize the downward trajectory only for the drop shot.

- **Sidespin.** Sideward motion of the racket through impact creates sidespin on the ball. Slice serves and inside-out forehands are good examples of sidespin. Research has shown that in slice serves the racket usually moves forward and to the sideline at 15 to 40 degrees from the center service line.

Example—As the player generates virtually all the sidespin on shots, emphasize the use of high racket speeds to the side through impact to generate speed and ensure adequate ball speed.

- **Ball flight.** The spin of the ball carries a small layer of air near the fuzzy surface of the ball. This rotation creates pressure differences called the "Magnus Effect".
Example—Tell players that this additional force in the air makes balls curve in the direction of the spin. Topspin strokes curve downward because the front side of the ball is moving



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

downward. Slice backhands have flatter trajectories than topspin because the Magnus force acts upward to reduce the effect of gravity.

▪ **Ball bounce.** The differences in the speed of the sides of a spinning ball affect the friction force during the bounce on the court.

Example—The effect of spin on the trajectory of the ball tends to dominate the effect of spin on the bounce. Groundstrokes hit with topspin tend to bounce higher than slices because topspin balls curve steeply down toward the court. Slice shots bounce lower than shots with topspin because of the very flat trajectory of these shots. The higher bounce of a drop shot is the only time you see an underspin bounce high, because of the trajectory of the shot.

Path angle and speed

- Red court - player hit the ball early and to play the ball above the optimal zone or to play behind the line ant to hit later
- The speed of the ball it is low and the angles are not open because the court is too small
- Orange court – speed is higher , the preparation of the racket is faster and are more angles to be played
- Green court – highest speed of the ball and the preparation

Topic 3. TACTICAL PREPARATION IN TENNIS

I.3.1. Technique – Strategy - Tactics

Technique, strategy and tactics are central concepts for all sports. Despite their differences they converge and reinforce one another.

Some people say there is no difference between strategy and tactics, while others insist that there is indeed a difference.

Even 2500 years ago, a famous Chinese strategist wrote in his book “The Art of War”:

“Strategy without tactics is the slowest way to victory. Tactics without strategy is the noise before defeat.”

I.3.1.1. Technique:

- is linked to the motor learning of each athlete
- consists of the realization of necessary movements and skills
- unlike strategy and tactics, it does not take into consideration the factor of the opponent

Strategy: describes the general destination and outlines the way to a certain goal

Tactics: is more specific and focuses on smaller steps and a shorter time frame along the way. It involves best practices, specific plans, resources, etc.

Strategy versus Tactics

While the two terms are interrelated, they are by no means the same.

So let us take a closer look at the difference between strategy and tactics.

I.3.1.2. Strategy:

The broadest definition of strategy is using your own advantages – natural and acquired – against your opponent’s weaknesses in order to gain the upper-hand and win more points.

- It is one of the 4 main areas of the game besides technique, physical preparation and mental competencies.
- It is similar to tactics in terms of advance planning, but it has many aspects that exceed the immediacy of the competition.
- It covers concepts such as the planning of training sessions, nutrition, regeneration and, more or less, the whole life style.

I.3.1.3. Tactics:

- basically, consists of small decisions to be implemented during a match.
- always demands continuous, razor-sharp observation, since circumstances in a match may change and the athlete will have to improvise and react accordingly.
- places great emphasis on the understanding the game at beginner and intermediate level, while at advanced level various aspects that distinguish the modern game step into the foreground.
- can be individual (one-on-one situations, collective, defensive, offensive, etc).

Several aspects distinguish the modern game – and the tactics used – from that of the past:

- Players are stronger, taller, fitter and faster.
- More aggressive use of the body translates into more powerful strokes, which in turn



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

makes the game faster and reduces the time that players have to make decisions and prepare for the next shot.

- Thanks to continuous technological progress, their rackets are definitely more efficient.

I.3.2. Types of Players

Basically there are 4 types of players. Any type of player can play against any type of opponent, which means that there are 16 possible adaptations.

This, in turn, translates into having to be prepared to come up with a detailed tactical and mental plan for how to approach against a match against each type of player.

- **The counter puncher:** tries to return each and every ball that is played to them and relies on the opponent to make the mistake (defensive oriented percentage play).
- **The aggressive baseliner:** hits powerful serves in an attempt for free points / goes for short rallies / starts every point in control of the middle of the court.
- **The serve-and-volleyer:** relies on powerful serves, approaches the net in order to finish the points quickly
- **The all-court player:** is able to hit big serves to precise targets / keeps their opponent off balance by mixing up the speed, spin, and placement of their serves / attempts to take control of the points and apply immediate pressure / in short, uses the best bits from each style.

Punctilious experts distinguish even between 9 typical opponents:

- Pushers
- Aggressive baseliners
- Net rushers
- Aggressive returners
- Big servers
- Servers and volleyers
- Big forehand hitters
- Counter punchers
- Hackers and slicer



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Basic Game Situations

Before dealing with various tactical options in detail, it makes sense to throw some light on the 5 basic game situations:

- Serve
- Return of serve
- Both playing from the baseline
- Attacking
- Passing and lobbing

Tactical Options 1

1. Consistency:

- Try hitting one more shot than your opponent.
- Save riskier shots for situations when leading by a safe margin or having an open court decision.

2. Control:

- Try playing your strengths and exploiting your opponent's weaknesses.
- Try controlling the middle of the court and spread your opponent out, making him constantly run from side to side and thus forcing him into a defensive mode.

3. Serve:

- Study your opponents to find out early how they react to your serves.
- Apart from spin and serving wide or down the line, try to place the ball to force your opponent to hit back to your stronger side and give you an edge on the next point. Or else, a short return will give you the chance to move up to the net.

4. Return:

- Just as with the serve, it gives you an opportunity to place the ball so that your opponent is forced to hit to your stronger side.
- Returning the ball down the middle is generally an effective approach.
- After a good return, you can go for the net and play a volley (chip and charge).
- In case of powerful serves, you will just be happy to get the ball back in any way.

5. Depth:

- Pushing your opponent back by hitting deep into their court is even more effective than moving them from left to right and vice versa.
- Increase your chances by hitting deep into their weaker side, usually their backhand.

6. Playing above the Net Level:

- Aim to get the ball over the net with enough margin for error and the chance of hitting a deep shot.
- Hitting the ball deep and with a lot of topspin should be your goal.
- Hitting your groundstrokes mainly cross-court gives you a bit more distance to work with and more room to clear the net as it is lowest there.

7. Rhythm: refers to the timing of strokes, from the time you start your backswing to the time you make contact with the ball.

- If you hit your ball high and with plenty of topspin, you force your opponent to hit out of the strike zone and throw them off their timing.
- Likewise, you can use power and heavy spin to break your opponent's rhythm.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- The ability to vary the type of shots will dictate how well you control the rhythm of the match.
8. Tempo: tempo refers to the time in between the shots among two players.
- You can control the tempo by switching between aggressive and softer shots.
 - By varying the tempo you can make your opponent guess or eventually force them to hit an unforced error.
 - By hitting a ball hard you can take away time your opponent has to react.
9. Time:
- Use time to your advantage by reducing the time your opponents have to get to the ball or increasing your time to recover after an offensive shot by using power or placement to make it take more time for them to reach the ball.
 - In defensive situations, you can give yourself more time by returning the ball high and deep to the baseline, or by hitting a lob.
10. Strike Zone: every player has an ideal strike zone, somewhere between their knees and their chest.
- Try to find out your opponent's ideal strike zone and avoid hitting balls that land there.
 - If their strike zone is high, at chest height, hit low balls, including deep slice shots.
 - If their strike zone is low, at knee level, hit them high shots with a lot of topspin.
11. Court Position:
- You can improve your position if you hit the ball on the rise without having to back up and play deep into the court.
 - When hitting to your opponent's forehand, assuming you are right-handed, do not position yourself in the middle of the court but more to the right as your opponent has a better cross-court angle than down the line.
12. Direction: One of the keys to winning in tennis is moving your opponent around the court and exhausting them in the process.
- Move your opponent from side to side and keep him behind the baseline by hitting deep shots.
 - Throw in an occasional drop shot to bring them to the net and answer their ball with a lob, thus moving them also forth and back.
13. Movement:
- While trying to move your opponent around the court, do not forget to pay attention to your own footwork.
 - Do not wait for the ball to come to you, go for it. The sooner you get to it, the better you will be ready for your next shot.
14. Pace: refers to the speed of the ball after it leaves the racket.
- The faster the pace, the less time your opponent has to react to your shot.
 - Shots with a heavy pace, however, allow your opponent to work off of your shot, which means that they can use your shot to generate power without much work.
 - On the other hand, shots with little pace force your opponent to hit harder and, in doing so, increase his risk of making mistakes.
 - By varying the pace of your shots, you can also disturb your opponent's timing.
15. Power: is used to either finish off your shots or to put your opponent on the defensive.
- If you can hit the ball too fast for your opponent to reach, you are sure to win the point.
 - You create power by swinging your racket faster and harder.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- You can also increase power by creating lag in your stroke: Before you bring your racket head forward, bend your wrist back and begin rotating your hips. Lag will generate greater head speed and a whipping motion that translates into more power.

Tactical Options 2

Apart from the tactical options mentioned so far, you will find the following two aspects useful:

The Right Mind-set:

While following their tactical patterns, players also compete on a different level.

When both players have a nearly perfect tactical plan, the outcome of the match will also depend on the better mind-set. It is a battle within a battle:

- Who is better at putting up with unforced errors? Setbacks? Wrong decisions?
- Who is better at putting up with an opponent's provoking behavior? Wrong decision of the umpire?

Once a player loses the mental battle, he is likely to lose the tactical battle as well.

The Principle of the Traffic Light:

With this principle in mind, in-experienced players learn to react by hitting appropriate shots, depending on their position on the court.

The Red-Yellow-Green Principle can be compared with situations while waiting in front of traffic lights at crossroads:

- **RED** (from well behind the baseline) means WAIT: play your balls in a safe and controlled way
- **YELLOW** (from near the baseline) means BE PREPARED: Take the initiative / vary your shots / put pressure on your opponent
- **GREEN** (from within the baseline) means DRIVE: Go for a winner!

Basic Tactics in the Three Development Stages

Both coaches and parents should be aware that to develop a professional attitude in a young player is a long-term process.

This means that influencing players in this area should start at a very early age – always keeping in mind that their endeavors are appropriate to players' age.

- **Early Stage:**
 - Focusing on co-ordination with partner
 - Keeping the ball in play
- **Intermediate Stage:**
 - Introducing all tactical options
 - Developing attacking game style and strategy
 - Practising decision making skills
- **Advanced Stage:**
 - Developing individual but adaptable game style
 - Fully developing individual style



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Closing Notes on Tactical Options

Experienced players do not only have a clear picture of their own strengths and weaknesses but also of those of their opponents.

Their ability to gain the upper-hand depends on their ability to find out in which respects they are better than their opponents and then try to concentrate on and make use of that aspect.

1.3.3. Types of Court Surfaces

1. Grass Courts

- Balls are fastest due to their slippery surface.
- Balls have a lower bounce as the soil is softer.
- Balls have an unpredictable bounce because of the softer and slightly uneven surface of grass.

2. Clay Courts

- slow down the balls
- make the balls bounce higher in comparison to hard courts and grass courts
- take away many of the advantages of big servers
- tend to favour baseline players

3. Hard Courts

- made of concrete with a synthetic surface layer
- offer bounce consistency
- are faster than clay courts
- are best for all-round players
- are the commonest type of surface on the pro tour

4. Carpet Courts

- are less slippery than grass courts in wet weather
- are faster than hard courts
- make balls bounce low and zip off the surface
- are popular in Europe where it rains a lot (GB, Ireland)

Weather Impacts

Temperature and Humidity:

Extreme weather, no matter whether it is hot or cold, can have a significant impact on players' performance. In addition to the obvious effects on the players' comfort, different temperatures also impact the way balls bounce and spin. Rising temperature increases the pressure inside the balls and, as a consequence, makes balls bounce higher. The same effect can also be witnessed at higher altitudes above sea level. Humidity makes the balls heavier and slower.

Windy Conditions:

Wind has an impact on the ball trajectory and shot placement. Playing in the wind can be a challenge, but the fact that players may not like it does not mean that you cannot use it to their advantage:

1. Focusing on footwork:

- Lots of small steps are needed to make adjustments.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Players who take large steps as they prepare to hit the ball run the risk of being caught off-guard.
2. Tweaking groundstrokes:
- Allow yourself a larger margin when going for the corners.
 - The harder you hit, the less the wind affects the ball on its way to its destination.
 - The slower you hit the ball, the more the wind will play havoc with it.
3. Adjusting racket swing:
- The bigger the back-swing, the more the ball can change its course from the start of your stroke to the point of contact.
 - When hitting into the wind, try to aim a little higher than usual, otherwise the wind will make your shots shorter, inviting your opponent to attack the ball.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Topic 4. PHYSICAL PREPARATION IN TENNIS

I.4.1. Development – general characteristics, domains and periods

Development refers to pattern of change that begins at conception and continues through the lifespan. It's a result of biological, cognitive and socio – emotional process and changes. Most development involves growth, although it also includes decline brought on by aging and dying. Development refers to changes in functioning of body tissues and organs (biological view) and changes in behavior, adjustment to social environment (sociological view) (Malina et al, 2008). Development refers to changes that lead the individual to higher stadium, progress and improvement.

Development is a broader concept than growth. While **growth** refers to changes in the size and proportion of the body, organs and different body parts (measured mainly with body high, body weight etc.), development refers to changes that occurs during the lifespan in different domains, as a result of:

- Biological processes (changes in individual's physical nature),
- cognitive processes (changes in individual's thought, intelligence and language)
- socio – emotional processes (changes in individual's relationships with other people, emotions and personality).

I.4.1.1. Aspects/domain of human development

These changes are manifested in all aspects of human behavior. In this regard, we can speak about: motor development, cognitive development and socio – emotional development. They are defined as domains of development (Malina, Bouchard & Bar – Om, 2004). According the theory of Ismail (1976) for Integral development, these aspects are not independent. They are mutually and significantly connected and interrelated and are part of one integrated system - human being.

Motor development. Motor development refers to changes that occurs in motor behavior and the factors that leads to those changes. It is a sequential and continuous process and it is closely related to age (Haywood & Getchell, 2005). Motor development as sequential process means that one phase leads to another phase. The phases take place in a precisely determined order and are the result of interaction between the individual and the environment. The phases are associated to age, indicating of existence of periods of accelerated and slow growth that are same or similar in each age period. For example, the puberty is a period of accelerated growth and development and occurs at the age between 11 and 14 years old. After that next phase is adolescence and these phases are in same order for every individual regardless their individual tempo of development. The motor development as a continuous process refers to changes that lead one to another and are related with functional capacities of the human being. For example, during the period of growth, the number of nervous cells is increasing and new connections between them are established. This lead to better transfer of information that positively affects cognition.

- **Motor development** refers to the development of the ability to move, particularly it refers to developmental changes that occur in motor behavior and the factors that cause these changes. Changes in movement skills (walking, running, jumping etc), movement abilities (speed, strength, balance etc.), movement habits (learning how to play tennis, skiing, swimming etc) and overall motor behavior are all segments of motor development. It is important to emphasize that not all changes in movements are result of development. Changes that are the result of experience, and



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

are not a characteristic at a certain age are result of motor learning, not of motor development (Haywood & Getchell, 2005).

- **Cognitive development** includes changes in cognitive abilities, thinking and reasoning skills and language development. Particularly it includes thinking, reasoning, memory, perceptions, attention, concentration, speech and fantasy (Patterson, 2009).

- **Socio-emotional development** includes developmental changes in emotions, the concept of self, interpersonal communication and social relations (Patterson, 2009). It refers to manner of manifesting emotions and behavior indicated by emotions; self – perception, development of self – respect, self – confidence etc.; communication with others, team work, interpersonal relations, accepting social norms and behaving according them etc. (Patterson, 2009).

All aspects of development (developmental domains) are related, interfering and affect each other. In some periods, some aspects are more dominant than others, but changes with different intensity occurs in all them and affect each other. For example, until the age of 3, motor development is dominant. Children learn different movement patterns - walk, crawl, run and they use movement to learn and explore the environment. In period of puberty and adolescence, social relations with peers, friends are important and social aspect is dominant but changes also occurs in other aspects. This interconnection and relation between developmental aspects is defined with the Theory of Integral development (overall development). The main goal is harmonious an overall development.

1.4.1.2. Factors that impact on development

Development is influenced by different factors such as: heredity, nutrition, local environment (life conditions, quality of life, surrounding), social environment (family, peers, school, sport club, society), self – activity etc. The context in which one human being is living affects his/her development. In this regard, development is influenced by historical, economic, social and cultural factors. Different aspects have different impact in particular periods of life.

For example, until the age of 3 years, family has the greatest impact of different aspects of child development. For children engaged in sport, sport club, coach and peers in the club are important factors that impact personal development of young athlete. In terms of success in sport, many factors are important. First is predisposition for sport manifested with greater development of movement ability. This is followed with personal interest that can be a result of role model (parent athlete, PE teacher, popular athlete) or positive surrounding (school that stimulates physical activity, community that provides many possibilities for sport, parents that provide possibilities for sport etc). In regards to impact of environment and surrounding, we often said that Mozart would not be a famous musician if he was born in some desert in Africa where no access to music instruments is possible.

Periods of development

A development periods refers to time frame in person`s life that is characterized by certain features. Most commonly, development is described in terms of following periods:

- Prenatal period (conception to birth)
- Infancy (birth to 18 – 24 months)
- **Early childhood (2 – 5 years)**
- **Middle childhood (6 – 11 years)**



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- **Adolescence (10 – 12 years to 18 – 21 years)**
 - **10/11 – 14 years late childhood (puberty)**
 - **14- 18/21 years adolescence**
- Early adulthood (20s to 30s) – young people
- Middle adulthood (35 – 45 to 60s)
- Late adulthood (60s – 70s to death)

When it comes to period is important to make a distinction between chronological age and biological age.

- **Chronological age** – the age based on date of birth. The number of years that have elapsed since birth. It's important for aspects like defining the grade in schools, groups for sport competitions (junior, seniors etc.), right to vote etc.
- **Biological age** – a person's age in terms of biological health (Ex: people that are physically active and have a healthy lifestyle looks younger and have better performance than obese, smokers etc. Biological age can be also different for children that accelerate in growth and development. For example, young athletes that are tall, with sport appearance and have a good sport performance will have performances like average children that have higher chronological age than them.

For **purposes of our project**, we are targeting a period from early childhood to early adulthood. If put in the context of tennis and stages in tennis, the periods are following:

- **Beginner stage (4 – 10 years old children)**
- **Intermediate players (11 – 14 years old)**
- **Advance players (over 14 years old)**

Suggested stages in tennis are in relation with **Phases of motor development** suggested by Gallahue & Ozmun (1998). Following the patterns of development of movement skills and motor abilities, they defined following phases of motor development:

- 1) Phase of reflex movement – up to 1 year old
- 2) Phase of beginning of movement or inhibition of reflexes – up to 2 years
- 3) Phase of fundamental movements (2 – 7years)
 - Initial phase 2 – 3 years old
 - Elementary phase 4 – 5 years old
 - Grown phase 6 – 7 years
- 4) Phase of specialized movements (7 years and above)
 - Phase of development of basic motor abilities 7 – 10 years old
 - Phase of development of specific motor abilities 10 - 13 years old
 - Phase of sport specialization above 13 years



TC4DC



TENNIS CLUBS FOR DUAL CAREERS

Periods of development	Phases in motor development	Stages in tennis
Early childhood (2 – 5 years)	Phase of fundamental movements (2 – 7 years) Initial phase 2 – 3 years old Elementary phase 4 – 5 years old	Beginner stage
Middle childhood (6 – 11 years)	Phase of fundamental movements (2 – 7 years) Grown phase 6 – 7 years Phase of specialized movements (7 years and above) Phase of development of basic motor abilities 7 – 10 years old	Beginner stage
Late childhood (10/11 - 14 years)	Phase of specialized movements (7 years and above) Phase of development of specific motor abilities 10 - 13 years old Phase of sport specialization above 13 years	Intermediate player
Adolescence (14 – 21 years)	Phase of specialized movements (7 years and above) Phase of sport specialization above 13 years	Advanced player

Each developmental period has its unique characteristic. It's important to know those characteristics in order to know what to expect and what can be achieved in particular age period. This is especially important when we work with children and young athletes.

1.4.2. Motor abilities as basic physical qualities of tennis players

Motor abilities are individual characteristics of every human being. They are results of human activity and movement, always are manifested as integrated. They are dependent from heredity but some of them are also a result of personal engagement and movement activity.

Motor abilities explain the differences between people and they are changing under the influence of systematic training and movement. They unite physical qualities, biochemical processes and functional changes (Kukolj, 2006). Motor abilities show a certain level of development of fundamental movements as latent dimensions of human. They are the main human dimensions that allow the performance of certain movements. Motor abilities are the main quality in the space of human mobility and as a result of their existence and manifestation in movement, the humans communicate with the environment.

The existence of motor abilities is primarily determined by heredity or what the individual carries as potential as well as from the influence of the environment. They are relatively constant, last for a lifetime but the level of their development depends from level of engagement of movement and physical activity. Motor abilities are the fundamentals for formation of motor habits and define the quality of motor learning. The existence of motor abilities is hidden until the moment of movement. Manifestation and improvement of motor abilities can be achieved only through functioning (Gajič, 1985).

The motor abilities are invisible, ie they exist in the so-called latent motor space. With simple or complex motor movements (tests), a neuro-physiological processes are initiated and reactions



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

from those processes are registered, measured, evaluated and compared. Motor skills are measured indirectly with different motor tests and we cannot exactly measure them but can only estimate the level of their existence through quality of manifested movement (Bala, 1990). For example, we can say someone is 77kg weight and 180sm high but cannot say that he`s speed is 10 seconds. How fast a person is running depends from existence of speed as motor ability. Using tests like running 30m, 60 m etc we can estimate the level of existence of speed as a quality that able human to run fast or do movements for short time. The tests applied should be standardized, with satisfactory measurement characteristics appropriate to the age. The tests that are applied in the assessment of motor abilities of children are special designed for that purpose or modified and adapted to the abilities of children. Different tests are used for young athletes, adults.

Each individual has a different degree of development of motor abilities. Individual differences in their manifestation are due to genetic dispositions, individual tempo of development, activities of the person in the process of ontological development as well as the impact of the environment (Kukolj, 2006).

Human movement space is defined with following motor abilities identified as basic physical qualities:

- Strength
- Speed
- Coordination
- Balance
- Agility
- Flexibility
- Preciseness
- Endurance

Tennis is a complex game that require fast movement, short sprints, many turn overs and fast changes of directions both with arms, legs and full body, fast and explosive vertical jumps, fast moving forward/backward/side, fast stopping and starting, fast reaction, anticipation, preciseness, explosive strength of the arms, balancing, stabilization, endurance etc. All these aspects are developed while playing tennis but higher level of basic motor abilities, facilitate this process and make it more efficient. On the other hand, practicing basic elements of tennis game, motor abilities that ensure movement are also improving. Following this, speed, strength, coordination, agility and endurance can be identified as basic qualities of tennis players and need to be improved continuously during process of training.

For above listed abilities that are essential for physical preparation of tennis players and are basic qualities for good result in tennis, we will present: definition, classification, heredity coefficient, sensitive period for development (periods when particular ability can be easily developed and improve), methods for their improvement as well as tests for their estimation.

1.4.2.1. Sensitive periods in development of motor abilities

Period when ability can be developed faster and with greater effects. It`s a period when with less effort and using training, the ability can be improved much faster compared with other periods.

- **Health related abilities**



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Abilities that ensure to have good health and good physical fitness. Having a minimum amount of physical fitness ensure us to be healthy and cope easier with everyday life. Following five abilities are defined as health - related fitness factor:

- Cardiovascular fitness (aerobic capacity)
- Muscular strength
- Muscular endurance
- Flexibility
- Body composition
- **Skill related fitness**

Skill – related fitness is the level of physical fitness necessary for regulating sport activities. Many different kinds of sports have particular demands from our muscles and our body. Beside health – related activities, for success in sport, following sport – related abilities are needed. They are following:

- Agility
- Balance
- Coordination
- Power
- Reaction time
- Speed

Fast twitch muscle fibers (white muscle fibers) – muscle fibers that works without oxygen and are responsible for performing movements that last short but have great intensity. Having a larger number of fast twitch fibers is related with greater manifestation of speed.

Slow twitch muscle fibers (red muscle fibers) – muscle fibers that are responsible for performing activities that last longer time but are performed with smaller intensity. They contract slow and also contain oxygen that provides them possibility to work longer time. They are manifested in movements that require endurance and cardiovascular fitness.

Speed

Link with exercises for improvement of speed: <https://www.youtube.com/watch?v=UkrillgR708>

Agility

Example of warm up, agility and reaction speed exercises
<https://www.youtube.com/watch?v=zPwVoXnJufI&t=984s>

Links for additional resources for training and improvement of motor abilities in tennis players:

<https://www.itftennis.com/media/2296/conditioning-fitness-training.pdf>

<https://www.mattspoint.com/blog/tennis-specific-training>

<https://exerciseright.com.au/strength-and-conditioning-specifics-to-improve-your-tennis-game/>

[https://www.fitapp.app/tennis-fit/?gclid=CjwKCAiAz--](https://www.fitapp.app/tennis-fit/?gclid=CjwKCAiAz--OBhBIEiwAG1rIOoxsOJs5AVPf7dz93QLXDKaJz-DL3FtAswjn-DRxEFlptx5AHc7cnxoCvicQAvD_BwE)

[OBhBIEiwAG1rIOoxsOJs5AVPf7dz93QLXDKaJz-DL3FtAswjn-DRxEFlptx5AHc7cnxoCvicQAvD_BwE](https://s3.amazonaws.com/ustaassets/assets/1/15/8701_pd_ncaa_plans.pdf)

https://s3.amazonaws.com/ustaassets/assets/1/15/8701_pd_ncaa_plans.pdf

<https://static1.squarespace.com/static/542e007be4b08e60716458a7/t/5b165aea6d2a73b8bd22120c/1528191726069/6-Week+Strength+Training+Starter+Kit+for+Tennis.pdf>

<https://www.stack.com/a/tennis-training-for-beginners/>



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Link with video for training of beginners in tennis

<https://netgeneration.usta.com/us-en/Play/tennis-activity-videos.html>

Links from YouTube trainings:

<https://www.youtube.com/watch?v=UkrillgR708> – speed training in tennis

https://www.youtube.com/results?search_query=dario+novak+tennis – warm-up, agility and reaction speed training

Link with exercises for warm up

<https://www.youtube.com/watch?v=zPwVoXnJufI&t=984s>

<https://www.youtube.com/watch?v=ARmOqxhSv2A&list=PL6r9bfDaGPATOGvEJxKZO2A0iHrDcY3LB>

<https://www.youtube.com/watch?v=-HpQmbWMG38>

https://www.youtube.com/watch?v=IWa_r2dzY-g

<https://www.youtube.com/watch?v=9I2MhFGJ-j8&list=PL6r9bfDaGPATOGvEJxKZO2A0iHrDcY3LB&index=6>

Links with cool down exercises

<https://www.tennisfitness.com/blog/tennis-cool-down-routine>

<https://www.youtube.com/watch?v=xxQI8IjUIPk>

<https://www.youtube.com/watch?v=8gl5leBdVBQ>

<https://www.tennis-conditioning.com/2014/12/22-static-stretching-exercises-tennis-cool/>

1.4.2.2. Structure of warm up

Links from warm up videos from tennis trainings:

<https://www.youtube.com/watch?v=zPwVoXnJufI&t=984s>

<https://www.youtube.com/watch?v=ARmOqxhSv2A&list=PL6r9bfDaGPATOGvEJxKZO2A0iHrDcY3LB>

<https://www.youtube.com/watch?v=-HpQmbWMG38>

https://www.youtube.com/watch?v=IWa_r2dzY-g

<https://www.youtube.com/watch?v=9I2MhFGJj8&list=PL6r9bfDaGPATOGvEJxKZO2A0iHrDcY3LB&index=6>

Useful links:

<https://www.youtube.com/watch?v=aYCBdZLCDBQ> - link for Theory of socio - emotional development and influence of different factors in different periods

https://www.youtube.com/watch?v=zM_aEudpMkc – link for motor development and factors affecting it

<https://www.youtube.com/watch?v=MyJzoXqfVx4&t=247s> – links for classification of movement skills

<https://www.youtube.com/watch?v=n7UcobScnck> – link for stages of learning of new movement (acquisition of movement skills)

<https://www.youtube.com/watch?v=Pxfou1RfA6E>



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Topic 5. PHYSIOLOGICAL PREPARATION IN TENNIS

Coaches and athletes claim that 70 to 90 percent of a victory is decided mentally. If a spectator stands next to a court not knowing the players, the difference between top 100 and top 1000 might not be apparent. It is often observed that the winner may not be the technically or physically better prepared player. Not seldom technique breaks down when psychological demands become too high.

“The most important thing in competitive tennis is to perform well under pressure”: Chris Evert
This is true for all sports. Still the challenges of various sports are different and when talking about psychology in tennis, one has to take into consideration the stressors in this specific sport. Tennis is considered an intelligent, sophisticated game and has many different psychological challenges are often overlooked, even though tennis is an extremely stressful sport, when played competitively.

Tennis an extremely stressful sport

The extreme pressure of tennis can be contributed to several factors:

- **It is an individual sport, without teammates and timeouts:** According to James E. Loehr individual sports usually tend to put more pressure on tennis players than team sports. One reason might be that the responsibility lies solely on the player, except in doubles, there is no one to depend on and no one else to blame. Also when there are spectators, every support for the opponent, might be easily perceived as “they are against me”, which can lead to feelings like loneliness, helplessness and loss of self-confidence.
- **No coaching:** Usually there is no coaching allowed during tennis matches, which means that every decision has to be made by the player.
- **Self-umpiring:** In some events like juniors there is no umpire and players are responsible for calling the ball out or in. Mistakes, bad decisions and cheating in important moments, are not seldom and put a lot of pressure on players.
- **Open-skilled sport:** Players face a real opponent. Unlike other individual sports, where an athlete just has to perform “his thing”, there is an actual opponent on the other side, who actively tries to find a way to hinder your performance. Fast decision making and concentration become very important.
- **No time clock:** Match length is unpredictable. The need to concentrate for such a long period of time is exhausting. The score based outcome makes it impossible for a player to build a safe lead and wait for the clock, players are vulnerable till the last point.
- **Many play variations:** The changing circumstances (tactics, game style surfaces, balls and weather conditions) can have an enormous impact on timing and performance.
- **Players cannot hide, every mistake is visible.**
- **Parents:** With the nature of tennis practice, the immense amount of time and money required, parents become very involved, which puts a lot of pressure on players, especially on kids and juniors athletes.
- **The overall invested time adds to the pressure:** It is very difficult to keep tennis into perspective of being only a game, because players usually start very young and it takes a lot of time and dedication, very often players lose the feeling of their self and associate themselves only with the tennis player, thus contributing their value as a person to the success or failure they achieve.
- **Time between points:** The actual play time in tennis is about 15-20%, depending on the



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

surface, which means that the vast majority of time players spend thinking, planning and dealing with emotions.

- **All year sport:** Tennis has no off season and competitions are taking place every month.
- **Ranking:** The ranking is yearly based, which means that players have to defend the points they won the year before.
- **Tournament schedule:** Matches are often set followed by, with an unpredictable match duration. Unless players play first round, they can hardly plan for an exact match start. Often players are waiting for hours for their match, or they have to start before they anticipated, because of a quicker previous match. It makes it important for players to have pre match routines to help them to turn on and off at an instant, or they will become exhausted before the match has started, or go on court unprepared.
- **Sport of mistakes:** Almost every point ends with an error. Due to the open-skilled nature of the sport, constant perfect shot execution is impossible, but every mistake ends in a point for the opponent.
- **Money:** Price money at most tennis events, especially earlier rounds, do not cover player's expenses. Covering all costs by themselves, travelling, housing, food, paying for coaching, courts and equipment, immensely adds to the pressure.

1.5.1. What is mental strength?

Mental toughness generally is considered to be the ability of a person to deal in a constructive and positive way with pressure and stress. Mental toughness is not a trait of personality, rather it is a mindset, and it can be influenced, improved and learned.

Professor Peter Clough defined 4 interrelated parts of mental toughness (4C's):

- Control is the control over one's own life and emotions. People high in control are more able to keep anxieties at check and less ready to become distracted by emotions, or reveal them to others.
- Commitment is the ability to set goals and to follow them without allowing to become distracted by others or other priorities.
- Challenge means that a person sees situations as an opportunity rather than a treat.
- Confidence is associated with the belief in one self.

If we would translate the 4 C's and apply it to tennis we will end up with the following:

- Emotional control (Control): Players are able to keep anxiety, arousal, stress and negative feelings under control.
- Concentration (Commitment): Players can focus on the task, ignoring different distractions.
- Motivation (Challenge): It is associated with effort and desire
- Confidence (Confidence): The ability of a player to think positive, the believe that the player can find a solution and perform

- **Motivation**

Motivation might be the most important mental skill. The reason for this is that without motivation, there is no action, no direction and no effort. Players who are highly motivated are more likely to cope with challenging situations and keep the effort during difficulties.

Because motivation is so important it is vital to understand what motivates players and how to deal with different motivational problems that might occur.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

When talking about motivation there is often a differentiation between intrinsic and extrinsic type of motivation. In general intrinsic motivation is the motivation that comes from within and is the own personal desire to achieve something. Whereas extrinsic motivation is powered by outside stimuli, rewards or punishment. When talking about tennis, intrinsic motivation is referred to when players engage in tennis activities and practice for their own sake, for example for the enjoyment of the game, or for the desire to become better and improve.

On the other side examples of extrinsic motivation might be when players are playing for recognition, rewards or to please other people. Although intrinsic motivation is usually considered the more beneficial one, in a competitive sport like tennis it is very difficult to differentiate, since an important point of a competition is to gain rewards and recognition, making the link between both types of motivation more complex. Although it might be considered true that playing solely because of external factors, can be disadvantageous for a player's achievements, when paired with a high amount of intrinsic motivation, extrinsic motivation can be a very powerful and important drive.

There are several problems that can arise with motivation and it is vital to understand and address them. The first and most obvious one is the lack of motivation. Lack of motivation can happen if someone is tired and simply can't bring up the necessary effort. If the stress lasted for a prolonged time, it can even lead to a burnout. Players also might lose interest if the task is too easy or too difficult, which leaves them feeling bored or overwhelmed. The player's and the support team's expectations are another important factor. High expectations may lead to disappointment, frustration and lack of motivation.

Another motivational problem that can occur is if players feel that they don't have control over the situation. Very often players learn to blame outside factors for pure performance and losses, mainly in an effort to protect themselves. It is an easy way out, because basically the situation is not their fault, but unfortunately if not addressed, they never learn how to solve the problem. Players feel unlucky, out of control and stop looking for solutions.

Usually when talking about motivation, coaches and players feel that more is better, but over-motivation can present a serious problem, which people involved should be aware of. If a player is over-motivated, thinking becomes irrational, emotions are too strong, decision making is impaired and performance inhibited.

When talking about competitive players, usually the motivation to win is considered to be more beneficial than the motivation that arises from not wanting to lose. Both can be very powerful and it is very difficult to say which is more important. Wanting to win makes the player look for solutions and ways to dominate the match, but not wanting to lose very often provides the necessary energy to keep fighting, when situations might seem impossible. It is very important to distinguish between not wanting to lose and fear of losing, fear of losing being a more counterproductive emotion.

▪ **Burnout**

Burnout is a special type of motivational problem. It usually occurs when there was too much stress for an extended period of time. It can be caused by external and internal factors. External factors include overtraining, too many tournaments, stress caused by expectations, coming from other people, too much travelling, social isolation and others. Internal factors are often associated with personal traits like perfectionism, very high intrinsic motivation and players who care too much about other people's opinion.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

▪ **Concentration**

Everyone has the ability to focus when things are interesting, even kids can sit in front of a favorite TV show, without hearing what is happening around them. Intentional concentration is the ability to focus on the task, without allowing other, more interesting things and distractions to interfere. Concentration can be worked upon. One could view concentration like a long distance run. At the beginning the body/mind becomes easily tired and unable to continue, but with time the duration can be prolonged and the effort easily sustained.

There are 4 types of focus needed for sports performance: broad, narrow, external and internal. Internal focus is aimed at things inside the own body and is often used when movements and patterns are learned and consciously repeated, before they become automated. External focus is aimed at factors outside of the body and is used when analyzing the balls trajectory and speed, the target area and the racket movement. Narrow- external focus is used when a tennis player is focusing on the ball or on the ball mark. Narrow-internal focus is used when a players are taking deep breaths to calm down, or when thinking about a specific body part. When athletes view the position of the opponent, the weather conditions or hear the spectators, they use broad-external focus and broad-internal when making tactical plans and rehearsing mentally a game plan.

▪ **Emotional control**

“The control of one’s emotions during tennis play is of paramount importance both for high performance and enjoyment of the game” (Crespo, Reid, Quinn; Tennis Psychology, 2006)

There are three emotional states, which link together and can influence performance. The levels of arousal, anxiety and stress are in immediate relations with the emotional balance of a player.

▪ **Arousal**

Arousal is a state of alertness, or readiness of a person for a task they need to perform. It is believed that extroverts have naturally lower level of arousal, which makes them look for events of high arousal to feel energized, while introverts have higher natural levels of arousal, which is the reason they search and prefer a more quiet environment.

There are **several theories** that try to explain the link between arousal and performance.

→ Drive theory

The drive theory suggests that the higher the arousal the better the performance. It also proposes that more skilled players will perform better in high arousal situation, where inexperienced players will perform poorly, because the habit is not well learned. This theory fails to address situations in which highly skilled players fail under high arousal situations, like when a top tennis player misses an easy shot.

→ Inverted U theory

This theory suggests that there is an optimal level of arousal, and if this optimal level hasn’t been reached or exceeded, performance declines. According to this theory more complex skills require a lower level of and better skilled players will perform well even when arousal levels are higher. Therefore the optimal level of arousal depends on the type of activity, the skill of the performer and the personality or the athlete.

→ Individual zones of optimum functioning (IZOF)

It is believed that each player has their own, individual, optimal level of arousal, which is lower for some and higher for others.

→ Catastrophe theory



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

This is a variation of the Inverted U Theory. It suggests that after the optimal level of arousal is passed, there is a drastic decline of performance, a catastrophe.

▪ **Anxiety**

There are two types of anxiety. Trait anxiety is the personal predisposition to see situations as threatening, while state anxiety is an emotional response to a certain situation and is usually temporary and changes. Anxiety can greatly affect arousal levels.

Symptoms of anxiety can be physical (increased heart rate, nausea, or sweating) and mental (worry, fear or negative thoughts).

▪ **Stress**

Stress is caused by either physiological or psychological strain and it is an imbalance between the demand of the situation and the ability to meet those demands.

Physical stress comes from hard practice, long matches, hot weather, etc. Psychological stress arises from lack of confidence, fear of failure, long matches, etc.

The psychological stress process depends largely on the individual's perception of the stressor. The perceived importance, or treat of a situation and the perceived ability, of the person involved, to deal with this situation, triggers a response like arousal or anxiety followed by a coping mechanism. In his book "The Mental Game-winning at pressure tennis, 1990", Loehr describes **4 types of coping mechanisms** players use when under pressure.

→ **Tank**

Giving up, or tanking is the first and easiest response. There is no effort involved. Players choose to escape the stressful situation, by abandoning the fight.

→ **Anger**

Anger is one level above tanking. Players don't give up, but they choose anger as an escape, because anger is easier to bear than fear.

→ **Fear/Choking**

Players don't try to escape the threat, they care and try to face it, but feel they are incapable of meeting the demands and the perceived threat paralyzes them, which makes it difficult to perform.

→ **Challenge/Fight**

Players view the demands as a challenge, they feel capable of solving the situation, and feel ready and energized.

▪ **Confidence**

Confidence is the belief that one can perform well in any situation practice or match. Self-esteem on the other side is the person's sense of personal worth and value. Self-efficacy is a form of self-confidence and is specific for the certain situation or activity that is being performed.

It is usually believed that there is a linear link between confidence and performance. Experience shows that there is an optimal level of confidence at which players play at their best. Just as lack of confidence can have a negative impact on performance, too much confidence can lead to low arousal levels and lack of intensity and concentration.

Confidence is influenced by experience and attribution.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Mastering situations, builds confidence. It is also possible that after a series of losses, players begin to doubt themselves and feel that no matter what they do, they won't succeed. This state is called "learned helplessness".

What players attribute their success or failure too, also greatly affects their confidence. If players attribute their successes to stable, internal factors like skill, they are more likely to expect the same outcome in the next match. Successful players are more likely to attribute failure to unstable, external factors like wind, this way protecting themselves from feeling incapable.

The Zone

"The zone is that special mental state where everything flows effortlessly and the player is playing at peak performance." Mihaly Csikszentmihalyi

Usually "the zone" is associated with supreme focus, playing instinctively, enjoyment, change of time perception and feeling of control.

In his book "The Flow", Csikszentmihalyi explains that the flow is a balanced state between challenge and ability, or boredom and anxiety. In order to be in the flow, a task shouldn't be perceived neither as too difficult nor as too easy.

Routines

There are several techniques that can be used to manage anxiety, increase concentration and help players reach the state of flow.

Routines before and during a match can be very helpful in bringing order and a sense of control. Pre-match routines include warm up, listening to music, visualisation and positive self-talk among others.

Routines during a match differ from player to player, some prefer to walk to the fence, other have specific ways to walk to the start position, some blow in their hands, arrange the strings of the racket or repeat a key word before the start of the point. But as individual this routines might be, when creating a routine, one should remember that returning and serving are different situations, which require a different approach. Serving requires calm and precision, a bit like shooting, and routines should be aimed more at building focus and balance, like bouncing the ball, breathing slowly in and out, blowing in the hand, etc. Return on the other side requires fast movement and reaction, which could be compared with a boxer in the ring. Jumping, moving, bouncing on the toes of the feet, keep the muscles energized and ready.

The "16 seconds cure" of James Loehr is a perfect technique, which can aid with emotional control and staying focused. It consists of four stages. The first stage begins right after the point with a positive response. Pumping the fist, after a won point, or shaking it off after a lost one are two examples of a positive response. The second stage, right after the positive response is aimed at relaxation. Moving the racket to the nonplaying hand, shaking the muscles off, and deep breaths help with relaxing and recovering between points. The third stage is the time when a player prepares for the next point by making a plan and deciding what to play. The fourth stage is immediately before the beginning of the point, when the player executes the automated routines.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

I.5.2. Techniques that can aid mental training

▪ Visualization

Visualization is a great technique to reinforce desired habits, thought patterns and behavior. There are several researches that suggest that the brain cannot distinguish between reality and imagination, which makes visualization a powerful tool in creating new connections and in strengthening newly acquired skills.

Autogenic training and progressive muscle relaxation

Autogenic training and progressive muscle relaxation are usually used with trauma patients and people with certain types of phobias. This technique is very successful in dealing with anxiety and learned helplessness.

▪ Meditation

Meditation reduces anxiety, aids focus and concentration, lowers blood pressure, releases fears and can generate optimism.

I.5.3. Implementing mental training in on court practice

▪ Emotional control

The practice can aim at drills where players have to master different situations, or on a certain behavior between the rallies.

→ Drills

ex.: reach 20, every mistake you go down 2

→ Between rally behavior

ex.: after a miss, positive body language and feedback

▪ Concentration

→ Drills

ex.: certain number in a row; playing with distractions

→ Between rally behavior

ex.: eye control

▪ Motivation

→ Drills

ex.: setting their own target

→ The role of the coach

Creating a drill with rewards, making it fun

▪ Confidence

→ The role of the coach

Setting achievable, but challenging goals.

Giving them opportunities for success

Not everything is mental

Because psychology has such a huge impact on the game, sometimes coaches and players forget that not everything can be blamed on mentality.

→ Body issues

Some health problems can cause mental issues. As an example low thyroid hormones can cause sluggishness, forgetfulness and anxiety. Lack of nutrients can also cause neural and psychological problems.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

→ Technical problems

Sometimes if a certain shot fails regularly, the problem might be in the technique of the shot and not in the mentality.

Superficial understanding of tactics.

Sometimes players choose the wrong tactic and make bad decisions, not because of fear or anxiety, but because of lack of knowledge.



TC4DC



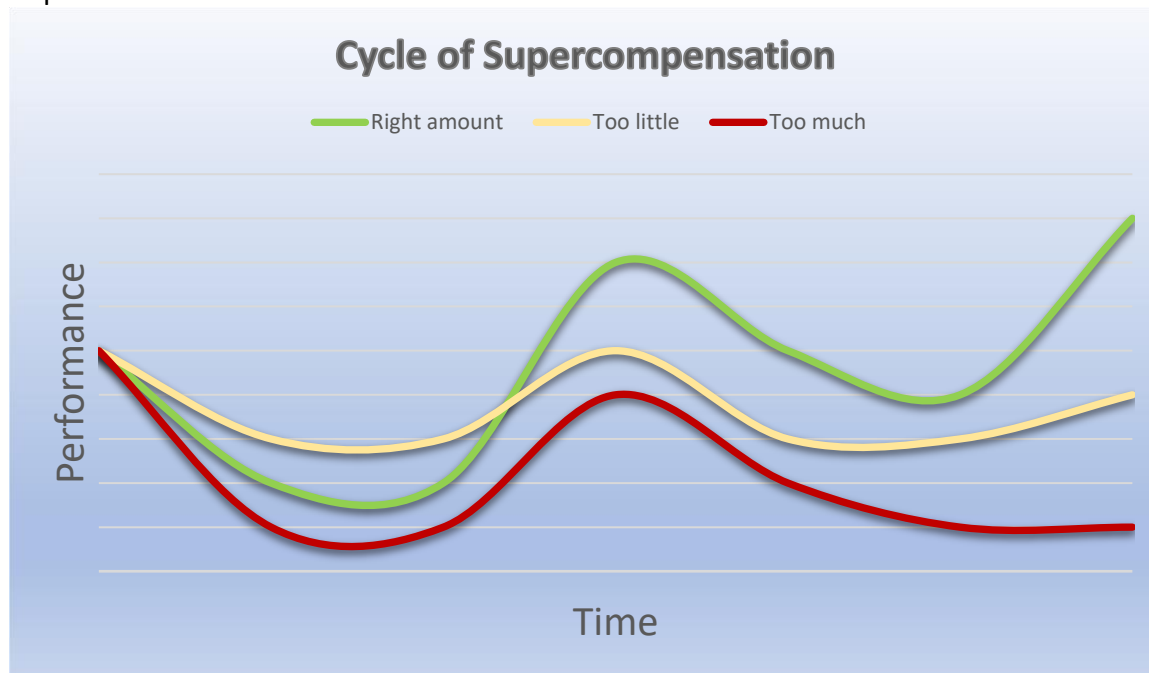
TENNIS CLUBS FOR DUAL CAREERS

Topic 6. NUTRION AND RECOVERY IN TENNIS

1.6.1. Importance of Nutrition

In order to improve athletes have to practice, or workout physically. Still there are other components needed for growth, like rest, recovery and nutrition, not only to avoid injury, but also to improve performance. Through alternating practice with rest and providing the right nutrition, fitness level and performance increase.

When athletes work out, the body gets tired. Tiredness results of body reserves being depleted, muscles being strained and possibly injured. During an extended period of exercise, glycogen reserves get exhausted, which leads to slower muscle contractions and inability to keep up the intensity. Muscle soreness is the result of micro tears of muscle fibers, due to physical exercise, which results in inflammation. During the recovery process, reserves get filled again and body tissues repaired. Basically the body tries to adapt and increase the fitness level to be ready for the next physical load. This process is called super compensation. In the chart below it is illustrated, how the fitness level increases with time when the right amount of training load is combined with the right amount of rest. As a result muscles grow and become stronger and durable. Increased fitness level, also increases the amount of glycogen stored in the muscles and improves fat turnover. If the training load is too high, and the recovery insufficient, the body is not able to adapt. When the training load is too low, the body doesn't need to adapt and there is no increase of performance in time.



To refill the energy reserves and to repair body tissues, the body needs nutrients during the recovery period, which need to be provided with the nutrition.

We all have certain expectations of nutrition and diets. Some expect to gain health, others to be physically fit and some others to be in a certain physical shape. Nicolai Worm summarized nutrition like this:

- 1) The healthy can eat everything



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- 2) The sick cannot eat everything
- 3) The overweight shouldn't eat everything.
- 4) Certain situations require special diets

(ref.: Die Top-Sport –Diät für alle, Nikolai Worm)

For athletes, nutrition has many important elements. For one it provides the energy to keep up with the demands of the sport. During exercise, the body needs energy to be able to perform, by using food compounds, like carbohydrates, as a source of energy.

It also assists the recovery process, by providing the necessary nutrients. To recover and repair after the physical stress, the body needs proteins to repair the damage and to grow the muscles, carbohydrates to refill the energy reserves as well as minerals and vitamins to function properly. By providing the necessary energy and nutrients for recovery, the right nutrition ensures that the athlete is in best shape for optimal performance.

A healthy diet will provide enough fluid for hydration.

Not last, it will ensure the health of the athlete, since the loss of nutrients during exercise, like vitamins, essential mineral elements and water, may lead to serious health issues in the long run, if not replenished in time.

1.6.2. Where does the body get the energy from?

Every function of the body (thinking, heartbeat, keeping the body temperature, digesting, etc.) requires energy. The effort to run, sprint, execute, concentrate inevitably uses more energy. To produce energy the body uses oxygen and produces carbon dioxide as a waste product, which is the reason why breathing increases during exercise.

The main fuel source for the human body are carbohydrates, it is easier for the body to convert carbohydrates to energy. Per one liter of oxygen, the body produces 5.05 kcal energy from carbohydrates, 4.65 kcal of energy from fat and 4.48 from protein. This is called energetic oxygen equivalent.

How fast the body utilizes energy from the available energy sources is called energetic flux rate.

The fastest way is through the phosphate system. It uses ATP (adenosine triphosphate) molecules and CP (creatine-phosphate) stored in the muscles for energy. ATP are molecules which provide energy to the muscle fibers. The effort is short 1-15 sec. The ATP and creatine-phosphate stores are depleted rapidly and rest is needed for replenishment. This system is called anaerobic alactic, because it doesn't use oxygen and the time is not enough to produce lactic acid as a waste product. The ATP-CP System, doesn't use oxygen, because there is no time for the cardiovascular system to meet the demands.

The next step is fast glycolysis or anaerobe glycolysis, which uses glucose for production of ATP molecules, still without the use of oxygen (anaerobic lactic). Lactic acid and waste products accumulate.

Double the time of anaerobe glycolysis is slow or aerobic glycolysis (aerobic energy system), which converts glucose to energy, using oxygen. Even slower is fat conversion, which is again twice as slower as aerobic glycolysis.

What source of energy we use, depends on the activity we perform, the intensity and the duration. Short bursts of power at maximum intensity (ex. weight lifting) depend almost 100% on glucose and the phosphates in the muscle cells (ATP-CP System).



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

During maximum intensity for up to 45 seconds, 100% of the energy comes from glucose and glycogen.

The longer the effort, the more fat is being used as an energy source, reaching about 50 % during a marathon run.

During absolute rest the energy needs are covered mainly from fat and a small amounts from body proteins.

The reason why the body doesn't use only glycogen and glucose to cover its energy needs is that the amount of glucose stored is limited.

The main energy providers for tennis are mostly carbohydrates and some fat. The stored glycogen in the glycogen reserve is usually enough for a 2 hour match. When the glycogen reserves get depleted, the body turns to the blood glucose to meet the energy needs. Foods or drinks, which provide carbohydrates, can help to slow down the depletion of the energy stores. The phosphate system is used, but the breaks between rallies are long enough for the ATP and CP reserves to be restored.

Energy Pyramid of Bohmann

The Bohmann Pyramid shows how much energy we have stored in our bodies.



(ref.: Die Top-Sport –Diät für alle, Nikolai Worm)



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

1.6.3. The tennis player diet in general

As mentioned above, certain situations require specific nutritional needs. The diet of a tennis player should not be compared with the one of an average person. Tennis players should follow a high carbohydrate diet with about 60-70% carbohydrates, 20-25 % fat and 10-15 % proteins.

▪ Carbohydrates

Carbohydrates are the main source of energy and the only energy the brain and the nervous system can work with. All carbohydrates are converted to glucose, which is either used immediately or transported in the glycogen reserve and transformed to glycogen. If the glycogen reserve is full, the remaining glucose is transformed to fat. The glycogen reserve can store approximately up to 1,800 calories, which is about the fuel for 90 to 120 minutes activity.

Types	Examples	Contained in
Monosaccharide (simple sugar)	glucose	honey, fruits, sweets
Disaccharide (2 monosaccharide together)	sucrose, sugar, lactose	sugar, jams, sodas, milk
oligosaccharide (small number monosaccharid	maltotriose	toast, rusk
polysaccharide (combination of mo monosaccharide)	starch, glycogen	pasta, rice, bread, potatoes, bananas, cereals

▪ Proteins

Proteins are the building blocks in the human body and ideally shouldn't be used for energy. They are required for the manufacture and maintenance of muscles, ligaments, all organs, blood plates and antibodies, as well as to synthesize important hormones and enzymes.

After digestion, proteins are broken down into amino acids. There are 20 amino acids and the body can produce itself 11 of them. The other 9, must be taken with food, that's why they are called essential. Proteins can be found in animal products, like meat, fish, dairy and eggs or vegetable products like cereals, beans and nuts. Most animal protein sources contain all 9 essential amino acids (known as a whole or complete protein). Most vegetable sources must be combined to provide a whole protein. An example of such combinations are rice and beans, or whole grain with legumes or vegetables (ex. brown rice with broccoli, or wholegrain pasta salad with vegetables or beans). Vegetable protein sources containing all 9 essential amino acids are among others: soy, buckwheat, quinoa and amaranth.

The recommended daily dose of protein for the non-athletes is 0.8 g/kg, for athletes just slightly higher 1.0-1.2 g/kg. (ref.: However during very intense practice periods, the protein need might increase. Deficiency in protein is rare. Athletes usually consume more than the recommended amount of protein. Excess protein is stored as fat. Too much protein might lead to kidney



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

problems, although for this to happen in a healthy person, the protein intake should be high for an extended period of time.

Example of a possible daily protein intake on a western diet:

1.2 g/ kg for a 61 kg female athlete = 73g of protein.

1.2g/kg for an 85 kg male = 102 g of protein.

Breakfast: Oat cereals (50 g oats = 7 g protein) with milk (100 ml = 3,5g) + toast (1 piece = 3 g protein) with egg (1 egg = 7g protein) provides 20.5 g of protein.

Lunch: One medallion (120-240 g = 28 -56 g or protein) + potatoes (150-250 g= 3- 4 g of protein) provides 31- 60 g of protein.

Dinner: Pasta Bolognese (1 Plate 400g = 29g protein).

Daily intake in this example is between 80.5 and 109 g or protein without calculating snacks and salads, which might have been eaten with the meals.

▪ Fat

Fats play an important role in the normal functioning of the body. They are vital for the absorption of many vitamins, play an important role in building cells and in keeping up vital functions.

Fat offers more calories per gram than carbohydrates (9 kcal vs 4 kcal), but it is much more difficult for the body to access. The stored fat must be first broken down to fatty acids and then transported to the muscles for energy. The process of burning fat uses more oxygen, than burning carbohydrates, that's why burning fat requires a less intensive workout. Fatty acids cannot be turned into glucose.

There are two types of fat saturated and unsaturated. When choosing what type of fat to eat, an athlete should cut on saturated and prefer unsaturated fat. Monounsaturated fats can be found in nuts (almonds, cashews, hazelnuts), seeds (sunflower, sesame, pumpkin) and oils (olive, sunflower, peanut). Polyunsaturated fats are found in fish (salmon, tuna), soy, corn, walnuts, flaxseeds, etc.

Athletes should be aware that fat is slower and more difficult to digest, hence it is important to choose not only the right fat, but to avoid eating fat just before exercise or competition.

▪ Water

60-70 % of our bodies consist of water (an 80 kg athlete has about 50 kg water). It accounts for 90 % of blood volume. Water regulates the body temperature, by cooling it down through sweat. Urine carries waste out of the body. Body fluids lubricate the joints.

A fluid loss of 1 % body weight leads to significant drop in performance. It is important for athletes to be aware that thirst is not a good indicator for dehydration.

There are several ways to monitor hydration. Two of the easiest ways for players to monitor hydration levels alone are: to pinch the back of the hand (the skin should snap back) and to check the urine color (the darker the urine the more dehydrated a person is).

Before the water can enter the blood stream it either has to be diluted or enriched to reach the same concentration of fluids, sugars and salts as the blood. Drinks can be either hypotonic (lower concentration), hypertonic (higher concentration), or isotonic (similar concentration as the blood).

When choosing what to drink, players have several options.

→ Water

Tab water is good choice, as long as the player is eating also carbohydrates during the meal and as long as long as there is no indication that the tab water might be polluted. Mineral waters



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

contain minerals and thus are often the better choice, still one should be aware of the components, since some may contain high amount of fluoride and taken daily may lead to dental and skeletal fluorosis.

→ Juices

Fresh juices contain potassium and magnesium, which makes them beneficial. But because they have high concentration of sugars and minerals it is best if they are diluted with water before drinking.

→ Sports drinks

Usually athletes opt for this choice during a match. So far there is no evidence of any performance improvement by using electrolyte drinks for events lasting less than three hours. (Ref.: ITF, Advanced Coaches Manual, Ch.17 Nutrition for tennis competition)

Still if player want, they can make their own electrolyte drink. Two examples:

300 ml fruit juice with 700 ml water and a pinch of salt.

60 g of glucose in 1l of water and 1g of salt.

(Ref.: ITF, Advanced Coaches Manual, Ch.17 Nutrition for tennis competition)

▪ **Vitamins, Minerals and Supplements**

Vitamins and minerals are essential for the normal functioning of the body. All vitamins are equally important and there are no vitamins we can dispense. The same is true with minerals. All minerals are essential, humans need daily a certain minimal amount of each mineral. Athletes and coaches should be aware that the lack of vitamins and minerals can lead to health and performance issues, but the opposite, the excess of certain microelements can has a harmful effect as well.

→ Supplements

A well planned diet will meet all the vitamin and mineral needs. There is no evidence that an additional supplementation to a player with a well-balanced diet improves performance or recovery. The higher food intake of athletes, usually, compensates for the extra need of vitamins and minerals, due to increased sweating, increased metabolism and higher workload. Still supplements might be beneficial for players with a poor diet or health reasons for a deficiency. In this case they should search for a medical advice, regarding what supplement to take. It is important to be aware, that most dietary supplements are not regulated, before they reach the market. When taking supplements, players should take care that the product does not contain any forbidden substances.

1.6.3. During and post-match

During competition

▪ **Pre-match meal**

A high carbohydrate, low fat and moderate protein meal 2-3 hours before the event is considered to have a positive effect on the performance. This could be followed by snacks such a fruits or energy bars. Examples: bread, rice, pasta, potatoes, pancakes, cereals

▪ **During the match**

An adequate carbohydrate intake will reduce protein turnover and is more important than protein intake (Breakpoint to Advantage a practical guide to optimal tennis health and performance, Chapter 18, Nutrition and Supplements)

→ Carbohydrates replenishing drinks

→ Easily digestible snacks: bananas, dried fruit, energy bars



TC4DC



TENNIS CLUBS FOR DUAL CAREERS

There are several studies, who investigated carbohydrate intake during tennis play. In a 1998 published study, Vergauwen, Brouns and Hespel showed that carbohydrates added in a drink, reduce the number of mistakes and enhanced the shot quality. (Carbohydrate supplementation improves stroke performance in tennis. *Vergauwen L, Brouns F, Hespel P; Med Sci Sports Exerc. 1998 Aug; 30(8):1289-95.*) In similar studies was reported that during prolonged tennis play, the consumption of carbohydrates helped accuracy, power and jumping ability, sprinting speed and serve and return consistency. (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3761836/> ; Sports Foods and Supplements)

▪ **Post-match**

A carbohydrate, protein meal is beneficial. Carbohydrates are needed to refill the glycogen reserves. Several studies show that the best time to replenish the glycogen reserve is right after exercise. If the time span is longer, refilling the glycogen stores becomes less effective, dropping twice, when the delay is several hours. Protein and amino acids are important to slow down muscle degradation

▪ **Examples of a match day diet plan**

→ **The night before**

Pasta or rice with bolognese sauce / Potatoes with lean meat / Bread with tuna salad

→ **Before the match**

Breakfast: Cereal with milk and fruits / Toast with jam and fruits

Lunch: Bread with chicken or turkey / Pasta or rice / Desert: low fat yoghurt, fruit

→ **After the match**

Up to 30 minutes: carbohydrate drink.

Up to 2 hours: milk, pasta, sandwiches, fruit.

1.6.4. Specific needs of kids and juniors

Children have specific needs that need to be taken in consideration.

▪ **Children need a calorie rich diet for growth**

Energy needs of young athletes male/female

Age	7-8	10-12	13-14	15-18
Energy	1900 kcal	2300/2200 kcal	2700/2500 kcal	3000/2400 kcal

- **Children shouldn't eat low fat**
- **Children need more protein**



TC4DC



TENNIS CLUBS FOR DUAL CAREERS

Protein needs (g/kg bodyweight)

Adults	4-6y	7-9y	10-12y	13-14y	15-18y
0,8	2	1,8	1,5	1,5	1,2

1.6.5. Modern diets and tennis players

- Low carb/Paleo/Keto

All 3 diets are based on high protein, high fat consumption, and low carbohydrate intake, the keto diet being the most extreme of all. While they all might help with losing weight, low carbohydrate consumption is not beneficial for tennis players, since they need the energy to perform. Glucose is the only fuel accepted by the brain and although in extreme hunger it could use ketones (keto diet), it has difficulty doing so, which could lead to slower reactions and loss of concentration. In the long term they all might lead to malnutrition and confused metabolism.

- Gluten free

There is no evidence that gluten free diet can improve performance and has any health benefits, unless the player has health reasons to go on a gluten free diet (celiac disease).

- Vegetarian/Vegan

With a careful combination of foods, both groups could cover all the needs of carbs, fat, protein and minerals. Vegans have to choose between the various plant protein options to make sure they don't have any protein deficiency and either take vitamin B12 supplements or choose a supplemented vegan milk. Still it is best to consult a nutritionist or a doctor to avoid malnutrition.

- Interval Fasting

There are many health claims connected with this way of eating. It is not recommended during tournaments. The irregular scheduling of matches will make it difficult to cover all the nutritional needs if dinner or breakfast is left out.

1.6.6. Recovery

- The importance of recovery

Hard work alone will not produce the best tennis. Overtraining, overuse injuries can lead to lack of motivation and burnout. That's why it is important to take care of rest and recovery.

- Training load and performance

High training load results in stress. The training stress leads to fatigue in the muscles, nervous system and psychology.

Adaptation is the process in which the body recovers and grows. When adapting to the training load, the mind and body adjust, allowing the athlete to do more.

Adaptation can only occur if a player has enough recovery before the next exercise.

Nutrition provides the important nutrients for the body to recover, but there are also other strategies to help with the process.





TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

▪ **Recovery process**

The recovery process starts immediately after the workout or match has finished with the cool down. The duration of a cool down routine should be about 20-30 minutes. A cool down routine slows down the heart rate, helps eliminating waste products, relieves physical and psychological stress, and relaxes the muscles. Players could use the time to replenish lost fluid, electrolytes and carbohydrates by drinking a sport drink

A good cool down routine should incorporate:

- Moving for about 5-10 minutes (walk, slow jog, bicycle ride)
- Stretching to maintain the flexibility of the working muscles, since hard work tightens them. Stretching should aim to restore the normal muscle length, not to increase the range of motion. Stretching should be static. Single stretches should be held for 20-30 seconds, while breathing slowly and relaxing into the stretch.
- If available, a foam roller can also be included, to help with relaxing the muscles.

After the cool down, players should take a shower and change. Alternating hot and cold water while showering, stimulates the nervous system and improves circulation to the muscles.

Up to two hours after the shower players should eat a nutrient dense meal, including carbohydrates and proteins to help the body rebuild tissue and restore reserves.

▪ **Additional recovery techniques**

There are also other recovery techniques, which can be helpful with reducing fatigue, stress and inflammation, and prevent injuries.

- Hydrotherapy/pool/spa

Ice baths reduce inflammation in the worked muscles and stimulate blood flow. Jets, in a spa, massage and relax the muscles.

Walking, swimming and stretching, in a pool, are excellent recovery strategies, after a match or a workout.

- Massage

There are several types of massage, each of them having a different effect and with different duration.

- Treatment massage assist with healing, increases blood flow, eliminates inflammation products and brings oxygen and nutrients to the area.
 - Recovery massage increases blood and lymph circulation, removes waste products, stretches muscle fibers
 - Relaxation massage relaxes muscles and nervous tensions, slows down the heart rate, increases circulation, decreases stress level
 - Before match massage stimulates muscles, decreases anxiety, should be no longer than 15 minutes and as about 30 minutes before the match.
- Other recovery techniques: yoga, visualization, listening to music, breathing exercises, autogenic training, etc.

This techniques decrease anxiety and reduce stress. Some of them like yoga, help also with a better body awareness, other like listening to music, help with distracting the thoughts and giving the mind a break, while others like visualization might help with a better mind control, reducing negativity and increasing motivation.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

▪ Sleep

Sleep is a very important recovery technique, which is sometimes overlooked. Lack of sleep slows down decision making, reaction and hinders concentration. Some studies suggest that athletes who sleep less than what they need are more prone to injuries. There is evidence that during sleep immune function improves, energy stores refill, due to decreased caloric use and normal brain function and performance is restored. During sleep growth hormones help with the recovery of muscles and tissues, and some studies. Sleep helps with rearranging and connecting brain neurons and synapsis, thus helping the individual with dealing with experiences and learning.

→ Importance

Sleep is very important for the recovery of the muscles, nervous system and psychology of the player. Lack of or bad sleep can lead to fatigue, low confidence, low concentration and bad decisions during a match.

→ How much sleep is enough?

It is usually recommended to sleep around 8 hours, but everybody is different, so there is no universal recommendation valid for everyone. Juniors and kids tend to need more sleep. Generally it is considered that after a good night sleep one should wake naturally and feel refreshed.

→ Strategies for a good night sleep

- Limit your caffeine intake after lunch (cola, chocolate, energy drinks, tea and coffee).
- Don't eat too late.
- Try to keep the room cool and limit the noises (earplugs can eliminate noises).
- Relax before sleeping by listening to music, meditating or reading a book.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Topic 7. COMMUNICATION WITH PARENTS

I started teaching tennis in the mid 1950s. Not a day goes by where my mind doesn't say, "here we go again." My toughest lesson is not with my students - but with their parents. Nick Bollettieri, 4 December 2013

I.7.1. The Role of Sports in General

The importance of sports, especially of youth sports, in today's society lies in

- its function as a counterweight to the increasing lack of exercise with all its consequences,
- its alternative to the growing influence of the new media, such as cell phones, personal computers, play stations, etc.
- its impact on the psychological development of young people,
- its well documented health benefits as well as
- the life lessons learned through active participation.

I.7.2. The Role of Organized Sports

- Without financial and emotional support as well as time commitment, most athletes would find it difficult to get a foothold in organized sports.
- That is where parents come into play. Normally, they get – whether they like it or not – involved in their children's athletic careers.
- That is also where problems often start or do not start:
 - Over-enthusiastic or even fanatical parents put a lot of pressure not only on their children but, unfortunately, also on the coaches of their offspring.
 - Moderate and restrained parents tend to provide the right balance between facilitating enjoyment and challenging the athlete to develop their skills.

I.7.3. The Athletic Triangle

The athletic triangle consists of

- the athlete
- the parents and
- the coach

Everybody in this triangle has to take on certain roles, shoulder certain responsibilities and display certain behaviors required to ensure success.

They all should have a common philosophy.

The relationships within this triangle can have a profound influence on the psychological and, to a certain extent, also on the physical development of the young player.

- Naturally, parents and coaches have the player's best interest in mind.
- If, however, animosities and differing opinions overshadow the triangle, the positive development of the player is in danger, often culminating in the player's ending their athletic career.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

I.7.4. Communication during the Three Development Stages

Experts never get tired of emphasizing the importance of parents and players knowing their expected roles, responsibilities and expectations, while also calling attention to the experience that these factors typically change with the age of the players and the level of athletics.

1) Coaches' Expectations of Parents during the Early Years

Positives:

- Providing transportation
- Providing emotional, logistical, and financial support
- Providing the opportunities and the resources
- Providing push to play, but without applying pressure
- Exhibiting emotional control
- Emphasizing fun
- Stressing good on-court conduct

Negatives:

- Being negative, yelling, or getting angry
- Placing too much pressure on child, over-pushing
- Losing healthy perspective (being over-involved)

2) Coaches' expectations of parents during the middle years

Positives in addition to the aspects listed in Phase 1:

- Providing supplemental coaching/instruction
- Keeping tennis in perspective
- Ensuring good coaching
- Stressing/instilling hard work

Negatives in addition to the aspects listed in Phase 1:

- Too much tennis talk
- Emphasizing winning/results
- Pressuring child
- Reacting emotionally at matches
- Restricting player's social life
- Being negative/critical
- Being over-involved (not giving enough space to player)

Tips for parents for this stage according to the ITF Tennis 10s Programme:

- Support:
 - Stay parent
 - Do not try being a coach
 - Do not attend every single game/match, tournament
- Encouragement:
 - Encourage good behaviour in practice and match
 - Further the player's becoming independent
 - Support effort not result
- Respect:
 - Teach to respect the rules, the opponent, the coaches



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

3) Coaches' expectations of parents during the elite years

Positive aspects:

- Taking on off-court responsibilities, such as nutrition, sleep, equipment, etc.
- Stepping in and providing advice when the coach is not available
- Supervising drills and practice matches

All this, of course, is only possible if the parent is familiar with the high technical aspects of the sport.

Negative Aspects:

- Emphasizing winning
- Being negative/critical or lacking communication with child
- Not allowing player to be independent
- Being over-involved with the player's tennis
- Controlling of the player
- Having problems with the coach

1.7.5. Parents' Expectations of Coaches

A positive relationship between coaches and parents is an essential precondition for young athletes to be successful and continue their sport.

General expectations parents have of their youngsters' coaches:

- high amount of variety, fun, free play and creativity
- good demonstrations with a focus on basics
- fair and consistent treatment
- criticism focused on the correction of skills and not on the player
- regular communication with parents about schedules, home practice tips, counselling on equipment, etc.

What must not be forgotten is the fact that most young athletes participate in sports for one reason – to have fun.

1.7.6. Criteria for Selecting a Coach

Choosing a good tennis coach can be a challenge:

Find out about their

- qualifications and certification
- level of professionalism
- dedication, motivation and passion
- level of play
- years and kind of experience of teaching
- results teaching players
- communication ability and personality
- knowledge about how to keep their players safe and healthy

1.7.6.1. Coaches' Expectation of Players 1

What coaches usually expect from their players:

- good sportsmanship
- respect towards teammates, coaches, and officials
- winning and losing like a winner



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- showing willingness to learn and work hard
- informing the coach immediately if players are going to miss a game or practice
- being willed to practice on their own while at home

I.7.6.2. Coaches' Expectations of Players 2

Breaking down these expectations for the players' development stages means that they should

- Under 12:
 - Pack their bags before practice (racket, water bottle, etc.)
 - Always be on time for practice
 - Learn basic tennis rules (how the game is counted, changeovers etc.)
- Under 14:
 - Warm up correctly before practice and matches
 - Developing a correct drinking regime
 - Find their doubles partner themselves
 - Deliver their rackets for restringing

I.7.6.3. Coaches' Expectations of Players 3

Under 16 – 18:

- In practice:
 - Playing with or without coach, the player should:
 - Practise with quality and intensity at all times
 - Maintain emotional control (both in practice and matches)
- During tournaments:
 - Book practice courts and get practice balls themselves
 - Arrange wake-up calls
 - Scout their next opponents themselves
 - Maintain good eating habits
 - Put everything into their bags (including blister tapes, grips, towels, etc.)
 - Fully understand the tournament levels
 - Evaluate their performance after a match

I.7.7. Players' Motivation for their Sport

Many coaches still mistakenly place the athletes' underlying motivation for participating in sports – first and foremost - on winning.

Research, however, reveals that the top motives of young players are

- having fun,
- challenging their abilities and exploring their limits,
- improving their skills and learning new skills,
- being with friends or making new friends.

With this in mind, coaches are well advised to critically examine their motivational priorities and make sure to create an environment where not everything revolves around the win-loss record. By the way, the players' main sources of stress are being yelled at by coaches, parents, teammates, and fans.

I.7.8. Coaches – Parents Meeting 1

As soon as the coach is aware of the expectations of players and parents alike, the coach is better prepared to tackle the problems that may crop up in the course of the season.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

One of the most practicable and helpful measure of preventing possible conflicts at their roots is the beginning of the year parents' meeting.

This meeting should be

- obligatory for one or both parents
- the players' presence depends on the coaches' preference
- the details of the meeting have to be communicated via e-mail, phone or written invitation
- the meeting should not last much longer than 60 minutes

In the meeting the head coach should stick to the following agenda:

- Introducing himself/herself and his/her assistant coaches
- Outlining the coaching philosophy, goals, rules, and policies in detail
- Reviewing player and parent expectations for practices and competitions
- Presenting practice and game schedules, including information on expected athlete, parent and fan behavior
- Having parents introduce themselves to other parents

1.7.9. Dealing with Problems that Arise during the Season

Organising an initial meeting at the beginning of the year, however, is no guarantee that issues do not crop up during the season. If this is the case, it is important that the coach

- discusses the problem with everybody involved in a fair two-way communication,
- is open to the other's views,
- considers the possibility that they might be wrong,
- remembers why parents and coaches are there,
- reminds parents that putting too much pressure on their offsprings can impair their sport enjoyment and hinder personal growth,
- explains that the problems have to be solved in a timely way to avoid players being negatively affected.

1.7.10. Final Remarks on Communication

Purpose of Communication:

- Persuade
- Evaluate
- Inform
- Motivate and inspire
- Solve Problems

Types of Communication:

- 50% to 70% is nonverbal (facial expressions, body positioning, gestures, intonation, etc)
- The rest is verbal (spoken or written)

Effective Communication:

- Devote enough time to get to know the players and their peculiarities
- Be present at all times and give the player your full attention
- Treat your player as unique and tailor your approach to their needs
- Be clear with what you want to share with the player
- Treat your player in a way you would like your player to treat you.
- A good sense of humour and a smile generally go a long way.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Topic 8. HOW TO CONDUCT A GROUP LESSON

I.8.1. Modern vs. Classical teaching methodology: The open-close-open era

- Classical (traditional) teaching methodology: technique, tactics and then match play.

With the Classical (traditional) teaching methods technique is the priority. Tactics are taught when the players are able to master their technique. Matches are played when players are able to rally consistently.

- Modern teaching methodology
 - Game based
 - Player-centred
 - Based on relevant scientific facts

The priority in modern teaching methodology is helping players understand the game while teaching them technique and tactics at the same time. It's about execution involving decision making, followed by feed-back and reception. Coaches are tasked with guiding, creating appropriate game situations. They have to make sure players have (tactical) understanding of what they are doing and have to aid players' coordination. Matches should be played as soon as possible.

I.8.2. Efficient communication

Tell Me and I Forget

Teach Me and I May Remember

Involve Me and I Learn

- The very essence of coaching is communication
- Successful coach-player communication = mutual benefit

A good coach should be a good communicator. The coach-player communication is important because it conveys information, influences motivation, provides feedback in learning and last but not the least it is a necessary part of "team" cohesion. We always run the chance of discrepancy between what the coach intends to communicate and what the player understands and vice versa. The actual purpose of communication is the mutual understanding for common benefit.

- Interaction between the coach and the athlete: old-fashioned/traditional (commanding) style vs. modern methods

Coaches who prefer the commanding style usually don't have enough knowledge, they don't want to show that they don't know something and/or they are afraid to lose authority. It is a one-way communication, the player is never asked for feedback. The modern method allows the coach to guide instead of command while the player can give feedback and rationalise what they are asked to do. When choosing a coaching style one has to bear in mind the players' personality, level of play, age, etc. The coach's personality, knowledge and experience also matter. Last but not the least what also counts is the content of training – topic (goals), number of players, etc. At the end of the day, effective communication involves mutual sharing and understanding. It is a dynamic two-way process when individuals connect in a meaningful way. As such, effectively communication between a coach and player goes beyond merely talking and listening. Rather, it implies that the challenge for a coach is to ensure his/her player feels like the only, or the most important, person in the world.

- The 'what', 'why', 'when' and 'how' of effective communication



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Persuade
- Evaluate
- Inform
- Motivate and inspire
- Solve problems

Several purposes may be involved in any single communication. For example, a coach may use motivation and persuasion to convince a training squad as to the benefits of a new program and then inform them of the program's details. It is estimated that as much as 50% to 70% of all communication is nonverbal (Weinberg & Gould, 2003). This estimate has significant implications for coaches who may be unaware, or forgetful, of the information they are imparting with facial expressions, hand gestures and tone of voice for example. There is good reason for the well-known adages, *"it's not what you say but how you say it"* and *"a picture tells a thousand words"*! Understanding a player's personality and circumstances can guide a coach as to when, and where, coaches and players might best exchange thoughts, advice and/or feedback. As a general guide, feedback is best provided at the time or shortly after an action, event or activity (Burke, 2010). However, some players prefer to 'take time out' after a difficult loss or training incident/session and, for these players, delaying constructive feedback from the coach may be a sound approach. In terms of where to communicate, it is generally advisable to seek face-to-face contact in a quiet place away from distractions (Anshel, 2003). A central principle of effective communication is to seek first to understand the individual, then seek to be understood (Covey, 1990).

- Successful strategies

All good coaches who are effective communicators adopt a range of strategies – developing mutual trust, empathy and understanding, actively listening, providing positive feedback and being honest and consistent – that keep players optimally engaged in the game. It is not an easy task for any coach but one that undoubtedly requires a coach's on-going full attention and commitment. The reward for coach and player who consistently communicate effectively is knowing that, together, they have both achieved something very special.

1.8.3. Description of the group lesson

- Tactics
- Skills
- Weaknesses
- Socialization and fun

If coaches use the Game-based approach (GBA) they'd know that tactics (what to do) is placed before technique (how to do). Tactics include critical elements required for successful gameplay like decision-making, problem solving, anticipation, etc. Usually skills will transfer poorly from training or drills if practice does not re-create a realistic, game-play environment. A very effective way to keep tennis training on track with a Game-based approach (GBA) is to use Situation Training (ST). During training, the effectiveness of drills can be improved when they are about *situations* rather than strokes. Once a solid technical and tactical foundation has been established, along with the required set of skills, it is very important for the athletes to practice tactics further. The best ways to do that are by hitting with others and participating in **group lessons** where players can begin using the skills they have learned. Practicing will show any the weaknesses they (might) have in their game. Last but not the least, group lessons offer players to socialize more and have fun via group drills and competitive games.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

1.8.4. The Process of Decision Making

All coaches have to be able to demonstrate through drills the ability to develop a player in 5 game situations, zones and phases of play, according to tactical intentions and other factors that influence tactics. This is where we need to discuss the matter of decision making.

What (Tactical intention) & How (Where and Which shot)

- Tactical intentions
 - (Starting) Staying in the point
 - Creating advantage
 - Finishing the point

By each shot the player decides the What, which equals the Tactical intention on the one hand, and the How which means Where they hit and Which shot exactly on the other.

In more details, the tactical intentions refer to Starting and/or Staying in the point, creating an advantage and/or finishing the point.

What influences the decision making process?

The player's decisions can be directly affected by the incoming balls during a rally, their opponent's position as well as their own position. Other factors in their decision making are their gender, personality, experience, as well as the surface they play on, their intentions.

General guidelines

1. Do players know what they are doing and what for?
2. Let them play
3. **HELP** them!
 - Competitive rally (beginners aged 4-6 years)
 - To play FH or BH
 - To move or not / toward or away
 - Consistent precision (competitive players aged 6-7 years)
 - When to play 'safe' or 'away'
 - depending on height & direction
 - Where and when to cover the court (middle)

Here are the general guidelines of how to direct the process of decision making. Above all, check your player's understanding of the purpose of decision-making in specific situations. They need to know what they are doing when and what for. Secondly, let them play a (modified) game. When decision making on their side is adequate move on! In case the player makes wrong decisions or has no clue what decisions to make, the coach has to HELP them!

For beginners aged 4-6 years, competitive rally are a good gimmick: they should decide when to play FH or BH, to move or not forward or away.

Competitive players aged 6-7 years are concerned with consistent precision: When to play 'safe' or 'away', depending on height and/or direction of the ball as well as where and when to cover the court.

Court space & competitive players aged 8-9 years

- Placement depending on the 'difficulty' of the incoming ball
- When to change direction depending on:
 - ball quality
 - opponent's position
- When to use a better shot



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- How to optimally cover the court

Using (court) *space* with competitive players aged 8-9 years can aid their decision-making process. They can work on placement of their shots depending on the 'difficulty' of the incoming ball, they can also decide when to change direction based on the ball's quality and the opponent's position. Players in this age group also have to decide when to use a better shot and how to optimally cover the court.

Creating decision making drills:

1. Define decision by 'question': *When & Where (+ How)*
2. Create the situation ('options')
3. Define the 'decision' criteria (visual cues)
4. Define 'key word' (if appropriate)

Coaches have to create drills which will help the players in their decision-making process by creating an adequate learning environment. Decisions can be defined by answering questions like *When? Where? And How?* Players should be put in situations where they have options to choose from., the 'decision' criteria should be clearly defined for instance, there should be visual cues. Also, if appropriate, there should be a 'key word'.

1.8.5. The five game situations

- Serving
- Returning
- Both Back
- Approaching & at Net
- Passing

The five general situations (relationship to opponent and court) players could be in during any point. **Serving:** Every point in tennis begins with the serve (either 1st serve or 2nd serve). **Returning:** Unless there is a double fault, every point includes a return of serve. **Both Back:** This is where the players are located on or near the baseline. **Approaching & at Net:** This situation includes the player moving forward and everything they can do at net. **Passing:** This is the contrasting corollary to the 'Approaching & at Net' Situation where the player is trying to pass or lob.

Note: Every point obviously may not include all of the situations (e.g. a Serve & Volley pattern may skip the Both Back Situation). However, all of them need to be trained to develop a complete player. In every one of the 5 Game Situations, players can perform Neutral, Offensive or Defensive shots (except serving).

- The GPS:
 - **G:** Game Situations
 - **P:** Progression of tactics to techniques
 - **S:** Shot Cycle

Coaches can increase their effectiveness by using a Situation Training framework that harmonizes with a Game-based approach (GBA). The Situational Training system starts with the 'big picture' tactical categories, which we already mentioned. The basic elements of the Situation Training system can be remembered by the acronym GPS (5 Game Situations, Progression of Tactics to technique, Shot Cycle). In the Progression of Tactics to Techniques it is important to underline that technique is *second* (behind tactics) but never *secondary*. It is a critical component of tennis development. The Shot Cycle which describes the cycle of events that happen during an individual



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

shot, from the player's impact to the opponent's, and back again. This framework gives coaches a critical tool to systematically organize training tactically. It allows lesson construction and the creation of drills.

The Shot Cycle includes two main 'halves'. A tactical **Situation** that presents a challenge to the player and a **Response** that deals with the challenge. The **Situation** incorporates all the elements that happen when the player *receives* the ball (their location on the court which is about where they are in relation to the opponent and the characteristics of the ball (received)). The **Response** includes all the elements required to answer the challenge (the stroke family used, the Phase of Play, the characteristics of the ball sent, and where to recover to begin a new cycle).

1.8.6. Group lesson for different age stages and levels

- Group Lesson (GL) – Tactics
 - Beginners (4-10 yrs)*
 - Intermediate (11-14 yrs)*
 - Advanced (14 and over)*

*Age frames are given for children and young athletes. This does not exclude adults from falling into the same level categories.

Questions for the auditory: How can the GL be more technical? How can it be Physical development? How about a GL oriented more towards mental development?

Group lessons are a must after establishing a solid foundation because athletes can learn from watching and playing with others. The emphasis here is on tactics, but group lessons can be used for improving players' conditioning as well. Coaches usually use drills in which all the group members are constantly moving and getting involved. One example would be the 5 shot drill which allows each player to hit ground strokes from the baseline and while approaching the net, then two net shots (volley or smash). Such drills allow everyone to get involved and work on a wide variety of skills. Games with points are also a part of the group lesson – this adds the competitive element in a lesson. With beginner and intermediate players, the emphasis is usually on socializing and fun. Advanced players are usually on the court 3 to 4 times a week, in a group lesson, with players of similar ability level and with them work is more on game tactics.

1.8.7. Methods for improvement:

- Demo and explanation
- Analogy, visualisation & equipment
- Kinetic and situational methods
 - Example: Situational Training method

We go for the classics: demonstration and explanation, followed by analogy, visualisation & equipment and finishing with kinetic and situational methods. We'll share more details about the situational method as one used for improvement.

1.8.8. Possible situations where improvement will be needed

Example:

- The position of the feeder
- Determine the key decisions required in the situation
- Determine the appropriate Phase of Play for the hitter (Neutral, Offense, Defense?)
- Characteristics of the ball in game
- Re-create a competitive environment



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Provide optimal challenge for the players
- Other.

By understanding the components of Situation Training, coaches can create new drills or, change elements of the drills they currently use to increase their realism. For example, a coach could take a single file line drill with players hitting crosscourt forehands and evolve the following elements: Re-create the opponent's location and the characteristics of the ball fed to recreate a specific situation The starting location of the hitter and their recovery after the shot (start in a realistic position based on 'the shot before' the one being trained). Determine the key decisions required in the situation. Determine the appropriate Phase of Play for the hitter (Neutral, Offense, Defense?). Measure the characteristics of the ball in game required to successfully perform the tactic (did the ball have sufficient direction, distance, height, speed and spin to be effective?). Position opponents to re-create a competitive environment (after the feed, have an opponent ready to continue the point). Strive to provide optimal challenge for the players – normally if they score too high, the coach should increase the difficulty of the task. If players can bare do what they are asked to do – the coach should decrease the difficulty of the drill. Another tip: the player should always be part of creating their solution. If the player has a sense of solving the problem on their own, they will become better problem-solvers. If the coach gives them solutions, it short-circuits the player's ability to become a self-sufficient player. These are just some of the changes that would make the drill practical and more transferable to match play.

1.8.9. Structure

Open game (15%) - Basket drill (30%) - Coach drill (30%) - Modified game (25%)

- Duration: 60 -90-120'
- Setting: between 2-8 players / 1 court
- Focus on improvement of
 - decision making skills
 - communication, organisation, differentiation

Before the lesson, coaches have to prepare for the respective session, according to their players' level of game. The general structure for the group lesson would be: Open game (15%) - Basket drill (30%) - Coach drill (30%) - Modified game (25%). Duration varies. Normally the coach works with a maximum of eight players on one court. There should be an emphasis on tactics where the focus falls on decision making skills, communication, ability to organise and differentiation. In the end, there should always be a discussion where everything done throughout the lesson has to be evaluated.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Topic 9. HOW TO CONDUCT AN INDIVIDUAL LESSON

1.9.1. Modern vs. Classical teaching methodology: The open-close-open era

- Classical (traditional) teaching methodology: technique, tactics and then match play.

With the Classical (traditional) teaching methods technique is the priority. Tactics are taught when the players are able to master their technique. Matches are played when players are able to rally consistently.

- Modern teaching methodology
 - Game based
 - Player-centred
 - Based on relevant scientific facts

The priority in modern teaching methodology is helping players understand the game while teaching them technique and tactics at the same time. It's about execution involving decision making, followed by feed-back and reception. Coaches are tasked with guiding, creating appropriate game situations. They have to make sure players have (tactical) understanding of what they are doing and have to aid players' coordination. Matches should be played as soon as possible.

1.9.2. Efficient communication

Tell Me and I Forget

Teach Me and I May Remember

Involve Me and I Learn

- The very essence of coaching is communication
- Successful coach-player communication = mutual benefit

A good coach should be a good communicator. The coach-player communication is important because it conveys information, influences motivation, provides feedback in learning and last but not the least it is a necessary part of "team" cohesion. We always run the chance of discrepancy between what the coach intends to communicate and what the player understands and vice versa. The actual purpose of communication is the mutual understanding for common benefit.

- Interaction between the coach and the athlete: old-fashioned/traditional (commanding) style vs. modern methods

Coaches who prefer the commanding style usually don't have enough knowledge, they don't want to show that they don't know something and/or they are afraid to lose authority. It is a one-way communication, the player is never asked for feedback. The modern method allows the coach to guide instead of command while the player can give feedback and rationalise what they are asked to do. When choosing a coaching style one has to bear in mind the players' personality, level of play, age, etc. The coach's personality, knowledge and experience also matter. Last but not the least what also counts is the content of training – topic (goals), number of players, etc. At the end of the day, effective communication involves mutual sharing and understanding. It is a dynamic two-way process when individuals connect in a meaningful way. As such, effectively communication between a coach and player goes beyond merely talking and listening. Rather, it implies that the challenge for a coach is to ensure his/her player feels like the only, or the most important, person in the world.

- The 'what', 'why', 'when' and 'how' of effective communication



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Persuade
- Evaluate
- Inform
- Motivate and inspire
- Solve problems

Several purposes may be involved in any single communication. For example, a coach may use motivation and persuasion to convince a training squad as to the benefits of a new program and then inform them of the program's details. It is estimated that as much as 50% to 70% of all communication is nonverbal (Weinberg & Gould, 2003). This estimate has significant implications for coaches who may be unaware, or forgetful, of the information they are imparting with facial expressions, hand gestures and tone of voice for example. There is good reason for the well-known adages, *"it's not what you say but how you say it"* and *"a picture tells a thousand words"*! Understanding a player's personality and circumstances can guide a coach as to when, and where, they can best exchange thoughts, advice and/or feedback with players. As a general guide, feedback is best provided at the time or shortly after an action, event or activity (Burke, 2010). However, some players prefer to 'take time out' after a difficult loss or training incident/session and, for these players, delaying constructive feedback from the coach may be a sound approach. In terms of where to communicate, it is generally advisable to seek face-to-face contact in a quiet place away from distractions (Anshel, 2003). A central principle of effective communication is to seek first to understand the individual, then seek to be understood (Covey, 1990).

- Successful strategies

All good coaches who are effective communicators adopt a range of strategies – developing mutual trust, empathy and understanding, actively listening, providing positive feedback and being honest and consistent – that keep players optimally engaged in the game. It is not an easy task for any coach but one that undoubtedly requires a coach's on-going full attention and commitment. The reward for coach and player who consistently communicate effectively is knowing that, together, they have both achieved something very special.

1.9.3. Description of the individual lesson

- Technique
- Skills
- Motivation
- Attention to the individual and accelerated learning

In order to continuously improve their tennis game, it is vital for the athletes to obtain the right information. Individual lessons are an accelerated learning program because the pro is focused entirely on one athlete at a time. This normally leads to immediate results, which can be very motivating. When giving an individual tennis lesson, coaches focus on teaching at the pace of the individual player. They look at the goals of the individual then create a game plan to achieve those goals. Everyone learns at a different speed, so the coach paces the information based on the individual athlete's rate-of-absorption. With the proper fundamentals it is entirely up to the player to determine how good they will become.

1.9.4. The five game situations

- Serving
- Returning
- Both Back



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Approaching & at Net
- Passing

The five general situations (relationship to opponent and court) players could be in during any point. **Serving:** Every point in tennis begins with the serve (either 1st serve or 2nd serve). **Returning:** Unless there is a double fault, every point includes a return of serve. **Both Back:** This is where the players are located on or near the baseline. **Approaching & at Net:** This situation includes the player moving forward and everything they can do at net. **Passing:** This is the contrasting corollary to the 'Approaching & at Net' Situation where the player is trying to pass or lob.

Note: Every point obviously may not include all of the situations (e.g. a Serve & Volley pattern may skip the Both Back Situation). However, all of them need to be trained to develop a complete player. In every one of the 5 Game Situations, players can perform Neutral, Offensive or Defensive shots (except serving).

- The GPS:
 - **G:** Game Situations
 - **P:** Progression of tactics to techniques
 - **S:** Shot Cycle

Coaches can increase their effectiveness by using a Situation Training framework that harmonizes with a Game-based approach (GBA). The Situational Training system starts with the 'big picture' tactical categories, which we already mentioned. The basic elements of the Situation Training system can be remembered by the acronym GPS (5 Game Situations, Progression of Tactics to technique, Shot Cycle). In the Progression of Tactics to Techniques it is important to underline that technique is *second* (behind tactics) but never *secondary*. It is a critical component of tennis development. The Shot Cycle describes the cycle of events that happen during an individual shot, from the player's impact to the opponent's, and back again. This framework gives coaches a critical tool to systematically organize training tactically. It allows lesson construction and the creation of drills.

The Shot Cycle includes two main 'halves'. A tactical **Situation** that presents a challenge to the player and a **Response** that deals with the challenge. The **Situation** incorporates all the elements that happen when the player *receives* the ball (their location on the court which is about where they are in relation to the opponent and the characteristics of the ball (received)). The **Response** includes all the elements required to answer the challenge (the used strokes, the Phase of Play, the characteristics of the ball sent, and where to recover to begin a new cycle).

1.9.5. Individual lesson for different age stages and levels

- Individual Lesson (IL) – Technique
 - Beginners (4-10 yrs)*
 - Intermediate (11-14 yrs)*
 - Advanced (14 and over)*

*Age frames are given for children and young athletes. This does not exclude adults from falling into the same level categories.

We already know that the individual lesson is more technical, while with the group lesson there's an emphasis on tactics. What does this mean for the different levels of players and, respectively the different age groups? Private Lessons for beginner and intermediate players are for establishing basic stroke fundamentals in a fun and innovative manner. The player learns proper



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

grips, footwork, and stroke mechanics. These fundamentals are all part of what will become a solid foundation that will help athletes obtain success on the court. Private tennis lessons for advanced players are geared towards strategy, tactics, stroke tuning, and overall improvement. They not only work on the physical aspect of competing, but also the tennis match play. Ideally, advanced players should be taking a individual lesson once a month (at a minimum).

Questions: How can the IL be utilised for mental preparation? What about physical preparation? How can it be (more) tactical?

I.9.6. Methods for improvement:

- Demo and explanation
- Analogy, visualisation & equipment
- Kinetic (kinesthetic?) and situational methods
- Example: Situational Training method

We go for the classics: demonstration and explanation, followed by analogy, visualisation & equipment and finishing with kinetic (kinesthetic?) and situational methods. We'll share more details about the situational method as one used for improvement.

I.9.7. Possible situations where improvement will be needed

- The position of the feeder
- Determine the key decisions required in the situation
- Determine the appropriate Phase of Play for the hitter (Neutral, Offense, Defense?)
- Characteristics of the ball in game
- Re-create a competitive environment
- Provide optimal challenge for the players.

By understanding the components of Situation Training, coaches can create new drills or, change elements of the drills they currently use to increase their realism. For example, a coach could take a single file line drill with players hitting crosscourt forehands and evolve the following elements: Re-create the opponent's location and the characteristics of the ball fed to recreate a specific situation The starting location of the hitter and their recovery after the shot (start in a realistic position based on 'the shot before' the one being trained). Determine the key decisions required in the situation. Determine the appropriate Phase of Play for the hitter (Neutral, Offense, Defense?). Measure the characteristics of the ball in game required to successfully perform the tactic (did the ball have sufficient direction, distance, height, speed and spin to be effective?). Position opponents to re-create a competitive environment (after the feed, have an opponent ready to continue the point). Strive to provide optimal challenge for the players – normally if they score too high, the coach should increase the difficulty of the task. If players can bare do what they are asked to do – the coach should decrease the difficulty of the drill. Another tip: the player should always be part of creating their solution. If the player has a sense of solving the problem on their own, they will become better problem-solvers. If the coach gives them solutions, it short-circuits the player's ability to become a self-sufficient player. These are just some of the changes that would make the drill practical and more transferable to match play.

I.9.8. Structure

Open game 5% – analysis 5% – basket drill 30% – basket drill or rally with coach 30% – rally with coach 25% - open game (points) 5%

- Duration: 60 -90-120'
- Conditions: 1 player / 1 court
- Technical goal given 30' before



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Focus on technical correction/improvement of the shot effectiveness ('control') in a given stroke when staying in the point, creating advantage or finishing the point.

The general structure for the individual lesson would be: Open game – analysis – basket drill – basket drill or rally with coach – open game (points). Duration varies. Normally it is a one on one lesson and there should be an emphasis on technique – correction, suggestions for improvement, effect and efficiency.

1.9.9. Examples

Structure:

- Prepare in advance
- Open game and analysis (10%) of the current situation of the player
- Coaches confirm or change the main plan for the session based on:
 - Tactical intention of the “problem” shot (correct/expected)
 - Define effectiveness problem
 - Define improvement by PAS, BIOMECH or phase of the stroke
- Core of the lesson (85%), the real improvement phase: min. 1 basket & 1 coach-rally drill (progression and/or regression)
- Plus several points (5%) at the end of the session to check the improvement
- Wrap-up/review of the lesson

Coaches should prepare the lesson in advance, keeping in mind their players' level of game. The structure of the lesson should allow time for explanation of the goals of the observation process, as well as analysis and definition of tactical aspects, efficiency and evaluation of strokes. The coach should organise drills which help the player eliminate their game weaknesses. For instance, in order to define any problems with regards to effectiveness, coaches should pay attention to the following 5 criteria: spin, height, direction, speed and depth of the strokes/ball. The core of the lesson, namely the 85% represents the real improvement phase. It should include a minimum of 1 basket & 1 coach-rally drill where the coach decides to use progression and/or regression. It is advisable to include a competitive element. In the end, there has to be a wrap-up including a review of the lesson and constructive feed-back.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Topic 10. MODERN METHODOLOGY IN TENNIS AND TECHING STYLES

Tennis has been changing a lot during the last 15-20 years but for many decades teaching methods were behind general development of the game. Tennis started to lose the battle to other, especially „new” or more “elite” sports and other leisure activities. One of the reasons was that the traditional method of teaching tennis was focused on a technique or production of the strokes (Crespo 1999) without understanding real character of the game and approach has not been changing for many years. Results of studies undertaken by the ITF showed that, in some, especially more matured tennis countries, tennis appeared “not to be a fun game to learn and play for the vast majority of youngsters interviewed” (ITF, 1998). It is interesting that similar problems occurred in Physical Education in developed countries like e.g. England and concerned some of traditional games.

On the basis of the permanence understanding in classical teaching method, there is a belief that absolute-constant reality and man in the universe are always and everywhere the same. The teacher's goal is to teach the student absolute and unwavering truths. The student's mind should be educated, discipline provided, if necessary, a method of punishment should be applied, real-life examples should be selected and applied. In this method, the universal teaching method should be done according to corrects. Accordingly, the questions of the students should not be directed at real life but should be shaped according to universal truths. Since the student does not have any knowledge first, universal facts must be provided by the instructor or expert. In modern teaching systems, the student is active. Visual applications should be used instead of verbal symbols in teaching. It is more about learning by experience. The teacher's duties are obligated to facilitate the student's learning, to guide the student and to motivate the student. Instead of being interested in what is offered to the student, the student's actions have become more important. Student performance creativity and productivity have gained importance.

Classical learning feature

- Technique was the priority
- Tactics were taught when the player was able to master the technique
- Matches were played when players were able to rally consistently

In the modern teaching methodology

- The priority is UNDERSTANDING THE GAME
- Technique and tactics should be taught at the same time
- Matches should be played as soon as possible

Contemporary/progressive education understanding (modern/built-in education understanding)

The child has many abilities innate. The job of the educator is to develop their innate abilities in a natural function instead of putting pressure on the child. Kant (1990) stated that education has formed the basis of contemporary education, which puts the individual at the center, considering the multiple intelligence factors, taking into account the steps of development of the individual due to emotion, thinking and cognitive factors that highlight the individual's abilities and skills. When we take into account the characteristics of contemporary education; more on creativity rather than the subject and the emphasis on creativity rather than the subject. One of the



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

distinguishing features of contemporary and progressive education is that it has a spirit of criticalness.

At the heart of teaching methods, the individual should include elements such as his ability, capacity, and skills, development steps, social, cognitive, and emotional characteristics, as well as the nature of education, educational methods and strategies. There are no absolute truths at the heart of contemporary education. In this method, you should have the understanding that the truths can change constantly. The teacher's job is to be a guide. Education aims to overcome the cultural crisis of the age and to rebuild society. New training and training strategies, methods, and techniques should be constantly developed, never applied for punishment in the educational environment. Liberating people at the core of modern education is an important act of awareness of its existence and is at its core. In the classical teaching technique, the athlete tries to copy the right technique, which is important again when he adopts good technical good movements. There is no expectation from the athlete about the function of the game in the game. In this teaching method, the tennis game is determined by the player. There is no expectation for the game for the athlete. The athlete unwittingly develops according to the model. The player's creativity in the game doesn't show much.

Players need to learn and develop the skills needed in the skin before learning the technique. For example, to serve the athlete, the athlete's throwing and over-the shoulder throwing skills should be developed, especially in 6 to 10 years old females, these studies should be included. This and many studies should be done by preparing the competition environment. Because there is competition in the structure of man. If we give an example to the study, athletes are divided into two equal groups, and 10 pieces are placed at the bottom line of one side and 10 others to the bottom line. Athletes throw one ball over the shoulder, provided they get one ball at a time with the mark and try to throw a wire behind the bottom line of the other field. The goal here is to give you the ability to throw over the shoulder and the ability to serve. To prepare the competition environment, athletes are given the right to throw one ball at a time, which side the ball is not left on, the group becomes the champion. Of course, the balls will never end because the ball will come across. Athletes both enjoy and develop throwing skills, running skills. Athletes should know the rules of the game at 6 to 10 years old, respecting players and winning in the competition, but they adopt that losing is a natural result, their skill unwittingly develops according to the model. The player's creativity in the game does not show much improvement. Players need to learn and develop the skills needed in the skin before learning the technique. In classical tennis teaching, it is to apply the movement shown continuously by repetition, as much as possible, by reinforcing without variability or deviation:

- Progressive, digit digit progress
- Too much repetition, reinforce Afr Educ Res J 612
- Review by correcting errors
- Ability to apply the movement as learned in changing conditions.

In order to train effectively in modern tennis teaching, it is necessary to understand and know the status of five games in tennis. Because there is no other approach in tennis competitions other than five-game situations. The players' shortcomings in tennis are improved in training, depending on the status of five games.

Classical learning features

- Teacher-centric teaching.
- The teacher is active, the student is passive.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- The teacher applies a straight narration method.
- This technique is supported by memorization.
- The student has trouble interpreting events and problems.
- Persistence of information is limited.
- Learning becomes difficult as the students' interest and attention are not drawn.

Active learning features

- Student-centric education.
- Since learning is effective, the student is active.
- The students learn by solving the problems.
- Thinking and questioning skills develop.
- Learning becomes more permanent by hearing, seeing and touching.
- Student achieves the goal her/himself.
- While student behavior improves positively, s/he enjoys her/his work, becomes happy and increases self-confidence.
- The student solves the problems and looks at the events from different perspectives.
- The student gets to know his teacher and schoolmates well during education.

Five game statuses

- Service Throw
- Service Meet
- Both Players Kick the Ground Coming From the Bottom Line
- Your Player in the Rival Net is at the Bottom Line
- Your Player in the Opponent Bottom Line in the File

The coach needs to plan for five games while planning training. The simplest tactic in tennis is that the ball stays in the game. It is about running the opponent once he's setting up the game again. It should be noted that fatigue and performance are proportionate correctly. As fatigue increases, the more mistakes in the stroke. Knowing the weaknesses and strengths of the opponent and the weaknesses of your player, the game must be established in this direction. In order to do these things, you must have the knowledge and skills to make all the hits in five-game states.

In modern tennis teaching, the training character must be as follows:

- Training should be based on the game, players develop skills faster in the game. The most important thing to consider in this method is that the target is at the forefront instead of the result. Again, when this game is characteristic, it is necessary to develop coordination skills that form the basis of the technique, which is a good shot.
- Players' welcome skills should also be improved in the best way. Players should be more independent by adding their own creativity.
- As a training method, complex training should be applied; tactics, techniques and other skills should be developed together.

Types of teaching

Self – teaching (Vicarious learning)

- Pupil and teacher are the same person
- It can be productive if the pupil is systematic and a good observer



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- If not it may produce mistakes in the stroke production and a consequence delay in the learning process

Formal teaching

- Two sides: teacher and pupil
- It is most useful when a pupil wants to learn sound technique in a short period of time, through appropriate progressions.

Stages of learning

1. Verbal / cognitive - general goals and duration:
 - The player is not aware of that to do or is aware and can't do it or can only do it in a basic form
 - This stage accounts for 30% approx. of full skill acquisition
2. Practice / Repetition (Associative) - general goals and duration:
 - The player can execute the skill in a closed situation (e.g. practice situation , drills, etc) when little decision making is required
 - After this stage, the skill should be 75% fully acquired
3. Automatic differentiation - general goals and duration:
 - The player can apply the skill in competitive situation as the proper response to a problem
 - The skill is fully acquired, requiring little or no thought (auto – pilot)

How do we learn?

- There are various types of learners
- Not everybody learns the same way
- Everyone has a preference for how to learn
- Many ways to processing information
- It depends on the three types of sensations: visual, auditory and kinesthetic
- A combination of these channels is used to understand what has been said

9 effective teaching methods for coaches

Understanding your passion for the sport first

Before jumping into coaching, coaches first must understand their passion for the game. Having a high level of passion for the sport tremendously influences your energy, creativity and ability to motivate players. Passion is contagious. If one player or one assistant coach comes to practice excited and fired up, that emotion and passion easily is passed to every other member of the team.

- Setting the stage for teaching

Prior to the first practice, meet with your athletes and explain your role as a coach and teacher of the game. Let them know your purpose is to help improve their athletic skills. Impress upon them that you care about them as people, and that you are concerned about their lives even beyond athletics. Feeling cared about makes a player more coachable — effort and concentration increases. If you care enough about them, they'll walk through walls for you.

Part of you caring is to work through players' mistakes. Tell them mistakes are part of the learning process, and the only true mistakes are ones of lack of effort or concentration — both of which easily are corrected.

- The importance of *why*



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Don't assume players know why you are asking them to practice a certain technique or to perform a skill drill. Explain how everything has a positive effect on their ability to play. Be as detailed as possible, because it's important that they understand why you're doing certain things.

- Fundamentals first, then complex

Know the fundamentals of the sport you teach. This enables you to design practices for your players' appropriate skill level. It also becomes easier to assist an athlete who cannot perform a certain skill. After grasping the fundamentals, players move on to practice drills focusing on more than one skill at a time. Don't expect to teach complex skills to players who have not mastered the basics.

- Use the whole-part method

Oftentimes, it's necessary to teach skills in parts or steps. Once again, in-depth knowledge of fundamentals gives you an advantage. Teaching a skill in part keeps the player motivated, because they are forming a mental checklist for performing the skill correctly. Educators refer to this as "task-analysis."

Moving from one step to the next puts the focus on progress, which allows you to praise the player for grasping a skill and working with the player in areas that need more practice. A good barometer to know if a player is mastering a certain skill is to see if that player is teaching the skill to another teammate.

- Effective motivation

Find something positive to say to every athlete at every practice. This satisfies the athlete's need for attention, recognition and appreciation. Be specific with your praise — specific praise is used to reinforce the why of practice. Always attempt to find more positives than negatives while constantly praising effort.

- The hoopla of success

When an athlete or team finally masters a skill or concept, don't hesitate to momentarily stop practice to recognize the achievement. Praise their effort, and remind your players why mastery of the skill is so critical.

- Model what you preach

Most coaches talk to players about certain values and characteristics they hope to see in all team members. Coaches really are the best positive role models for these values. When stressing good sportsmanship, talk about coaching with honor, respect for the game and attitude toward officials. When stressing tenacity, never give up on yourself with your athletes. And, when stressing organization, conduct practices that are structured.

Players look to you for guidance, so don't say one thing and do the opposite.

- Encourage crossover athletes

Coaches who are overzealous sometimes encourage their athletes to play one sport on a year-round basis. This can lead to overuse injuries and burnout. Participating in other sports improves the way the athletes play your sport. The movements and skills required for many sports are similar. Consider the footwork necessary for soccer and basketball are almost identical.

Productive coaching is highly dependent on the coach's ability to teach their sport. Teaching isn't just blowing a whistle, barking out orders and heading home after a couple of hours. Being a good teacher takes time, effort, practice, patience and a passion to make a difference in the lives of your players.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Sources:

- Balyi I., Hamilton A. (2004) *Long-Term Athlete Development: Trainability in Childhood and Adolescence. Windows of Opportunity. Optimal Trainability*. Victoria: National Coaching Institute British Columbia & Advanced Training and Performance Ltd.
- Lubbers, P. & Gould, D. (2003). Phases of world-class player development, ITF CSSR, 30, 2.
- Unierzyski, P. (2003). Planning and periodization for the 12-14-year-old tennis players, ITF CSSR 31, 6-8.
- Unierzyski, P. (2005). Periodization for under-14s, ITF CSSR 36, 4-6
- Penlava FJ. (2018). Periodization for under-14s. ITF Coaching & Sports Science Review 2018 (74)
- Reid, M., Quinlan, G., & Jones, D. (2009). Planning and periodization for the elite juniors tennis players. *Strength and conditioning journal*; 31:4.
- Roetert, E.P. & Ellenbecker, T. (2009). Periodization training, ITF CSSR 47, 10-11.
- KNLTB; Frank van Fraayenhoven. *Systematic development of club and performance players*
- <https://www.networldsports.co.uk/buyers-guides/guide-to-mini-tennis>
- <https://www.tennisireland.ie/competitions/tennis-10s-tennis-for-players-aged-10-and-under/>
- <https://www.usta.com/en/home/play/youth-tennis/programs/eastern/orange-and-green-ball-play.html>
- <https://www.ustaflorida.com/coaches-talk-usta-10-tennis-format-coming-wave-players/>
- <http://www.tennisplayandstay.com/tennis10s/about-tennis10s/about-tennis10s.aspx>
- https://s3.amazonaws.com/ustaassets/assets/637/15/10u_rules_and_regulations.pdf?in_tloc=headernavsub
- <https://www.clearpointstrategy.com/strategy-vs-tactics>
- <https://fitpeople.com/health/importance-of-technique-and-tactics-in-sports>
- https://www.researchgate.net/publication/299488259_introduction_to_tennis_tactics
- <https://tennismindgame.com/strategy-tactics.html>
- Online Tennis Instruction (Nov. 16, 2021), Gregg le Suceur: "Total Control Tennis"
- Thomas Muster: Spitzentennis, Wien 1990
- https://www.swisstennis.ch/sites/default/files/playerdevelopmenta4_grundlagentaktiktechnik_d.pdf
- <https://www.tennis4beginners.com/tactics-that-can-improve-your-tennis-game>
- <https://oetv.at/fileadmin/oetv/user-upload/bettertennisparents.pdf>
- <https://www.pledgesports.org./2018/07/playing-tennis-on-different-surfaces>
- <https://blog.davidlloyd.co.uk/a-guide-to-different-kinds-of-court-surfaces>
- <https://www.atennisaces.com/how-weather-conditions-impact-tennis-players>
- <https://www.active.com/tennis/articles/7-tips-for-playing-tennis-in-the-wind>
- Haywood, K., & Getchell, N. (2004) Life span motor development. Champaign: IL. Human Kinetics.
- Ismail, A, H. (1976) Integralni razvoj: Teorija i eksperimentalni rezultati. *Kineziologija*, 6, (1 - 2), 7 -28
- Jürimäe, T. & Jürimäe,, J. (2001) Growth, physical activity and motor development in prepubertal children. New York: CRC Press.
- Malina, R., Bouchard, C. & Bar – Or, O. (2004) Growth, Maturation and Physical Activity



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- (Second Edition). Champaign: Human Kinetic, Illinois.
- Patterson, C. (2009) *Infancy & Childhood*. New York: McGraw – Hill Higher. USA
- Santrock, J. (2008) *Life – Span Development* (Eleventh edition) New York: McGraw – Hill Book Company
- Mark S. Kovacs., Paul Roetert., & Todd S. (2016). *Complete Conditioning for Tennis-2nd Edition*. Ellenbecker, United States Tennis Association
- Kevin Carr., & Mary Kate Feit. (2022). *Functional Training Anatomy*.
- Jovanovski, J. (2011). *Anthropomotorics* (Антропомоторика). Skopje: Faculty of Physical Education, Sport and Health.
- Kukolj, M. (2006). *Antropomotorika*. Beograd: Fakultet sporta I fizickog vaspitanja
- Beashel, P., Sobson, A., Taylor, J. (2004). *Sport examined*. Cheltenham (UK): Neilson Thomores Ltd.
- Mackenzie, B. (2005) *101 Performance evaluation tests*. London: Electric World plc.
- Peric. D. (2003). *Antropomotorika, osnovi sportske lokomocije*. Beograd: Ideaprint.
- Schmidt, R.A. & Wrisberg, C.A. (2003) *Motor learning and performance*. Champaign: Human Kinetic, Illinois
- Aidan Moran, *The Oxford Handbook of Sport and Performance Psychology*, 2012
- Clough, Strycharczyk; *Developing Mental Toughness*; 2012
- Crespo, Reid, Quinn; *Tennis Psychology*; 2006
- Csikszentmihalyi; *Beyond Boredom and Anxiety*; 1975
- Loehr; *The Mental Game*; 1990
- Loehr; *The New Toughness Training for Sports*; 1994
- Zerlauth; *Sport im State of Excellence*; 2000
- Янчева; *Психологическото осигуряване в елитния спорт*; 2006
- St.Clair-Thompson, Bugler, Robinson, Clough, McGeown, Perry; *Mental toughness in education*; 2015
- <http://eprints.hud.ac.uk/id/eprint/33024/1/mental.toughness.in.education.pdf>
- Lin, Mutz, Clough, Papageorgiou; *Mental Toughness and Individual Differences in Learning, Educational and Work Performance, Psychological Well-being, and Personality: A Systematic Review*; 2017 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5554528/>
- <https://www.hud.ac.uk/news/2019/october/teaching-mental-toughness-peter-clough-hudds/>
- Babette Pluim, M.D., Ph.D. , Marc Safran, M.D. ; *From Breakpoint to Advantage a Practical Guide to Optimal Health and Performance*; 2004
- Crespo, Miley; *ITF Advanced Coaches Manual*
- Crespo, Reid, Quinn; *ITF Strength and Conditioning for Tennis*; 2003
- Nicolai Worm; *Die Top Sport Diät für alle*, 1989
- WTA TOUR; *Sport Science and Medicine/ Professional Development* 2005
- *Better Health; Sporting performance and food*;
<https://www.betterhealth.vic.gov.au/health/healthyliving/sporting-performance-and-food#using-nutritional-supplements-to-improve-sporting-performance>
- *Carbohydrates: an efficient energy source*
<https://www.Otsuka.co.jp/en/nutraceutical/about/nutrition/sports-nutrition/essential-nutrients/carbohydrates.html>



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Carbohydrates as a source of energy <https://academic.oup.com/ajcn/article-abstract/59/3/682S/4732269>
- Deutsche Gesellschaft für Ernährung <http://www.dge.de>
- Metabolic equivalents (METS) <http://pubmed.ncbi.nlm.nih.gov>
- Nutrition for Tennis: Practical Recommendations
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3761836/>
- Sleep Hygiene for Optimizing Recovery in Athletes: Review and Recommendations
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6988893/>
- Sports Medicine- Energy Conversion <http://dynamicscience.com.au>
- <https://www.tennisconsult.com/tennis-parents-role-in-developing-tennis-players>
- <https://nowcomment.com/documents/97820>
- <https://www.ncbi.gov/pmc/articles/PMC4381313>
- <https://www.thesportsjournal.org/article/how-to-effectively-manage-coach,-parent-and-player-relationships/>
- www.usta.com/content/dam/usta/sections/eastern/article/understanding_pd_parents_role_junior_tennis.pdf
- www.assets.usta.com/assets/1/USTA_Import/dps/usta_master/sitcore_usta/USTA/Document%20Assets/PlayerDevelopment/SportsScience/Gould_2003_Understanding
- https://www.oetv.at/fileadmin/oetv/user_upload/bettertennisparent.pdf
- <https://www.sportpsychologytennis.com/helping-to-improve-motivation-in-tennis/>
- <https://ezinearticles.com/?10-Top-Tips-For-Coaching-Junior-Tennis-Players&id=1493018>
- www.maximizingtennispotential.com/selecting-tennis-coach/
- www.improve-your-tennis.com/qualities-of-a-good-tennis-coach.html
- https://www.researchgate.net/publication/354267026_Coach_player_communication_what_why_when_and_how
- Tennis Coaches and Parents: Creating a Collaborative Athlete Centered Culture (Winning Tennis Book 3) Kindle Edition by Lisa Stone (Author), Bill Patton (Author) Format: Kindle Ausgabe
- Ansel M. H. (2003). *Sport psychology: From theory to practice* (2nd ed.). Scottsdale, AZ: Gorsuch Scarisbrick.
- Coach-player communication: What, why, when and how? Janet Young (AUS) Institute of Sport, Exercise and Active Living - Victoria University, Melbourne, Australia
- Covey S.R. (1990). *The 7 habits of highly effective people*. New York: Simon & Schuster.
- ITF Coaches Education Programme Level 2 Coaching Course: *Communication skills for the tennis coach*. Coach Education Series Copyright © ITF 2007
- ITF Development Department. COACHING STYLES.
- Weinberg R.S. & Gould D., (2003). *Foundations of sport and exercise psychology* (3rd ed.). Champaign, IL: Human Kinetics
- <https://acecoach.com/situation-training-basic-elements/>
- https://www.streetdirectory.com/travel_guide/205623/recreation_and_sports/the_6_game_situations_in_tennis.html
- Ansel M. H. (2003). *Sport psychology: From theory to practice* (2nd ed.). Scottsdale, AZ: Gorsuch Scarisbrick.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Coach-player communication: What, why, when and how? Janet Young (AUS) Institute of Sport, Exercise and Active Living - Victoria University, Melbourne, Australia Covey S.R. (1990). *The 7 habits of highly effective people*. New York: Simon & Schuster.
- ITF Coaches Education Programme Level 2 Coaching Course: *Communication skills for the tennis coach*. Coach Education Series Copyright © ITF 2007
- ITF Development Department. COACHING STYLES.
- Weinberg R.S. & Gould D., (2003). *Foundations of sport and exercise psychology* (3rd ed.). Champaign, IL: Human Kinetics
- <https://acecoach.com/situation-training-basic-elements/>
- https://www.streetdirectory.com/travel_guide/205623/recreation_and_sports/the_6_game_situations_in_tennis.html
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737976/>
- <https://pt.scribd.com/document/357231986/ManualulAntrenorilorAvansati-pdf>
- <https://www.filepicker.io/api/file/80F5fYWCTkOA5yoeA20Y>
- http://www.cmnt.lv/upload-files/ns_39crt017-040%20CMNT1815-121%20DAN%2018-0936_LG-ed-VG.pdf
- <https://coachad.com/articles/teaching-methods-for-coaches/>



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Module II. Management of small and medium sized sport clubs

Topic 1. GENERAL MANAGEMENT

II.1.1. Definition of management

The twentieth century has brought with its new ways of thinking, new phenomena. One of these phenomena is management, the term we use every day, often when allocating our own responsibilities, time, allocation of resources. It is used everywhere in the world and this term most often means management or leadership. The term management comes from the English language, from the verb "to manage", which has derived from the Italian word "maneggiare," which in turn comes from the Latin word "manus", hand and refers to dealing, managing, controlling, handing. From its establishment until today, there were numerous studies of management, created numerous schools of management: Classical School, School of effective leaders, School of process management, etc.

All authors and schools try to identify management as a contemporary process, which depending on the author's understanding, variously is defined as "a process that relates to a series of steps aimed at action to achieve the defined objective; as a separate process of planning, organizing, encouraging, and controlling the realization of the objectives, using human and other resources".

DuBrin defines management as "the process of using available resources to achieve certain goals through proper planning, organizing and staffing, managing and controlling". According to Heinz Wehrich and Harold Koontz "management is the process of shaping and maintaining environments in which individuals, working together in a group, effectively achieve the desired results". Management is "the art of knowing what you want to do and then seeing that it is done in the best and cheapest way" according to Taylor and "the accomplishment of results through the efforts of other people" according to Lawrence. Micevski defines it as "a set of activities through which perform specific functions to an effective way to provide, deploy and mobilize human resources and physical resources to achieve a goal".

All these definitions list the key functions of management as a process including planning, organizing, staffing, managing, controlling, supervising, motivating. The last years highlight the need of the so-called proactive management. The term proactively managing applies to all active persons in the process of work, who try to find ways how something can be done well, in order to positively affect the work. Being proactive means taking all opportunities to influence the final result, i.e. to have full control of own mind, feelings, and behaviors. It involves beliefs that you have the power to change undesirable situations and to take control over your work. Being proactive leads to the fulfillment of the set goals, which leads to satisfaction and happiness. Proactiveness consists of awareness, taking action, responsibility, self-control, plan, and unforeseen problems. The process of management is unthinkable without the active role of the person / personality in this process, i.e. managers.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

II.1.2. Characteristics of the management

Management is:

- a goal oriented process.
- pervasive.
- multidimensional (work, people, operations).
- a continuous process.
- a group activity.
- a dynamic function.
- a composite process.

II.1.3. Definition of sports management

As a multidimensional and complex phenomenon, sport occupies an important place in modern human existence. Management as a phenomenon is included also in this human activity. It means that:

- Sports management involves any combination of skills related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization or department whose primary product or service is related to sport or physical activity (DeSensi, Kelley, Blanton and Beitel).
- Sports management involves the study of disordered and proven knowledge of how a sports organization achieves its goals, procuring, distributing, and using limited human, material, informational and financial resources of its success. (Zec)
- Sports management is a process of forecasting, planning, organizing, managing, providing appropriate staff, as well as controlling the human, material, financial and other organizational resources of the sports organization, all for sake of achieving pre-determined goals. (Tomic)

Management in sports organizations provides sports development, general planning activities in the field of sports, organizes all relevant resources, processes, and functions, exercises a policy of human resources development, organizes sports and business functions, provides communication and coordination, etc. Sports management is responsible for all processes in the sports organizations, primarily for sports stability and positioning of the organization, sports and business results, work efficiency, cost rationalization. At the same time, management is a basic and driving force in the development of sports organizations and sport in general. The management process ensures sports and business efficiency and a stable position of sports organizations in the long run. Management in sport is the successful pursuit of ideas toward goals. It ensures the functioning of the entire system of the sports organization, i.e. establishes a system of selection of talents, provides professional work and creates general conditions for preparing athletes for the highest achievements, creates



TC4DC

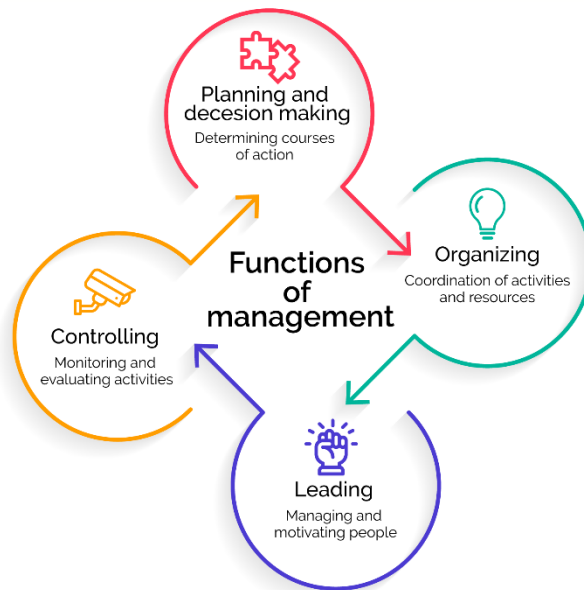


TENNIS CLUBS FOR
DUAL CAREERS

opportunities for organizing sports competitions, provides material and financial resources, and of course provides communication with the sports public.

II.1.4. Functions of management

Management as a process implies the realization of several key functions such as planning, organizing, leading, controlling.



II.1.4.1. Planning is a key function in the management process. It means setting specific goals and finding ways and means to achieve it, in terms of determining actions, resources, etc. to achieve the set goals. In some ways, it can also be identified as a visualization of what it wants to achieve in the future and how it will be done. There are so-called strategic and tactical plans. Strategic plans are usually long-term and important for the development of an organization in terms of how it develops, promotes in the future. Tactical plans in a way represent the concretization of strategic plans. They determine specific activities, entities that should be involved in them, as well as the necessary resources to achieve them. Making the right decisions related to specific goals has a special role and importance. Decision making and the way they are made are based on planning. It allows us to analyze and study the goals, as well as determine how they will be achieved. Creating a plan helps to achieve the set goals, as well as enables more efficient use of time and other resources. The planning of the management in the sports organization is a process of assessing the goals of the organization and creating a realistic, detailed action plan for fulfilling those goals. The management plan takes into account short-term and long-term corporate strategies. Strategic planning is especially important for sports organizations. It offers sports directors the opportunity to establish policies and procedures to help them develop effective programs that meet the sports institution's guidelines.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

II.1.4.2. Organizing involves assigning tasks, grouping tasks into departments, delegating authority, and allocating resources across the organization. During the organizing process, managers coordinate employees, resources, policies, and procedures to facilitate the goals identified in the plan. Organizing and staffing provide the manager with confidence that he has the appropriate human and physical resources needed to realize the planned plan and achieve the set goals. It refers to making decisions about how a particular organization will be structured. It also implies the assignment of authorizations and responsibilities to the individual units, which include persons who are competent, who have the necessary skills and knowledge to perform them, allocation of appropriate resources and decisions, and how to coordinate the activities of all stakeholders. Teamwork means assembling an appropriate competent team that can work together to achieve the necessary goals. Due to its importance, staffing often stands out as a separate managerial function.

II.1.4.3. Leading is giving directions, persuasion, creating a vision to achieve the goals set by the organization. It is a very important function that should motivate, encourage, and give direction to employees. Neither planning nor organizing will be effective if they are not supported by the employees, and they are encouraged, motivated, supported by the leader. Unlike other functions that are primarily intended to maintain stability in the organization, leadership is aimed at inspiring other people. Effective leaders develop a sense of community and a common goal that is crucial to the joint work of all organizations. In this process, the leaders use all their knowledge, charisma, enthusiasm, and inspiration to achieve the set goals. Although leadership is about persuasion and inspiration, the leader also brings the visions and all the ideas for change that he formulates himself. There are several roles related to leadership function. They refer to the roles of motivator and coach, role model, negotiator, role in creating and strengthening team spirit, team player, problem-solver, and innovator/promoter of new ideas for team or organization work. The role of leaders, motivators, and organizers in sports organizations is played by the sports manager. The real strategy for success, the vision for achieving effectiveness and efficiency, the charisma for gathering team support are transferred by the sports leaders. They are the creators, the people who inspire and encourage teamwork among athletes, organizations, and clients in order to achieve common goals.

II.1.4.4. Controlling is a process that involves monitoring activities, measuring performance, comparing results with pre-set goals, and making modifications and adjustments as needed. Often there are differences between the desired and the achieved results, so the direction for undertaking certain activities and measures is determined. By controlling their organizations, managers are informed about what is happening; what works and what does not; and what needs to be continued, improved, or changed. Controlling can lead to changes in the initial plans. It is possible to prepare short-term plans aimed at training, leadership, and discipline



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

within the teams or long-term strategies. It is important in all areas, but especially in sports organizations. Control is a comprehensive management concept that operates at all levels of the sports organization's management navigation system. By monitoring we mean continuous and systematic monitoring and supervision of certain goals, plans, processes, and events. This is also important for coaches and sports science support staff to be aware of, so that they can help athletes shift their focus to their performance, especially in the face of impending competition. The management process is not always linear, but cyclical. Changes are possible, modifications during the process itself. The role of managers is to implement changes and maintain unity and integrity throughout the process. Control is the measurement and correction of performance in order to ensure that the goals of the company and the plans devised to achieve them are achieved.

II.1.5. Management levels

Every organization, including the sports organizations, has a complex structure and different tasks and activities to perform. Accordingly, the different functions that managers have, i.e. the different levels of responsibility, knowledge, and skills needed to achieve them. These complex needs and functions result in defining different levels of management in the organization. The levels of management are being determined, depending on the number of employees, the expansion of the business, the levels of management are determined. However, there are three major management levels:

II.1.5.1. Top management.

The highest management level normally consists of a board of directors, chief executive officer, or managing director. They are the ones who manage the goals and development policy of the organization. Their activities are mainly focused on planning and coordinating functions, personnel policy, and control. They are the ones who devise the strategy for achieving the set goals. The task of top managers is to coordinate the work of the entire organization at all levels. They perceive the overall process, plan, and accordingly make appropriate decisions on personnel, organization, etc. Decision-making is defined as the highest level of creativity of top managers that integrates aspects of the overall organization, human resource development, planning, control, etc. They are the ones who are also aimed at establishing cooperation and relations with partners, the local, wider community, the business sector.

II.1.5.2. Middle management (Intermediate level / Executive level / Functional managers).

The middle level normally consists of heads of branches, departments, etc. They perform mainly organizational and directing functions. Middle managers are involved in organizing and managing, which itself requires the possession of the highest technical knowledge of the work being managed, as well as general knowledge to establish quality interpersonal relationships





within the team and the organization. They execute the organization's plans in accordance with the policies and directives of the top management; interpret and explain top-level to lower-level management policies; participate in employment and training of lower-level management; are responsible for coordinating the activities within the departments; are responsible for inspiring lower-level managers to better performance. As far as sports organizations are concerned, the work of middle level managers is focused on the functioning of certain segments of the sports organization (e.g. marketing, finance, facilities, etc.).

II.1.5.3. Low level management (Supervisor / Operational / First line managers)

This supervisory/operational level of management consists of supervisors, department staff, etc. They mainly perform directing and controlling functions. Low level managers are involved in the operational execution of certain tasks, management of the organization, and control of the organization. They should have the most technical knowledge and knowledge to establish interpersonal relationships. They are the most numerous in the organization and although they are the least influential, they are still a decisive factor for the efficiency of the organization. They carry out numerous activities, such as determining jobs and tasks of employees, teaching them, they are responsible for quantity and quality of work, take care of maintaining a positive working atmosphere, motivate employees, supervise them, cooperate with people from higher levels, write reports, organize procurement, training, they are builders of the image of the organization based on direct contact with employees. Sports organizations at this level would include athletes, coaches, sports experts.

II.1.6. Types of management

Management has different aspects. Managers have different styles and management is of different types. The most common and mentionable types of management are:

Operations Management	Sales Management	Strategic Management	Marketing Management	Public Relations	Supply Chain Management	Financial Management
Procurement Management	HR Management	R&D Management	IT Management	Engineering Management	Project Management	Event Management
Change Management	Risk Management	Innovation Management	Quality Management	Facility Management	Design Management	Knowledge Management



Management of (small and medium sized) sports clubs has so many aspects, that most of the mentioned types of management can be encountered:

Operations Management	Sales Management	Strategic Management	Marketing Management	Public Relations	Supply Chain Management	Financial Management
Procurement Management	HR Management	R&D Management	IT Management	Engineering Management	Project Management	Event Management
Change Management	Risk Management	Innovation Management	Quality Management	Facility Management	Design Management	Knowledge Management

II.1.7. Management styles

A management style is the way in which a manager works to fulfill the goals. Management style includes the way the manager plans, organizes, makes decisions, delegates, and manages the staff. There are three main styles:



II.1.7.1. Autocratic style – Management tells staff what decision it has made.

Its main characteristics are: centralization of power with management; all policy set by management; little trust or faith in staff; rigid setting of work by management; perception that orders are to be carried out without questions; one way communication. Its advantages are that directions and procedures are clearly defined; employees' roles and expectations are set out, so management can monitor performance; decision making and problem solving is generally performed quickly as there is no consultation; communication is generally clear. Its main disadvantage is that the lack of employee's input means that ideas, skills, experience and initiative are not utilized; also decreased motivation due to lack of trust and two way communication.

II.1.7.2. Democratic style – Management joins with staff to make a group decision.

Its main characteristics are: decision making shared between management and employees; two way communication; clear, ongoing communication and encouragement of group discussions allowing for feedback; regular contact between management and employees; teamwork encouraged. Its main advantage is the strong relationship between management



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

and staff; and also job satisfaction is high when employees feel part of the decision making process; staff feels ownership over decisions; employees' skills, experience, ideas are utilized; the 'right' people are involved in decisions which affect them; positive culture is established. The democratic management style is however more time consuming. Some issues might not be suitable for discussions with all employees; and resentment or conflict may occur when a suggestion is ignored.

II.1.7.3. Laissez-Faire style – Employees assume total responsibility for, and control of, workplace operations.

Management set objectives and deadlines then let employees find ways of achieving them. Manager act more as a support for employees than as a boss. Thus employees feel highly trusted. They are free to explore their own avenues and creativity which may lead to a relaxed culture and innovation. Employees have high job satisfaction as they have responsibility. The disadvantages are lack of task orientation, productivity, and direction; employees receive little or no leadership and may not respect management; lack of accountability for managers.

Various management styles can be employed depending on the culture of the business, the nature of the task, the experience and personalities of the workforce and the personality and skills of the leaders. Highly effective managers change styles depending on the situation. There is no one best style, except the one chosen appropriately, and which contributes to the organization achieving its objectives.





TC4DC



TENNIS CLUBS FOR DUAL CAREERS

Topic 2. MAIN FUNCTIONS OF THE MANAGER

II.2.1. Competencies of the manager

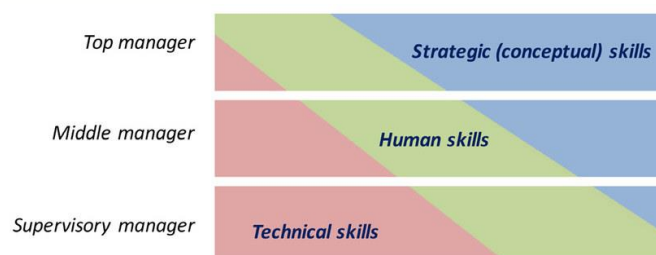
The skills theory of leadership emerged as a prominent theory in 1955 when Robert Katz published his paper "Skills of an Effective Administrator" in the "Harvard Business Review." The research was based on Katz's own first-hand observations of executives in the workplace and on field research in administration. He suggested in the paper that effective administration or leadership depends on three basic personal skills: technical, human, and conceptual. He identified these three skill areas as the most important skills that the executives had in common and used on a regular basis. Katz identified three skills: technical, human, and conceptual as the basic personal skills essential for leadership.

Technical skills: A manager must have the necessary technical skills or the ability to work with the resources, tools, techniques, procedures etc. Technical skills include knowledge of and proficiency in certain specialized such as engineering, computers, finance, or manufacturing. Even though the need for technical skills is less when a manager moves higher in hierarchy, but still technical proficiency helps in taking decisions.

Human/Interpersonal skills: It is the ability to work well with other people both individually and in a group. Managers with human skills can get best out of the people working with them. They know how to communicate, motivate, lead, and inspire enthusiasm and trust. These skills are needed by managers at every level, but top managers need them the most.

Conceptual skills: Conceptual skills are the ability to integrate and coordinate various activities. Managers must have the ability to think and to conceptualize about abstract solutions. They must be able to see the organization as a whole and the relationships among its various subunits and to visualize how the organization fits into its broader environment. Conceptual skills are helpful in decision-making. Since all managers have to take decisions so these skills are essential for all managers, but these become more important as they make up the organizational hierarchy.

The different management levels need all of these competencies, however conceptual skills are mostly needed for top managers, and technical skills for low level managers.





TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

II.2.2. Functions of the manager

Management is a process to achieve organizational goals. A **process** is a set of activities that are ongoing and interrelated. **Ongoing** means that the activities are not done in a linear, step-by-step fashion where responsibility is passed from one activity to the next. Instead, the activities are continued as new activities are started. **Interrelated** means that the results of each activity influence the other activities and tasks. It is the responsibility of management to see that essential activities are done efficiently (in the best possible way) and effectively (doing the right thing). “Management is not more than motivating other people”. It is a process to achieve organizational goals which consists of four primary functions that managers must perform: **planning, organizing, leading, and controlling.**

Planning means defining performance goals for the organization and determining what actions and resources are needed to achieve the goals. Through planning, management defines what the future of the organization should be and how to get there.

Organizing involves deciding how the organization will be structured (by departments, matrix teams, job responsibilities, etc.). Organizing involves assigning authority and responsibility to various departments, allocating resources across the organization, and defining how the activities of groups and individuals will be coordinated.

Leading uses knowledge, character, and charisma to generate enthusiasm and inspire effort to achieve goals. Managers must also lead by communicating goals throughout the organization, by building commitment to a common vision, by creating shared values and culture, and by encouraging high performance. Managers can use the power of reward and punishment to make people support plans and goals.

Controlling is the process of monitoring activities, measuring performance, comparing results to objectives, and making modifications and corrections when needed.





TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

II.2.3. Management skills

Management skills are highly transferable, lucrative, and beneficial. They are useful also beyond the employer-employee relations. The top 10 management skills, needed for success:

- **Teamwork** skills are the qualities and abilities that allow you to work well with others during conversations, projects, meetings, or other collaborations. Having teamwork skills is dependent on your ability to communicate well, actively listen and be responsible and honest. There are many other additional soft skills that can help you be an exceptional teammate at work that we will discuss more below.
- **Leadership** skill is to organize other people to reach a shared goal. Valuable leadership skill includes the ability to delegate, inspire and communicate effectively. Leadership skill consists of several skills as:
 - **decision-making** – business-led decisions with confidence; setting an example to others in their teams. The good manager is making sure that time constraints and personal emotions don't affect the quality of decision-making outcomes.
 - **communication** – key to facilitating the goals of an organization, motivating people to support a plan, building commitment, and establishing rapport and collaboration. Great managers with this leadership skill can:
 - Define expectations – they set clear expectations that let employees know what standards are expected from them.
 - Provide clarity – managers communicate with employees to avoid confusion and provide clarity on responsibilities and roles so they can effectively do their jobs and contribute to the organisation.
 - Build trust and relationships – effective communication between managers and employees forges lasting relationships, builds trust between peers, supports commitment, and encourages teamwork.
 - **confidence** to ensure others follow their commands. These types of confident managers in the workplace can be defined by their ability to develop realistic self-awareness. They are not afraid to try something outside of their scope and allow employees to accomplish tasks, make decisions and assume responsibility.
 - **responsibility** – ensuring teams achieve organizational goals and maintain performance standards in the workplace. Managers who possess this leadership skill can lead by example, take control, and provide their employees with clear guidance and direction.
 - **vision** – key element of a great leader is their ability to create a vision and lead people towards its fulfilment. Great managers who share this leadership skill can look for new opportunities, build on success, inspire people to take action and communicate his/her vision to motivate employees. Visionary leadership is not just about strategic change. It tells a story about why the change is worth pursuing.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- **integrity** – honesty and trust are central to this leadership skill. While Integrity is one of the fundamental values that employers seek in the employees they hire, they too look for this value within their managers.

- **Entrepreneurship** is the ability and readiness to develop, organize and run a business enterprise, along with any of its uncertainties in order to make a profit. The most prominent example of entrepreneurship is the starting of new businesses. Entrepreneurship can be quite rewarding, but also comes with several unique risks. To mitigate the risk of financial loss or failure, it serves a business owner to have a certain set of skills. A great entrepreneur must be able to effectively communicate, sell, focus, learn, and strategize. An ability to continuously learn is not just a key entrepreneurial skill, but also a very valuable life skill. Growing a business requires a sound strategy based on inherent business sense and skills.
- **Conflict management** is the process of limiting the negative aspects of conflict while increasing its positive aspects. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in an organizational setting.
- **Negotiation skills** are qualities that allow two or more sides to reach a compromise. These are often soft skills such as **communication, persuasion, planning, strategizing and cooperating**. Understanding these skills is the first step to becoming a stronger negotiator.
- **Strategic thinking** is simply **an intentional and rational thought process** that focuses on the analysis of critical factors and variables that will influence the long-term success of a business, a team, or an individual. This sort of thinking must account for economic realities, market forces, and available resources.
- **Project management** skills are the competencies and traits a person needs in order to effectively coordinate a project from start to finish. A project manager leads a projects team using good communication, interpersonal skills, motivational skills, and organization. Project management is a simple term, but it encompasses a wide range of responsibilities and skills. It includes planning, mapping out timelines, executing each phase of the project.
- **Time management** skills include a variety of skills that will help you manage your time well. Some of the most important time management skills include:
 - **Organization** – staying organized can help you maintain a clear picture of what you need to complete and when. Being well-organized might mean maintaining an up-to-date calendar, being able to locate certain documents easily, having a tidy environment and taking detailed, diligent notes.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- **Prioritization** – assessing each of your responsibilities for priority is key in being a good time manager. There are many ways to prioritize what you need to accomplish. You might decide to complete fast, simple items followed by longer, more involved ones. Alternatively, you might prioritize your tasks starting with the most time-sensitive, or a combination of both.
 - **Goal-setting** – setting goals is the first step to becoming a good time manager. Goal setting allows you to clearly understand your end goal and what exactly you need to prioritize to accomplish it. Setting both short and long-term goals can lead to success in your career.
 - **Communication** – developing strong communication skills can allow you to make your plans and goals clear to people you work with. It also allows you to delegate, which lets you focus on completing the most important, relevant tasks that align with your goals.
 - **Planning** – a fundamental part of time management is planning. Being efficient in planning out your day, meetings and how you will accomplish things will help you stick to your schedule.
 - **Delegation** – being a good time manager means only completing work that will help you and your company accomplish goals. While this skill is most often done by managers, you can also practice delegating tasks if you are managing a project. While it can often be difficult to say “no” when someone asks you to do something at work, it is important to practice having boundaries to manage your time well and ultimately accomplish your goals.
 - **Stress management** – when practicing good time management, you should also be attentive to your mental health. Handling stress in a positive way can help you stay motivated and perform well when going through your schedule. You might do this by including small breaks throughout your day, or by rewarding yourself in small ways as you accomplish tasks.
- **Adaptability** is a soft skill that means being able to rapidly learn new skills and behaviours in response to changing circumstances. Someone demonstrating adaptability in the workplace is flexible and has the ability to respond effectively to their working conditions, even if things don't go as planned.
 - **Communication** is the ability to communicate effectively with superiors, colleagues, and staff. It is essential, no matter what industry you work in. Workers in the digital age must know how to effectively convey and receive messages in person as well as via phone, email, and social media. Main points – listening, nonverbal communication, clarity and concision, friendliness, confidence, empathy, open-mindedness, respect, feedback, picking the right form of communication.



TC4DC



TENNIS CLUBS FOR DUAL CAREERS

II.2.4. Manager of a sports club

Sports management involves any combination of skills related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization or department whose primary product or service is related to sport or physical activity. The main tasks of the sports club's manager are:

- Ensuring the club meets its aims, goals, and obligations, as outlined in its constitution.
- Making sure there are people and resources available to achieve these aims and goals including recruit staff, retain staff and manage staff.
- Managing any potential risks to the club.
- Developing and implementing policies that achieve its aims and goals.
- Involving everyone in the club with achieving its aims and goals.
- Ensuring the long term well-being of the club, both financially and organizationally.
- Monitoring and evaluating the club's activities for quality and relevance.
- Providing a job description for each role within the work team. Job descriptions outline the key tasks and responsibilities of each of the management roles.
- Ensuring financing resource of the club.
- Organizing different events related to the aims and goals of the club.

The good manager should have the right attitude, skills, and knowledge. Club manager skills can be divided into organizational and emotional skills:

Organizational	Emotional
Business writing	Motivational
Complaint handling	Understanding different personalities
Time management	Supervision
Identifying priorities	Leadership
Organization	Vision
Delegation	Translating vision and mission into reality
Upselling products and events	Empowerment of staff
Prepared	Awareness of body language
Administration	Bring solutions not problems
Recording	Build rapport with all levels of the organization
Interviewing and selection	Manage upwards not downwards
Structuring and planning	Manage stress
Questioning techniques	Ability to gain respect; commitment from team
Planning and evaluating	
Measuring objectives	
Monitoring	



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

II.2.5. “Tennis club manager wanted.”

Extract from a job offer for the position of a manager for one of the big clubs, members of LTA: The job includes day to day administration, including accounts, reporting and cost control, management of the bar and catering operation, events and team matches, maintaining the Club’s database and website and supervision of the general upkeep of the premises. The successful applicant will ideally have several years tennis management experience, good IT and communication skills, and some familiarity with Club Health and Safety and Employment regulations.

II.2.6. Good governance of a sports club

Good club governance is the foundation for all successful and well run tennis clubs. Strong governance ensures that the tennis club is professionally managed, safe, and compliant with its legal obligations. A well-run club will attract and engage members and players and will be financially sustainable. The LTA have developed an excellent resource called A Self-Service Guide to Club Governance to help tennis clubs put into place effective governance structures. This extensive resource covers a number of important topics, including:

- Adopting the right legal structure for your club.
- Getting the right mix of people on the club management committee.
- Developing a club strategic plan.
- Understanding finance and tax.
- Managing risk effectively.

Club Strategic Planning. Developing a strategy with clear action plans set by the management committee has significant benefits:

- Maps the future and supports growth.
- Provides transparency for members, staff, and potential funders.
- Aligns staff and volunteers to a clear course of action.
- Supports and encourages collaboration.
- Enables the management team to effectively monitor progress.
- Develops succession planning.

Without a strategy, the club may struggle to innovate and adapt, or even start to decline.



TC4DC



TENNIS CLUBS FOR DUAL CAREERS

Topic 3. SPORTS CLUBS

II.3.1. The structure of sport

The typical world structure of a sport is:

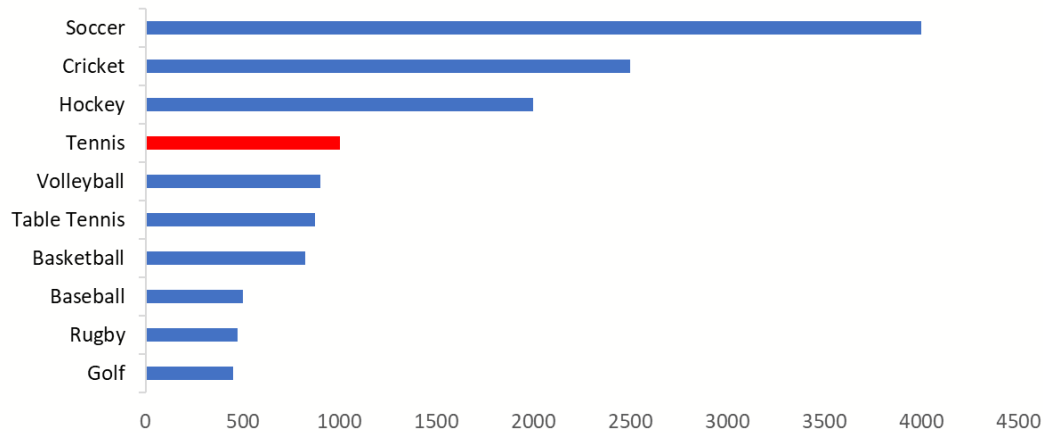
- International Federation
- Regional Associations
- National Federations
- **Clubs**

Tennis has almost the same structure, only the top level is too fragmented:

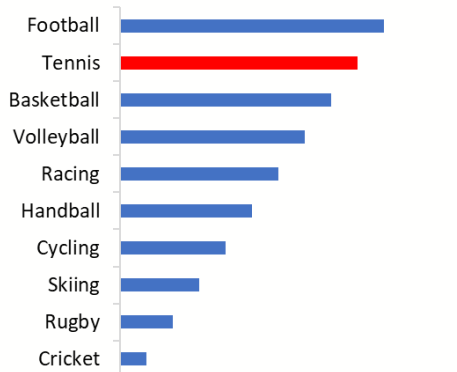
- ITF | ATP | WTA, Grand Slams (Australian Open, Roland Garros, Wimbledon, US Open)
- Regional Associations
- National Federations
- **Clubs**

Tennis is one of the most popular sports. Tennis is the fourth sport by number of followers, second most popular sport in Europe and fourth when measuring by business metrics.

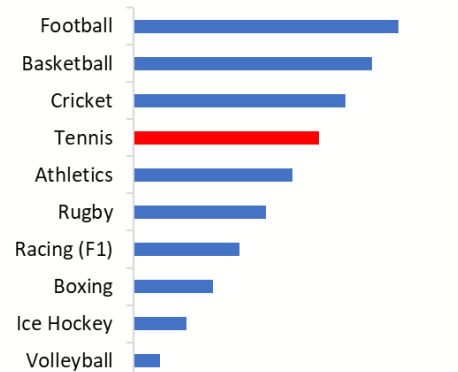
Top 10 most popular sports globally (by number of followers)



Top 10 most popular sports in Europe



Top 10 most popular sports globally (business metrics)





TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

At national level, clubs are also the base of sport. The typical sports structure in European countries is:

- Sports ministry/agency | National Olympic Committee
- Sports federations
- **Clubs.**

II.3.2. Legislative for sport in TC4DC partner countries

Austria – Sport is administered by the Federal Ministry for Arts, Culture, the Civil Service and Sport. However, legal competences are in the hands of the federal states; and the federal governments hold, first and foremost, funding competences. Sport Austria is the Austrian Federal Sports Organization. It is a non-profit institution, which represents the interests of sports both in Austria and in international organizations. Austrian Tennis Federation (ÖTV) is member of Sport Austria. There are various acts regarding sports in Austria, including three main laws which regulate anti-doping, violence in sports, illegal match-fixing.

Bulgaria – The Ministry of Youth and Sports is the authority which directs, coordinates, and controls the implementation of the state policy in the field of physical education, sports and social tourism. National federations must be licensed by the Sports ministry. Sports ministry is the main source of funding both for sports federations and sports clubs. Sport in Bulgaria is being administered according to the Law for sport (Physical Education and Sports Act, 2014, amended 2019).

Greece – The Ministry of Sports and Culture is the main body for the development of sports in Greece, it issues all regulations that refer to the administration of sports and to both amateur and professional sports. Sports Law (1999) which has undergone many amendments, refers to sports clubs, associations, and federations, to coaches, athletes, to special issues of the Greek Olympic Committee, the Greek Center for Sports Research, sports justice, professional sports etc.

North Macedonia – The work of sports organizations and national sports associations is regulated by the Law for Sport (2002, amended through the years). It defines the criteria for functioning of sports clubs as legal identities, conditions for their financing, management with sport facilities, responsibilities of clubs, associations, sports federations etc. Recent amendments of the Law on Sports tend to implement more efficient financing of the sports organizations, as well as more effective administration. Sport is governed by the Agency for Youth and Sport.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Romania – The law that regulates the organization and functioning of the national sports system is Law on physical education and sports (2000). The main body responsible for organizing and developing sports is the Ministry of Youth and Sports. Romania has many methodologies that control the sports activity: supervise and manage the sports structures to respect the laws and sport regulations; give them permission to establish sports structures as juridical bodies; to establish national sports federations and professional leagues etc.

In general, at national level:

- Sports ministry (agency, association) regulates the sports in the country.
- Sports federations (associations) regulate and develop the respective sports in the country.
- Sports clubs are sports companies or associations performing sports activities and are members of the respective sports federation.

II.3.3. Sports organizations

Sports organization refers to organization aimed to organize, coordinate, and run different types of sports activities and achieving sport results and goals. There are different types of sports organizations:

- Clubs
- Associations at different level (national, regional, international associations, associations of different sports clubs)
- Professional organizations (associations of coaches, referees, sports managers, sports doctors, sports psychologists etc.)

Sports organizations are different in terms of: number of members, sport results, levels of competitions, defined goals etc. Sports organization have different resources:

- Human resources – athletes, management, non-management staff
- Material resources – sports facilities, sport equipment, other items needed for sport training and competition.
- Data and information – resources that managers use to make decisions, plans and achieve goals of the organization.
- Financial resources – amount of money available.

There are different types of sports organizations: profit vs. non-profit, governmental vs. non-governmental. **Small and medium-sized sports clubs are usually non-profit non-governmental organizations.**



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

II.3.4. Sports clubs

II.3.4.1. Definition

Sports club is a group of people formed for the purpose of playing sports. Sports clubs range from organizations whose members play together, unpaid, and may play other similar clubs on occasion, watched mostly by family and friends, to large commercial organizations with professional players which have teams that regularly compete against those of other clubs and attract sometimes very large crowds of paying spectators.

II.3.4.2. Small sports clubs

A small sports club is considered to be a small enterprise and is defined as a “member of a national league; has an average attendance of ≤ 500 ; operates as a not-for-profit organization and is operated and administered predominately by volunteers”. Small sports clubs are considered to be the basis for excellence in sport and to play a crucial role in the sports development of every country. As they promote values and enrich their communities, they play a crucial role also in society.

II.3.4.3. Profit vs. non-profit clubs

A non-profit organization is a group organized for purposes other than generating profit and in which no part of the income is distributed to its members, directors, or officers. The purposes of the non-profit clubs are: to promote the ideals of sport in society through the provision of educational sports programs; to promote sport and sport values among young people and to encourage development of young people’s love for the respective sport; to prepare athletes for competitions and achieving high sport results. Sports clubs that generate profit are registered as trade companies and follow the regulations and law for sport and for trade companies. Professional sports clubs are clubs registered to participate in a system of sport competitions at national or international level.

Regulations for sports clubs are different in different countries.

II.3.4.4. Single sport vs. multi-sport clubs

Single-sport clubs may provide a number of services and facilities, but in one particular sport. Multi-sport clubs are clubs which have several sports sections and provide services and facilities in several sports. In Europe, around 75-80% of the clubs are run as single sports clubs. In tennis, in general most of the clubs are single sports clubs. Sometimes tennis clubs provide services in similar sports such as beach tennis, padel.

II.3.5. Activities of the sports clubs

- **Administration, human resources** – structure, legal principles, internal procedures; quality management system, risk management system; human resources, team structure; recruitment, selection, orientation; evaluation, rewards; volunteering.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- **Finances, accounting, fundraising** – budgeting, finance plan; accounting; fundraising, potential financial resources, sponsorships, membership fees, programs and projects etc.
- **PR, marketing** – market positioning; attracting customers and partners; PR, digital marketing; communication with players, with parents and coaches.
- **Facility management, court maintenance** – club infrastructure; planning, design, construction; minimum standards; additional services facilities; facility maintenance; construction and maintenance of courts, surface types, equipment.
- **Organizing competitions** – club competition schedule; budgeting, human resources, planning; stages of the organization; organizational requirements.
- **Sports activities** – grassroots, sports schools, developing players, coaches' education, all sport related services.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Topic 4. BUSINESS ASPECTS OF THE CLUB MANAGEMENT. HUMAN RESOURCES MANAGEMENT

II.4.1. How to start an own sports club

There are three main question to ask before starting an own sports club:

- **Income:** The first question to ask is how the club will be financed. Will there be members' subscriptions, grants, sponsorship, or other forms of finance involved? Also, in certain situations it may be desirable to have charitable status.
- **Responsibility:** Who will run the club? How will it be managed? Will those responsible for running the club have responsibility for managing its funds and other assets? How will this work in practice? What does the responsibility entail? Are there safeguarding issues to consider?
- **Liabilities:** What are the risks? Will those responsible for running the club be held personally liable for injury, damage, or losses to members or third parties caused by its activities? Do you need to reduce the risk of personal liability through taking out appropriate insurance in respect of potential liabilities?

Useful tips when starting an own club:

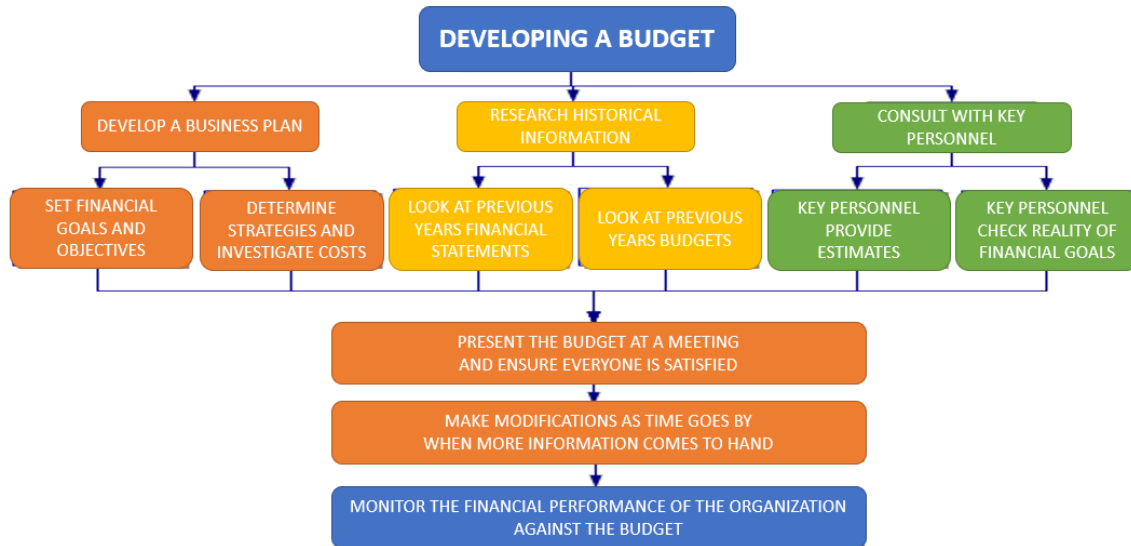
- **Work on providing material facilities, quality coaching staff, good PR strategy.**
Material base, facilities, available sport equipment and other similar aspects are important for better functioning and achievement of club's goals. It should be supported with professional coaches that fulfill national regulations for working in the club as well as good PR strategy – promotion, web page, social media pages.
- **Define rules of the club.**
Clearly identified rules of the club and manner of functioning will help establishing clear and equal expectations for all club members, split responsibilities, clear expectations and will facilitate the management.
- **Branding.**
Chose a name for your sports club. It should be different from other existing names and registered in national clubs' base. It will be good to define logo of the club, colors, club flag etc. Those symbols will provide recognition and also sense of belonging of the members.
- **Define your purpose and what you want to achieve.**
Based on defined purpose (education of young people in particular sport, sport and recreational activities, sport for competition etc.) you will define the legal entity type of the club. For this purpose, follow national regulations, laws, and requirements.
- **Determine the size of the club.**
Determined size of the club will define the other needs of the club in sense of material facilities, human resources, number of members in the club etc.



II.4.2. Business aspects of sports clubs

II.4.2.1. Budgeting

Budget is a financial plan. It is a projection (forecast) of what will happen financially if certain strategies and decisions are implemented. This is something we all do from time to time (examples: personal budget; budget of the club; state budget). Budgeting is not only a forecast of income and expenditure (and thereby profitability), but also a tool for decision making and means to monitor business performance. We need budgeting, so that we know whether there is any likelihood of making a profit from any activity in the club. It is a relation between possible revenues (income) and expenditures. Budgeting includes investigating, consulting, obtaining quotes and estimating. Budget is used as a guide when making financial decisions. The steps to develop a budget are: 1) Conducting research, 2) Sources of information, 3) Consulting people, 4) Building the worksheets with anticipated income and expenditure.



Here is a sample event budget:

INCOME	
State funding	3000
Sponsorship	2500
Players entry fees	3000
Merchandising	1500
TOTAL EVENT INCOME	10000

EXPENSES	
Advertising	1000
Catering	2500
Equipment (balls etc.)	1500
Officiating	2000
Trophies and awards	500
Merchandising production	1000
Venue costs	500
TOTAL EVENT EXPENSES	9000

SURPLUS	1000
----------------	-------------



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Business plans tend to change from year to year and this can have a significant impact on the budget. It is important to determine whether there are completely new strategies, expected changes in the level of business, changes in staffing level, special events, planned maintenance and other factors that will obviously impact on the budget.

Strategic plans are also needed by organizations in the sports industry, as part of the business planning process. The strategic plan usually has a timeframe of 3-5 years, and it provides an overview of the organization's goals and objectives. This is helpful as it gives important clues to personnel involved in budgeting about changes to income and expenditure levels from previous years.

Operational plan details the work that must be done to pursue the organization's goals and objectives. Usually, the operational plan has a timeframe of 1 year. The operational plan and the budget are inextricably linked together. The budget is part of the operational plan, and you cannot really have an operational plan without a budget. This last point is important as an organization can only implement strategies in the plan if it has the resources, including resources.

II.4.2.2. Accounting

Accounting is an activity in which money transactions are recorded, summarized, and analyzed so as to produce information for a variety of purposes:

- **Making decision of financial nature.** Accounting is a discipline that enables manager to be fully informed about the financial position of the business when making business decisions. Imagine making decisions about borrowing money but not knowing whether the business can afford to make loan repayments, or hiring staff without knowing whether the business can afford to pay their wages.
- **Tracking and keeping control of movement of money.** Good accounting procedures enable business managers to keep track of what is happening to the business in terms of money, debts, inventory, and other assets. Without the discipline of accounting, the business will likely suffer losses in the form of customers who never pay their accounts, theft of money and goods by staff, and an inability of the business to pay bills on time.
- **Working out how best to accumulate more wealth.** Accounting discipline enables the manager to work out which business activities are more profitable. For example, the business manager needs to know which products or services are more profitable to sell, or how the individual sections of the business are performing. Thus the business manager can divert more resources into activities that make a profit and discontinue business activities that make a loss.
- **Providing information to the governmental agencies.** All businesses must follow laws and regulations imposed by governments at federal, state and/or municipal level. Of greatest



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

importance, a business must satisfy all reporting obligations to the tax office. Businesses must also comply with laws regarding auditing. When a business has poor accounting processes it will, sooner or later, be unable to discharge its legal obligations.

II.4.2.3. Contracts

Contracts are an essential part of the club's legal and business life. A contract is an agreement between parties creating mutual obligations enforceable by law. The basic elements required for the agreement to be a legally enforceable contract are: mutual assent, expressed by a valid offer and acceptance; adequate consideration; capacity; and legality. The clubs have a variety of contracts – with sponsors, employees, players, coaches, loan contacts, for lease of facilities.

Simple written contracts contain the following elements: agreement between parties; consideration – parties exchange something of value; intention by both parties that the agreement be legally binding; capacity – both parties are of a legal age to enter into an agreement and of sound mind; certainty of terms - a rule that all requirements and stipulations for the performance of the contract are known to contracting parties before the agreement is concluded; the contract should be free of coercion, misrepresentations or illegality.

Deeds are a special form of contract in which only one party has obligations. A deed might be used when one party wants to commit to legally binding obligations to another. Deeds must: say that it is a deed and be validly executed (signed) by the respective person; signed and attested by at least one witness who is not a party involved.

Negotiable instruments are signed documents that promise a sum of payment to a specified person or the assignee.

II.4.2.4. Quality management system

It refers to group of measures that will ensure the quality of work of the sports club and achievement of the determined sport goals. For example:

- Establishing a system of monitoring and evaluation of financial part and identification of potential financial risks.
- Establishing a system of monitoring and evaluation of success of sport events organized by the club.
- Establishing a system for evaluation and following of sport training program and its effectiveness, as well as competition program.
- Clear and simple club management structure with clearly defined obligation and tasks.
- Establishing good communication by using different communication means, frequent management coordination meetings.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

II.4.2.5. Risk management system

Sport is an activity with many possible risks, especially risk of sport injuries. Developing and implementing risk management strategy is one of the most important tasks of the sports administrator. The following is a list of common strategies that should be present in any risk management program:

- Ensuring coaches are appropriately accredited under the national coaching accreditation scheme.
- Ensuring that the club/organization has people with first aid training on standby when events are occurring.
- Maintaining playing facilities (pitches, courts, indoor halls, etc.) at a high level to reduce risks.
- Creating an emergency management plan, i.e., who does what if an emergency occurs.
- Enforcing rules about the wearing of personal safety equipment or protective equipment (e.g., cricket helmets) in sports where this is applicable.
- Implementing rules and procedures for inclement weather.
- Provision of training in risk management to club/ organization administrators.
- Using health/medical surveys to screen new members.
- Checking sports equipment is in good working order where this is applicable.
- Matching participants/teams in terms of body dimensions, age and or level of skill.

There are different types of risks for sports organizations. The most common is the risk of injury (of athletes, coaches, referees, spectators), but also of animals (of horses in equestrian, for example). Risk of reputation is also very common in the sports industry (loss of individual's or sports club's good name and positive image, especially with the risk of use of drugs in sport and cheating in sport, and match fixing). There are also risks of financial loss (loss of assets due to theft, vandalism; financial losses arising from legal proceedings) and facility loss (due to natural disasters, environmental damage, bio-hazards).

Risk management is the process of planning, organizing and controlling the organization's activities to minimize the possibility that the organization, member or customer of the organization, or even the wider community can suffer any harm or damage; and identifying, monitoring and managing potential risks in order to minimize the negative impact they may have on an organization.

The key types of risk management strategy are:

Risk avoidance – An informed decision not to become involved in a risk situation.

Risk transfer – Shifting the responsibility/burden for loss to another party through legislation, contract, insurance, or other mean.



Risk retention – Intentionally or unintentionally retaining the responsibility for loss or the financial burden of loss within the organization.

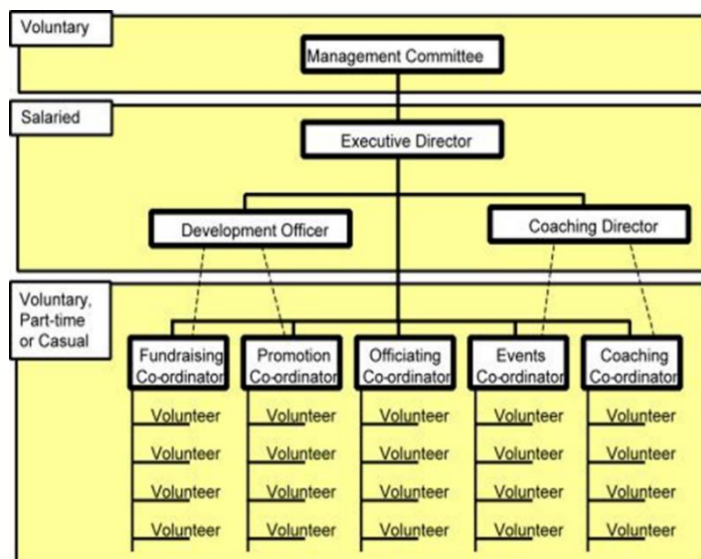
Risk control – Involves the provision of policies, standards, and procedures to eliminate, avoid, or minimize adverse risks facing the organization.

II.4.3. Human resource (HR) management

HR management is the organizational function that manages all of the issues related to the people in an organization. It is the process of employing people, training them, compensating them, developing policies relating to them, and developing strategies to retain them. HR management refers to human potential and all individuals that work at different positions, doing different tasks in different conditions, with different competences, abilities, qualifications, attitudes etc. It is the strategic approach to the effective and efficient management of people in an organization.

II.4.3.1. Team structure

The typical structure in sports clubs includes managers, coaches and athletes, employees, volunteers. Here is an example team structure of a club.



This diagram is just an example. Different sports clubs have different needs/potential/resources which lead to different structure. The way work is distributed among people in the organization depend on the needs of the particular club, and therefore is different in different clubs, even in similar clubs. The organizational structure of a non-profit organization is completely different to a for-profit organization, as shown in the examples for a team structure in two different football clubs below:

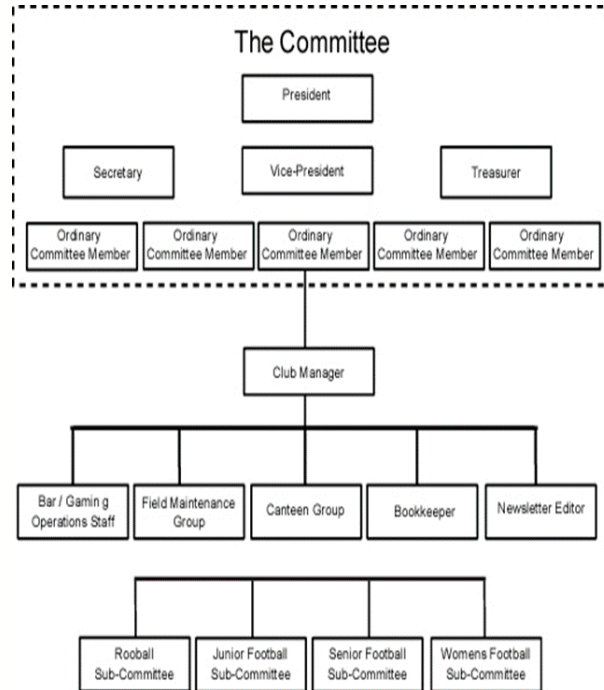


TC4DC

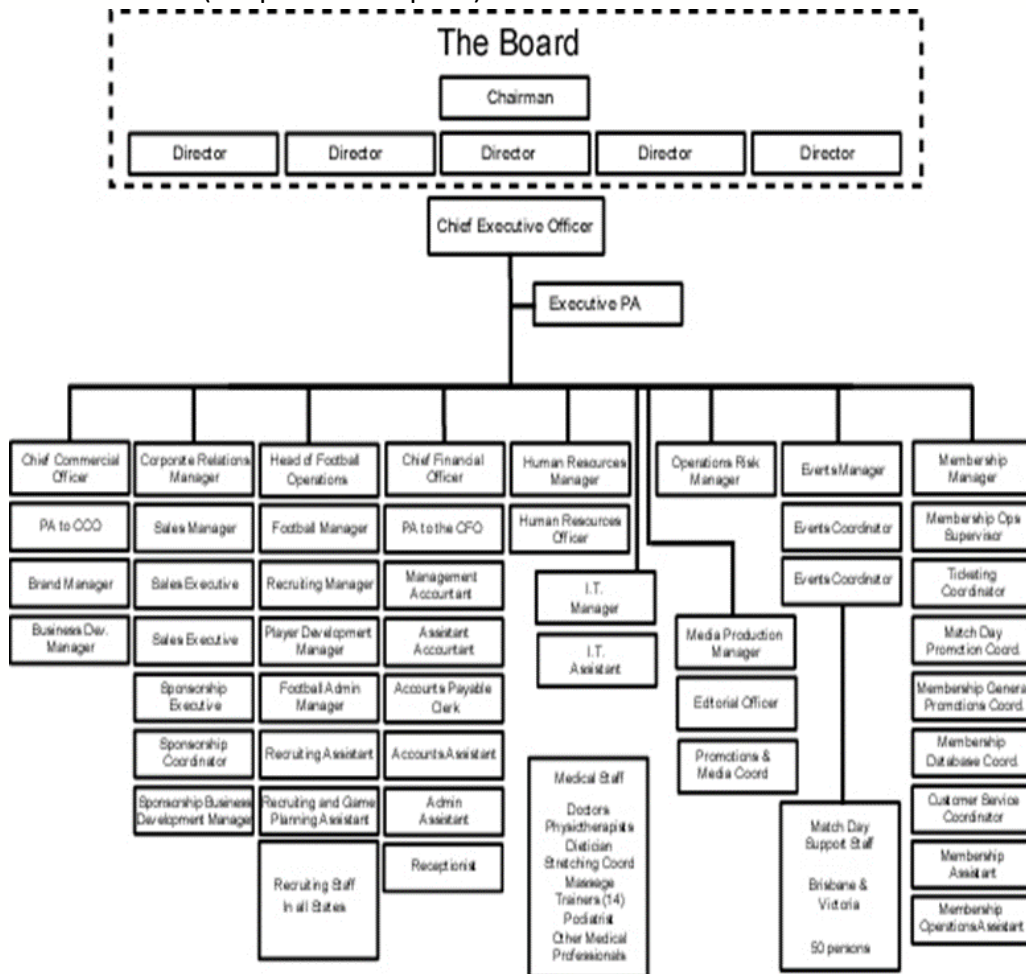


TENNIS CLUBS FOR DUAL CAREERS

Typical sports club (not-for-profit organization)



Major football club (for-profit enterprise)





TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

II.4.3.2. Staffing

Staffing refers to the continuous process of finding, selecting, evaluating and developing a working relationship with current or future employees. The main goal of staffing is to fill the various roles within the company with suitable candidates.

Recruitment is the process of searching for prospective employees and stimulating them to apply for jobs in the organization.

Selection is the process of assessing candidates and picking individuals who have relevant qualification to fill jobs in the organization. The basic purpose is to choose the individual who can most successfully perform the job, from the pool of qualified candidates.

Orientation is the introduction of a new employee to the job and the organization; familiarization with the work, adaptation to work, socialization.

Training is a process designed to maintain or improve the current job performance; most training is directed at upgrading and improving employee's abilities or skills.

Development is a process designed to develop skills necessary for future work activities.

Performance management is a process used within the organization to establish and evaluate an individual's job performance.

Performance appraisal is a process of systematically evaluating performance and providing feedback upon which performance adjustments can be made. It should be based on job analysis, job descriptions, and job specifications.

Compensation and benefits deals with the payment of employees and the provision of benefits; it includes the process of determining how much an employee should be paid and what benefits should be offered.

Career development can be related to the organization (hierarchical progressing within it), or self-directed career management.

II.4.3.3. Volunteering

According to the Universal Declaration on Volunteering, "all people in the world should have the right to freely offer their time, talent, and energy to others and to their communities through individual and collective action, without expectation of financial reward". To be a volunteer is a personal choice to give, help and share and a commitment to be dedicated and responsible. Volunteers are people who provide a service, that benefits the community; of their own free will; without financial payment.

Facts about volunteering:

- In the last decade, there is a steady increase of rates of formal volunteering among young people, mainly as a result of establishment of many youth-focused volunteering programs and organizations.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Volunteers, particularly volunteers in sport declare positive feedback in sense of higher self-esteem, emotional wellbeing, feeling of importance of their work, meaningful life.
- Studies show that volunteering boosts happiness and wellbeing.
- The highest rate of volunteering can be found among people aged 35-44 years. Female partners with dependent children had a volunteer rate of 45% compared to 28% for female partners without dependent children.
- The volunteer rate between occupational groups varies considerably. Managers, advanced clerical workers, and service workers tend to volunteer more than trades persons, production workers, and laborers.

There are two main **categories of volunteers**:

- Occasional – someone who can help with a variety of tasks when specifically asked. The time commitment is not regular. They provide voluntary work at special events or when there is a “working bee” (for example the club gathers volunteers for maintenance of the clubhouse).
- Assigned role – someone who undertakes work on a regular basis without payment. Usually, they have a job description. Typical roles (for example for sports clubs) include but are not limited to coaches, committee members, referees/officials, website managers.

There are a lot of reasons for volunteering. The main groups of volunteers are:

- People who feel they have benefited themselves and just want to put back into the system.
- People who feel that they have certain skills to offer.
- People who are unemployed and hope to maintain work skills.
- Retired people who want to continue to use their skills and experience.
- People who want to use their spare time in a satisfying way.
- People who want to meet other people and make friends through voluntary work.
- Volunteers who want to solve a community problem.
- A few more reasons to be a volunteer:
 - Learn or develop a new skill.
 - Be part of your community.
 - Sense of achievement.
 - Boost your career options.
 - Give something back.
 - New interests and hobbies.
 - New experiences.
 - Meeting a diverse range of people.
 - Send a signal to your future employer.
 - Impress your friends and family.
 - Have fun.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Topic 5. FUNDRAISING

II.5.1. Definition

Fundraising or fund-raising is the process of seeking and gathering financial contributions by engaging individuals, members, businesses, foundations, organizations, and governmental support.

II.5.2. Business plan

Business plan is a document setting out a business's future objectives and strategies for achieving them. Important steps:

- Identify any and all sources of income (membership fees, fundraisers, donations, government support etc.)
- Itemize all potential club expenses related to facility maintenance, salaries, events etc.
- Develop a draft budget.
- Draft financial policies for the club (member fees, sponsorship levels, national and international projects).

II.5.3. Potential financial resources of a sports club

- Government support (national programs of national ministry of sport, agency, local municipality)
- National Tennis Federations support
- Sports club activities income (membership fees, tennis lessons, court rental, competitions etc.)
- Sponsorships & donations
- European programs

II.5.3.1. Government and national federations support

There are certain differences between the countries, with regards to both the governing bodies and the legal status of the clubs. In most countries, the governing body of sport is a separate entity, i.e. Ministry of Sports. In other countries, it is an agency or another structure, normally being part of a ministry which combines several sectors. In some countries, there are local governments responsible for local sports (for example when the country is geographically separated in regions). With regards to the clubs, there are different cases – all sports clubs to be private, all clubs to be public, in some countries separate professional sports clubs and amateur sports clubs exist.

In TC4DC partner countries, governing bodies provide different support to the tennis clubs.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Austria

Ministry of Sport provides financial support mainly to: major sports events, sports facilities and infrastructure, young professionals in competitive sports, international relations, battle against doping, sport science projects, integrity.

Regional governments: Austria is divided into 9 regions and each regional government supports the local sports clubs. The regional government provides a small monthly amount to the sports clubs.

National Tennis Federation: The Federation financially supports part of the training costs of the best player in the region.

Bulgaria:

Ministry of Youth and Sports offers financial support to clubs through different programs. The clubs need to apply with projects and respond to certain criteria. This opportunity and application process is once per year, usually in December of the previous year.

Local municipalities offer financial support to clubs through specific programs for physical activities, cooperation with schools, events etc.

National Tennis Federation: The Federation partly supports players with high results, as well as clubs which organize national and international tennis championships.

Greece:

Ministry of Culture and Sports supported financially the sports clubs because of Covid-19 in May 2021 (2,500€ for one-sport clubs; and for multi-sport clubs 2,500€ + 1,000€ for each additional sport).

Clubs subsidized by the taxation of betting companies. Recently, the State decided to grant 50% of the total revenue coming from the taxation of the betting companies to the clubs (61% for professional club and 39% for amateur clubs). Estimated total amount of 50,000,000€.

North Macedonia:

Municipalities: There are available programs at municipality level which are open for sports clubs. Clubs can apply and receive funding based on the sports results and achievements.

Agency for Youth and Sport: The entity provides vouchers to support sports clubs.

National Tennis Federation: The Federation provides financial support based on sports results.

Romania:

Ministry of Sports: The Ministry provides financial support only to state sports clubs.

In other countries, there are other ways to support the clubs. Here are some **good practices** from Australia and Great Britain:



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

The **Australian Sports Foundation (ASF)** was established by the Australian Government to assist community organizations raise funds for the development of Australian sport. The ASF is supported by the Australian Sports Commission. The Australian Sports Foundation operates the Sports Incentive Program. Specifically the program aims to increase opportunities for Australians to participate in sport, and/or to excel in sports performance. Clubs might apply for two of the following types of funding:

- facility development
- facility feasibility study
- equipment
- team travel
- hosting a major sporting event
- sport development.

Lawn Tennis Association – Facility Funding aims to provide effective investment into improving the quality and standard of tennis facilities in Great Britain to create playing opportunities for all ages and abilities and enable people to both start and continue to play tennis. LTA registered, small or medium sized clubs in Great Britain can apply for:

- **Easy Access Loan Fund** – Clubs should be able to demonstrate that the facility development will retain or grow membership, that the club is sustainable, can produce a simple business plan and can meet the sinking fund requirements.
- **Growing the Game** – Clubs should be able to demonstrate sustainable growth through facility development and the tennis development plan.
- Larger clubs, local authorities and educational partners in Great Britain can apply for:
- **Community Tennis Fund.**

II.5.3.2. Clubs' activities income

Membership fees

There are two major types of memberships – for recreational players and for professional players. Many sports clubs rely heavily on income generated from membership fees and it is important to get these set at the right price. There are some questions when thinking about the club's membership fees:

- Have you researched to see if your subscriptions are competitive with other local clubs or activities?
- Do your fees reflect the value of what your sports club offers? For example, the playing opportunities, coaching, facilities, activities, etc.?
- Is there scope to increase the fees, or should they be reduced to attract more people?



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Benefits for club members

Example with an LTA club member:

- Your own key to the courts, always allowing court access (except on the few occasions when all courts are booked).
- Mixed, social tennis 'Club Nights' twice a week – for all abilities.
- Reduced coaching rates.
- Invitations to club events including championships & fun tournaments.
- Inclusion within a daytime social tennis group.
- Eligibility for summer and winter league team tennis.
- Membership of the Royal Wootton Bassett Sports Association (which operates the Gerard Buxton Sports Ground), with use of its changing and bar facilities, including lower prices at the bar (adults only).
- Free membership of British Tennis.
- Good odds of being able to buy Wimbledon tickets in the club ballot.

Coaching programs, tennis lessons, academies

- Appoint coach (full time or part-time to start)
- Coaching program for different age categories
- Adult beginners
- Personal coaching
- Team coaching
- High performers – development/pathway

Competitions calendar

- Internal kids/adults league
- Club partners amateur competition
- Internal/local professional competitions
- National tournament & championships

Internal seasonal campaigns

- Summer camps
- Additional education programs as nutrition, conditioning etc.
- Adults training camp – tennis express camps, cardio tennis etc.
- Coaching or other type of seminar
- New members campaign



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Fundraising sports events

Target groups:

- Local business
- Parents/ Families
- Volunteers

II.5.3.3. Sponsorships and donations

In order to provide the best for young athletes, sponsors and donators have always been a necessity through the years of the club's operation. Especially in the last decade, the economic crisis caused funds to be extremely tight. Collection of monthly fees has become difficult and the number of athletes has been minimized considerably in comparison to earlier years. Nowadays, sponsorships and donations are more difficult to get, but efforts to uncover companies that are willing to sponsor sport activities are more persistent than ever. There are two major types of potential sponsors:

- **Local companies:** Propose partnerships with businesses to reduce costs on enhancements and equipment through donations.
- **Professional sports organizations and national brands:** Many nationally known brands have active charitable giving programs. Often, these companies offer funds to youth sports organizations. Through these contributions, companies gain brand awareness and build goodwill in local communities.

Pursuing sponsors (useful tips)

- An aggressive pursue for new sponsors should take place each season aiming all sized companies.
- Make a list of potential sponsors/donors.
- Get the names of the key people from their website.
- Ask the members of the Board, parents, coaches if they know people affiliated with potential companies and ask for contact and introduction.
- Appoint at least one person from your Board responsible for sponsorships and fundraising, so they can dedicate their volunteer hours to building relationships with sponsors.
- Personal approach always works best.
- Write a donation letter: Outline the goals and mission of your organization. Refer to the impact that sponsorships make on the community. Let prospective sponsors know what kind of advertising benefits they will get, such as net signage, logo on the website, online banners, media partnership announcement, logo/banner during online/TV coverage of local/national events etc. Remind them of the positive public image that they can generate. Do not forget to mention any tax write-off for making a non-profit donation, if any. If you send a donation letter to a specific company – first make research on the



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

company's mission, believes, past experience in charity and sponsorship deals related to sport and or youth (if any).

Sponsorship events (useful tips)

Organize a potential sponsorship event (cocktail and/or tournament)

- Present the club in the best way is possible.
- Present the mission of the club in front of potential companies.
- Invite potential sponsors/partner taking into consideration which companies may be interested /from the region/, if there are tennis fans in those companies, if the companies' members have children who plays tennis.
- Make an action plan.
- Make a catchy presentation of your clubs' goals, mission and work team.
- Research on the local businesses and which are the most willing to provide annual sponsorships.
- Some may have played or have children playing their favorite sport at the club.
- Keep in mind that they may not always be able to make a cash donation but help in different ways (for example, barter deals or deals with sports goods).
- Give businesses in your areas a variety of opportunities to contribute even if they can not make cash contributions.
- Make it as easy as possible for people to become a sponsor.
- Add a friendly request for sponsorship in your registration form.

II.5.3.4. European programs

There are different types of European programs. The most popular which are related to sports development at national and local level are:

- **Operational programs:** European funding programs implemented by state organizations such as municipalities and ministries.
- **Erasmus+ program** which is divided into decentralized actions (managed in each country by national agencies that are appointed by their national authorities) and centralized actions (managed at European level by EACEA – Education, Audiovisual and Culture Executive Agency – located in Brussels).

Erasmus+ programs

They have an estimated budget of €26.2 billion – nearly double the funding compared to its predecessor program (2014-2020). The 2021-2027 program places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life. It supports priorities and activities set out in the European Education Area, Digital Education Action Plan, and the European Skills Agenda. The program also supports the



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

European Pillar of Social Rights implements the EU Youth Strategy 2019-2027 and develops the European dimension in sport. Erasmus+ offers mobility and cooperation opportunities in:

- higher education
- vocational education and training
- school education (including early childhood education and care)
- adult education
- Youth
- sport.

In 2020, the budget was €3.8 billion. Almost 640 000 people studied, trained, or volunteered abroad. Around 126 900 organizations and 20 400 projects benefited from the program. In the five TC4DC partner countries, the following number of projects for collaborative partnerships in the field of sport was funded: Austria – 29, Bulgaria – 49, Greece – 55, North Macedonia – 8, Romania – 39.



Topic 6. MARKETING AND PR

II.6.1. Definitions

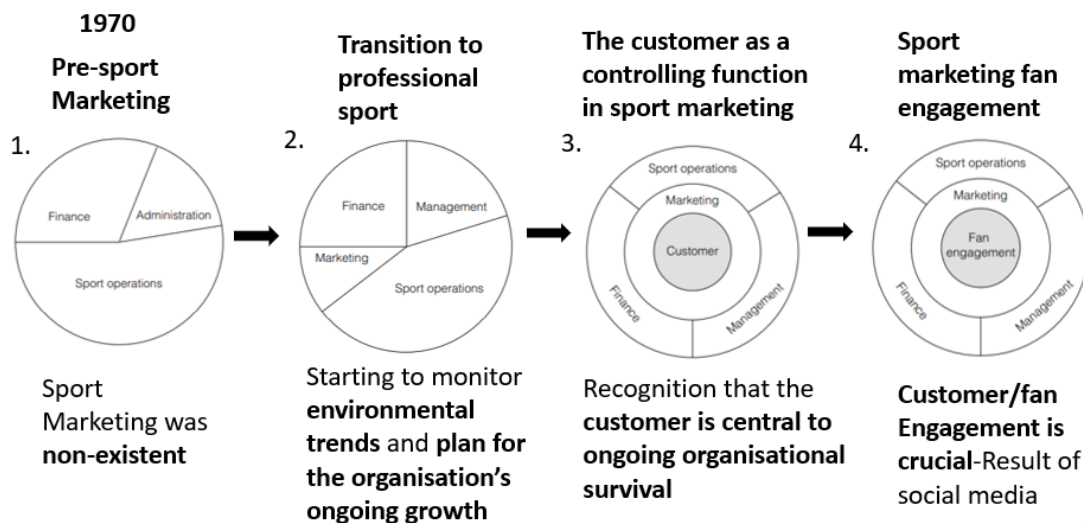
Marketing is the action or business of promoting and selling products or services, including market research and advertising. (Oxford Dictionary)

PR (Public Relations) is the activity of providing the public with information about your organization so that people have a positive idea of the organization's work. (Cambridge Dictionary)

Public relations is often abbreviated as PR. The main difference between Marketing and PR is that Marketing is focused on promoting or selling a product or service, where market research is often necessary, and PR simply aims to maintain a positive image of a company or an organization.

II.6.2. The history of sport marketing

The term Marketing was invented during the industrial revolution (late 19th century) and the term Sport Marketing did not exist until 1970. Since then, the term has only grown in importance.



The term 'Sport Marketing' has transitioned quickly throughout the years. During the pre-sport marketing era, which was until the 1970s, sporting organizations were only focused on finance, administration, and sport operations. During the transition to professional sport, sporting organizations started to monitor environmental trends and marketing started to play a small role in running the organizations. In the next period, sporting organizations understood that the customer is central in terms of the survival of an organization. Currently we are in the sport marketing fan engagement era – the importance of fans is highlighted, which is mainly a result of the growing importance and popularity of social media.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

II.6.3. Importance of marketing for sports clubs

Marketing in Sports Clubs helps:

- Attract new members.
- Retain existing members.
- Identify opportunities for growth and long term sustainability.
- Clearly communicate and raise awareness of precisely what your club has to offer.
- Become more visible and a hub within the community.
- Increase sponsorship and engage local businesses.
- Recruit volunteers

II.6.4. Digital marketing channels

Marketing Channels: Sets of interdependent organizations involved in the process of making a product or service available for use or consumption.

Digital Channels = direct selling:

- Website & Blogs
- Search Engines
- Email Marketing
- Social Media
- Content Marketing

Marketing channels show organizations or intermediaries involved in the process of making a service or product available to use or consume. There are also digital marketing channels, where there are no intermediaries involved in the process, and those channels are widely used nowadays. The main digital channels include website and blogs, search engines (search engine optimization, abbreviated as SEO is a technique that helps rank a website more highly on the search engine results page, which makes the website easy to find), email marketing (used to communicate directly with other parties), social media and content marketing (producing materials such as promotional videos to promote a brand or product).

II.6.5. Importance of PR for sports clubs

Public relations in sports:

- Aims to positively influence public opinion.
- Aims to win support through a two-way communication.
- Good PR helps increase the public's faith in the sports organization.
- Keeps the public continually informed about what is going on in the sports club.
- Helps promote programs in the sports club.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

II.6.6. Market positioning

Positioning is how the consumers view a product or service (e.g. expensive and highly competitive, inexpensive club that focuses on participation or multisport club that achieves both objectives). Sports clubs must understand the needs and wants of their consumers. Sports clubs should develop a strategic marketing management plan – to help position itself in the marketplace. A marketing plan is important, because it helps drive revenue streams, which help fund the club's initiatives, services, and long-term plans.

Market positioning refers to how consumers perceive a certain product or service. For example, consumers may perceive a sports club to be very expensive, but highly competitive. They could also view a club as cheap but one that only focuses on participation and is not highly competitive. Alternatively, they could perceive a club as inexpensive and competitive! Therefore, it is important for a sports club to position itself correctly in the eyes of its consumers! In order to do so, it is important for sports clubs to understand what their consumers need or want from them. It is also important to develop a strategic marketing plan to position itself in a better way. Such marketing plan is important, because it can increase revenue, which is used to run a sports club.

II.6.7. The 4Ps in marketing and sports clubs

The 4Ps in marketing are: product, price, place, and promotion = marketing mix.

- **Product:** bundle of experiences and services that aim to satisfy club members.
- **Price:** price plays an important role for customers → often perceived as value.
- **Place:** is the sports club easy to find?
- **Promotion:** any activity that increases interest and awareness of the club → **Market research** can be helpful

The four Ps of marketing are the key factors that are involved in the marketing of a good or service. Those 4ps include product, price, place, and promotion and are often referred to as the marketing mix. In the case of most sports clubs, the products offered are mainly experiences and services. The price of sports clubs varies and depends on many factors. The price is very important, because consumers often perceive price as an indicator of value. Place is also very important, especially whether a club is easy to find and reach. Promotion refers to the initiatives undertaken to increase the interest and awareness of a club. Market research plays an important role here. It is important to know that type of consumers use the sports club, in order to know in what type of promotion activity to engage. Market research could simply be done by asking the consumers for feedback or sending out email surveys.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

II.6.8. Attracting customers

- **Word of mouth marketing** – when members tell their friends and family about the club.
- **Understanding the needs of the customers.**
- **Communicate the club's values** – e.g. fun, safe, social, professional → expressed in all activities, including writing emails and how a coach communicates with his/her team.
- Using **marketing tools** such as flyers and brochures and direct mail.
- Having an updated and structured **official website**.

There are many strategies to attract new customers. An important concept in marketing is the word of mouth marketing. Word of mouth marketing is when consumers tell their friends and family about a product or an experience. It is one of the most effective marketing strategies, because people tend to believe the experiences of people they know. Therefore, it is important to keep customers happy, so that they could positively talk about their experiences at the sports club, which could help attract new customers. Another way to attract new customers is to understand the needs and wants from customers, because if prospective customers believe that their needs would be met in the club, they are more likely to join. It is also important to clearly communicate what the club values are. For example, does the club focus on training professional athletes, or on having fun, on being social, on safety? Or a combination of some values? Communicating the club values does not necessarily have to be while sending emails or giving out brochures. It could also be expressed in small things, such as the way coaches communicate with players. A popular method to attract new customers is by using marketing tools, such as handing out flyers, brochures or using direct mail. Lastly, in order to attract new customers, it is important that the official club website looks professional and structured, as this can influence how potential customers view the club. For example, if the website is not updated and information is very hard to find, some potential customers might get annoyed and try to look for the website of a competitor.

II.6.9. The stakeholders in sports clubs

Stakeholders are any individuals interested in a company/organization:

- Sponsors
- Other sports clubs
- Supporters and fans
- Government agencies
- Media
- Other leagues.

While coming up with a marketing strategy, it is important for sports clubs to know who their stakeholders are. Stakeholders can be defined as any individuals that are interested or affected by an organization. In case of sports clubs, one of the stakeholders are usually the



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

sponsors (because they get advertised by clubs and if a club or players in a club are doing very well, this will have a positive impact on the sponsors). Other sports clubs are also considered as stakeholders because competing clubs might get affected by trends in other clubs (for e.g. one sports club in the same region offers significantly lower prices for the same services or offers a sports program such as a summer camp that the other club does not). Supporters and fans are also stakeholders because they all want the club to perform well. Other stakeholders for sports clubs include government agencies, local media and other leagues.

II.6.10. Attracting partners

Partners in sports clubs are often referred to as **sponsors**. Attracting good players that can compete for the sports club attracts more sponsors. The more active a sports club is on social media, the more sponsors it will attract. Explain to potential sponsors why the sports club is a marketing opportunity for them; and clearly explain what you can offer them.

The partners in sports clubs are usually also the sponsors. When a sports club has good players that compete, this could be used for attracting partners. Another way to attract partners is by using social media. The more active a sports club is and the more followers it has, the more likely it is to attract new partners. In order to attract partners, it is important to explain to them that your club would advertise them and to explain to them the benefits you could offer.

II.6.11. Model of sport marketing strategy

Steps to create a marketing strategy:

1. **Market analysis** – know your customers!
2. **Market segmentation** – different groups should be targeted in a different way!
3. **Competition analysis** – know your competition!
4. **Plan formulation** – set goals!
5. **Controlling** – maintain results!

In order to create a strategic marketing strategy, 5 steps are necessary. Number one is doing market analysis. It is known that understanding customer behaviour lies in the core of marketing! Therefore, sports clubs need to know who their average customers are, what they need, wish or demand. Step 2 is market segmentation. In this step, the current customers should be segmented into groups, where each group can be targeted separately. For example, segmentation could be done based on age. The third step is competition analysis. It is important to track and compare activities offered with other competitors as not to fall behind. Step 4 is the plan formulation. This step should include setting goals to be achieved. Those goals could be sports goals, economic goals or social goals. The last step is controlling. In this step, it is important to have a time schedule control, form of evaluation, as well as a proposal of eventual plan adjustments.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Marketing techniques for sports clubs

- Using the club logo on letters and promotional material.
- Updated website.
- Products such as T-Shirts and souvenirs with the club's name.
- Signage with club name and logo should be displayed at events, such competitions and tennis camps.
- Using social media.

II.6.12. Social media channels

What is social media? – Form of electronic communication, where users can create online communities in order to send personal messages and share contents.

Examples of social media:

- Facebook
- Messenger
- WhatsApp
- Twitter
- Instagram
- YouTube

Social Media has changed the way many organizations do marketing! It is widely used by most companies and organizations, including sports clubs. It can be defined as a form of electronic communication, where users can form communities, send messages and share contents. Some of the most popular social media platforms include Facebook, Messenger, WhatsApp, Twitter, Instagram and YouTube.

Importance of social media

- Social media can be used as a marketing tool.
- Social media enables within club communication.
- Social media provides the change for direct communication with target groups.
- Social media helps create partnerships.
- Can be a way to receive feedback.

Most sports clubs use social media as a form of marketing, because it enables within club communication, direct communication with potential clients, helps create partnerships, such as sponsorships, as well as to receive feedback from customers, which could be very useful because it can be used to make improvements!

II.6.13. Types of marketing in sports clubs

Formal Marketing examples:

- Listing a club in a telephone directory
- Advertising a club in a local newspaper
- Offering discount on court hire prices

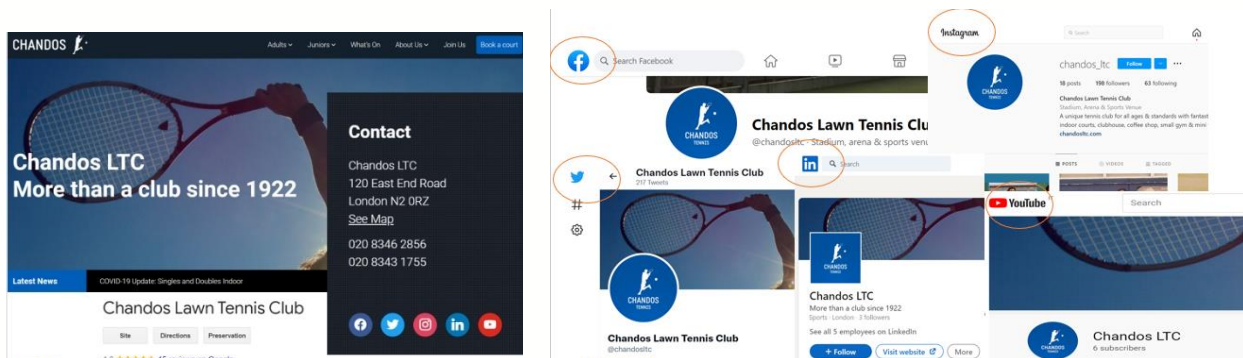
Informal Marketing examples (small things on a daily basis):

- Being helpful and friendly to customers
- Providing information over the phone
- Encouraging people to join the club.

A combination of both types of marketing is effective!

Sports clubs usually engage in two main types of marketing: formal and informal. Formal marketing can include making a club easy to find, by for e.g. listing it in a telephone directory, advertising a sports club in a local newspaper, as well as offering discounted rates on court hire prices. Informal Marketing includes doing small things on daily bases to help market the sports club. Those small things may include simply being friendly and attentive to all customers, providing accurate information over the phone, as well as encouraging potential customers to join a club. Both informal and formal marketing are very important for the performance of a sports club!

II.6.14. Example of good tennis club marketing



These pictures are screenshots of the official website of Chandos Lawn Tennis Club in London. As can be seen, this tennis club has a well-structured website and is active in many social media channels, which can easily be accessed from the main website (Facebook, Twitter, Instagram, LinkedIn and YouTube). The website also includes a latest news section, which is an example of good public relations. In addition, the tennis club has good reviews on Google, which suggests that most customers are happy from the services they receive.

II.6.15. Communication tips

Good communication is a form of good marketing!



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Communication with players:

- Acknowledge player strengths.
- Provide constructive feedback of their performance – avoid criticism.

Communication with parents and coaches:

- Acknowledge the importance of parents in sports and thank them for their time and involvement.
- Clear communication of the aims and expectations between parents and coaches.

On the one hand, good communication is also a form of good services marketing. On the other hand, bad communication could lead to misunderstandings and negative experiences, which could change the way consumers view a sports club. Therefore, sports clubs should clearly communicate with players. Moreover, parents and coaches should also communicate clearly, in order to avoid misunderstandings and conflict.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Topic 7. CLUB INFRASTRUCTURE

For any sport, the right environment is key. Whether to attract new participants or to help them reach their true potential, facilities play a vital role in the growth of sport. Get it right and people will enjoy visiting; get it wrong and attendance and attitudes may be negatively affected.

II.7.1. Ownership structures

A tennis club can use a facility which is:

- own – constructed on own private land.
- leased – typically for a limited term (1, 3, 5 years) without investment requirements.
- concessioned – typically by the state or local authorities for a longer period (10, 20, 30 years) with a commitment to make big investments.

II.7.2. Building a facility – planning

The investment required to develop a facility is substantial, therefore it is important that sufficient time and effort are spent at the planning stage, so that future problems are minimized. Regardless of the scale of the project, the same steps should be considered in the planning phase:

1. Inception/needs
2. Feasibility
3. Funding
4. Design
5. Tender/contract
6. Construction
7. Completion
8. Maintenance.

II.7.2.1. Planning – inception/needs

There are a number of questions that should be asked before starting a project of this type. The answers will help guide the planning process and help in making the best choices. Begin by defining the goals:

- Who will use the facility? For example, what level of players are intended to use the facility? Do you wish to attract spectators, TV?
- How much will the facility be used? Do you want the courts to be available all year round? Do you want to be able to play throughout the day (and into the night)?
- What are your timescales? When will you start the project? When do you intend to complete the project? How long do you want the facility to last?
- What is your budget? How do you intend to pay for the facility?



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- How will you measure the success of the project? Quality of installation? Hours of use? Number of tournaments hosted. Customer satisfaction?

II.7.2.2. Planning – choosing a site

There are a lot of issues in identifying an appropriate site for a tennis facility, including:

- Is the site large enough?
- Is the ground level and does it provide a stable foundation and good drainage?
- Is the site sheltered from noise and free from shadows (for outdoor courts)?
- Is the location accessible to all potential users?
- Is it sufficiently cost-effective to build a facility in this location?
- Are there any planning regulations that need to be considered?

II.7.2.3. Design

- **Exterior:** Number and positioning of courts; size and location of club house, design of club house; spectators stands, pathways; green areas; parking, accessibility options; optimal use of space.
- **Club house – must have:** toilets; showers and changing rooms; storage room/space; office.
- **Club house – good to have:** coaches' room; players' lounge/meeting room; offices/room for club administration, court maintenance staff etc.
- **Additional facilities:** In order to close the cycle of players' preparation, it would be good the club to have also: coffee and snack bar; fitness; hall for stretching; massage room; other premises and facilities for physical activity and recovery, if possible, outdoors; stringing machine.
- **Higher level clubs** can also have additional facilities which not only to improve the customer experience, but also to increase the revenue: restaurant; playground; spa zone; table tennis, padel court; swimming pool, tennis shop; VIP zone.

II.7.4. Technical installations

- Air conditioning installation
- Water supply, court watering system, hot water
- Electrical installation
- Court lighting
- Internet, IT system
- Phone lines
- Firefighting installation
- Lightning protection – grounding.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

II.7.5. Access and parking

- Road access to the building and the relevant facilities for specialized vehicles, such as ambulance, fire, technical support etc.
- Enough parking spaces for over 50% of visitors in each time zone.
- If possible, agreement with a nearby public or private parking lot.
- The club parking should be as far away from the courts as possible.
- Bicycle parking area.
- Wheelchair access from the parking to changing rooms, toilets, and courts.

II.7.6. Safety and security

- Ensuring safe installation and operation of technical systems and equipment.
- Subscription maintenance of electrical equipment and technical systems. Frequent prevention of all systems.
- Physical security and monitoring in extreme natural conditions (heavy rain, heavy snow, heavy wind, earthquake etc.)
- Fire alarm system.
- Development of an action plan in case of disasters and accidents; acquainting the visitors.
- Insurance.

II.7.7. Facility management

It includes:

- Cleaning
- Maintenance of the building
- Technical installations maintenance
- Green areas maintenance
- Workplace health and safety regulations
- Documentation, permissions etc.

The key essentials of facility management:

- Regulating costs
- Maintaining inventory
- Optimizing communication
- Time management
- Managing programs
- Increasing operational efficiency.



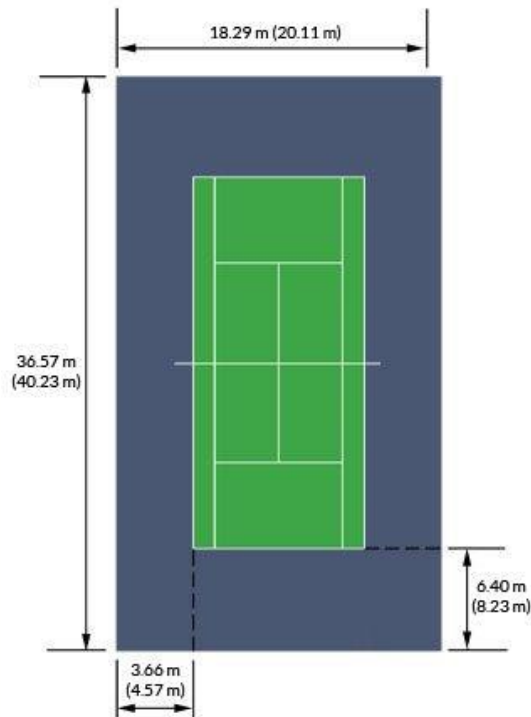
Topic 8. CONSTRUCTION AND MAINTENANCE OF COURTS

II.8.1. Planning

- Number of courts
- Outdoors / indoors / mixed
- Positioning of the courts
- Surface

Space required

When planning the layout of the courts, it is necessary to provide sufficient space around each court to be able to play comfortably. Recommended minimum dimensions for courts for international competition (with preferred dimensions in brackets):



Recommended dimensions for the run-back (from the baseline to the backstop at the end of the court) and side-run (from the outer-most sideline to the sidestop at edge of the court) depend on the level of the play and number of courts:

Dimensions	International (preferred)	International (minimum)	Recreational (minimum)
Total length including run-backs	40.23 m	36.57 m	34.75 m
Total width including side-run (doubles)	20.11 m	18.29 m	17.07 m
Run-back (distance behind baseline)	8.23 m	6.40 m	5.49 m
Side-run (distance to side of court)	4.57 m	3.66 m	3.05 m
Spacing between multiple courts	n/a	n/a	3.66 m



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Surface types

- Clay courts (Red clay, Green clay /mainly in USA/)
- Grass courts
- Hard courts (Acrylic, Polyurethane)
- Other types (Carpet, Artificial grass, Artificial clay)

II.8.2. Construction of courts

While the surface of tennis courts may be different, the construction process for all courts generally involves the same steps. Tennis courts are made of several layers, and the surface we can see (clay, hard, grass) is usually the smallest layer of all. Standard tennis courts are made of 4 different layers:

- Formation
- Foundation
- Regulating base
- Wearing surface.

Formation is the first layer, and its goal is to serve as a barrier between the ground and the actual court. It is also known as the sub-grade, and it blocks roots and organic matter from damaging the court. The formation layer provides a flat soil for the court to be built on.

Foundation is the second layer, and it is added in order to allow the court to drain, preventing any possible frosting. The foundation (also known as sub-base) usually measures between 14 and 28 mm and should lay about 150 mm below the actual surface. The drainage feature differs depending on the surface.

Regulating base is the third layer, and its composition varies greatly depending on the surface. This layer serves to create a stable and flat surface where the actual surface will lay on.

Wearing surface is the fourth and final layer, which is actually seen when looking at the court.

II.8.3. Surface types

II.8.3.1. Clay courts

Clay courts are extremely popular in Europe and South America and considered significantly slower compared to other surfaces. This surface is the slowest one, and it slows down the speed of the ball; reduces the skid of the ball; and causes the ball to bounce high. Clay courts are cheaper to construct, but more expensive to maintain. There are two main types – red clay (much more popular) and green clay (mainly in USA).

Advantages and disadvantages of clay courts

Advantages: softer playing surface; ability to slide during play; longest-lasting tennis surface; best surface to learn how to construct a point properly; fewer injuries – lowest impact on the body; easier for officials – ball marks; cheaper for construction.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Disadvantages: require more maintenance involving frequent brushing, watering, and rolling; huge weather impact, normally shut down during freezing winter conditions; defensive play style – bad for offensive players as the ball bounces slow and high; clay materials can be messy on shoes, clothes, and around courts; no colors choice.

Clay courts are made of a top layer of fine crushed aggregate – which can be stone, brick, shale, or other unbound material. Below this top layer, there is usually another thicker layer made out of the same material, but in a compacted form. Clay courts require to be rolled to maintain flatness. The water content must be balanced.

II.8.3.2. Hard courts

Classified as hard courts, acrylic or polyurethane surfaces are the most popular in USA. Courts with this surface are usually considered medium, medium-fast, or fast. The majority of the biggest professional tournaments are played on hard courts (including two Grand Slams). Hard courts require very low maintenance.

Advantages and disadvantages of hard courts

Advantages: low maintenance – easy and cheap to maintain; lasting tennis surface; hard courts are rather neutral surface that fits all playing styles; perfect bounce – no impact on ball trajectory; very suitable for public parks, schools, recreation centers etc.; large variety of surface color options; cleaner to play on.

Disadvantages: more expensive for construction; harder on the body and joints in comparison to other surfaces; still need to maintain on occasion (crack filling, general cleaning, resurfacing, etc.).

Hard courts are made of a regulating base with concrete or asphalt and have a finishing wearing surface made of acrylic or polyurethane. These substances are used to paint the white lines and the courts in different colors. These courts may also have a cushioned layer under the acrylic layer, depending on the desired court speed. The more sand added to the mixture used to paint the wearing surface, the slower the court becomes. Generally, these courts become faster when exposed to sun and heat.

II.8.3.3. Grass courts

Considered the most elegant of all surfaces, grass courts used to be a lot more popular in the past. For the last time in 1974 three Grand Slams were played on grass. Grass courts require a lot more maintenance. They can't be played on, if there is even a little rain. Grass courts are the fastest type of courts due to the slippery surface.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Advantages and disadvantages of grass courts

Advantages: soft playing surface, allows sliding during play; cooler surface in hot weather conditions; high-quality tennis – allows fast and spectacular points.

Disadvantages: most expensive and hardest for maintenance (regular watering, mowing, fertilizing, top dressing, striping); the ball bounce depends on several factors such as health of the grass, last trimming date, wear, and tear of recent play; only green color available for natural grass.

Natural grass tennis courts are made of a thick layer made out of clay, silt, and sand, and a wearing surface made out of natural grass. These courts also require a drainage pipe in the foundation layer, in order to avoid water accumulation. Grass courts allow the ball to slide when it bounces, which makes the overall game a lot faster. The ball tends to stay low and close to the ground; shots with slice are more effective than shots with topspin. Players who hit flat shots, big servers, and good volleyers are usually successful on grass courts. It can be extremely difficult to break serves, and as a result, some of the longest matches in tennis history were played on grass courts.

II.8.3.4. Other surface types

Carpet used to be a popular surface. Indoor carpet courts are relatively cheap and do not require maintenance. Extremely fast courts.

Artificial clay courts and **artificial grass courts** have a similar feel to regular clay and grass courts, but they are made quite differently. Normally they are more expensive but require less maintenance.

ITF recognizes also asphalt, concrete, hybrid clay and other.

II.8.4. Positioning and fencing

Courts should be oriented as close to **north/south** as possible, and the net line should be on the east/west axis.

Fencing has two main purposes: to contain the ball within the playing area, and to provide security. There are several different types of fencing. The wire type is commonly used because it allows maximum light to pass through and people to see in and out, it is a relatively cost-effective option, and it contains the ball within the court boundaries.

Backstop: The height of the backstop depends on what is behind it. The minimum fence height is dependent on the location of the court and the problems and dangers associated with the ball going outside of the court confines. A minimum height would normally be 3.0 m (certain conditions may require something higher).

Sidestop: The sidestop should be the same height as the backstop for at least 6.0 m from the backstop, with 9.0 m being recommended. Where a sidestop is used, it should not be less than 0.9 m in height.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Gates: Enough gates should be installed to allow entrance and exit at both ends of the court, to allow retrieval of balls. There should also be access for any required maintenance equipment.

Windbreaks: Their primary role is to reduce and/or deflect the effects of wind, but they also provide a background against which the ball can be seen. Thus, they should be of a sufficiently contrasting color to the ball (most popular option is dark green).

II.8.5. Court equipment

- Net (2 net post sockets, 2 net posts and a net tension system, 2 singles sticks, 1 net, 1 center strap with ground anchor).
- Chairs/benches for players. Umbrellas.
- Umpire's chair, scoreboard, umbrella.
- Waste baskets.
- Connection to a power supply. Public announcement system.
- Court maintenance equipment.

II.8.6. Lighting

Lighting is required for indoor courts, and optional for outdoor courts, but it has a lot of advantages: extends the playing time of a court; attracts more coaches and players; achieves an increase in revenue from court hiring fees. The objective is to ensure good visibility enabling both participants and spectators to follow the progress of a game. The ball, regardless of its location and speed, should always be clearly visible. This requires sufficient contrast between objects and their backgrounds, good illumination levels and even distribution of the light across the playing surface.

Lighting planning

The following general design issues should be considered:

- Intended standard of play (dimensions of the courts, level of illumination, uniformity, etc.)
- Government requirements and permissions in force locally.
- Installation and running costs, including maintenance, heating, or cooling and light source replacement.
- Access to and the cost of a suitable power supply.
- General everyday maintenance including cleaning and repair lighting units.

Lighting requirements

Governments and local authorities may have different requirements. ITF also has different requirements for different types of competitions, based on the following factors:

- Horizontal illuminance
- Uniformity of illuminance



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Glare
- Lamp color temperature
- Lamp color rendering.

For reference, international competitions should take place on courts with a minimum of 500 Lux horizontal illuminance, evenly distributed over the court (no more than 0.7 difference at all 15 points).

II.8.7. Color scheme

When the court colors can be selected (i.e. on hard courts), the following tips should be taken into consideration:

- Dark court surfaces provide better ball visibility because they contrast with yellow tennis balls and reduce sun glare.
- Two-tone color schemes more clearly define court boundaries. The color with the lowest reflectance (generally the darker color) should be used within the court boundaries.
- If you usually play during the day, lighter colors will absorb less sunlight and minimize a buildup in surface temperature.
- For night play, surfaces with low reflectance will require more lighting to illuminate them.

II.8.8. Court maintenance

II.8.8.1. Maintenance of clay courts

Tools for clay court maintenance:

- Drag broom
- Line broom
- Line scrubber
- Lute/scarifier
- Court rake
- Clean sweep
- Spreader
- Roller

Maintenance for clay courts can be broken down into three categories: daily, periodic, and annual. Different types of clay courts may have different needs; however, most will require the following:

- **Daily:** brushing to redistribute the top dressing that has come loose due to wind or play; watering, in most cases several times a day; rolling to help the court gain firmness.
- **Periodic:** filling in divots and low spots, evening high spots, scarification of slippery areas, and elimination of growth and debris in and around the court and drainage channels.
- **Annual:** the court should be fully cleaned and leveled, new top dressing added, and new tape installed.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

II.8.8.2. Maintenance of grass courts

Grass courts require a lot of maintenance, on a daily and yearly basis.

- Mowing the court is imperative in order to keep the surface smooth and low. For good maintenance, courts should be mown every 2-3 days on a very low height usually between 6-8mm.
- Regular fertilization is required to keep the grass healthy. The grass on the tennis court should always remain green, any brown or dead grass can injure players as it becomes slippery under foot.
- A tennis court is not ready for play unless it is firm and solid. A grass court is not meant to be as soft as normal grass so use a ballast roller to compact the surface, at least once a week.
- Water is imperative for maintenance and continued growth. For an ideal surface it should be watered after every use.

In addition to the regular maintenance, seasonal maintenance is also required for a grass court in play all year:

- Scarification mechanically raises the surface to prevent compaction. This should be completed annually once the soil temperature increases.
- Rolling which is usually completed in the springtime to rectify and problems from the winter months.
- Completed during the winter months aeration is required to assist with drainage along with deep rooting.
- The worn areas need to be seeded to encourage new growth.
- To maintain turf quality top dressing is required.

II.8.8.3. Maintenance of hard courts

Hard courts require the least maintenance of all surface types.

- Courts should be kept clean and dry. Debris should be swept regularly. A monthly wash with a water broom is recommended.
- Cracks in the court's surface should be better fixed as soon as possible, instead of waiting until the court requires resurfacing.
- After rain, courts can be prepared by using different types of water removers.

II.8.8.4. Watering of courts

Clay and grass courts require regular watering. The best option is an automatic irrigation system. It uses pop-up sprinklers located around the perimeter of the court, away from the actual playing surface. The sprinklers are almost completely hidden underground with only the top disc of the sprinkler visible when it is not operating. Once under pressure, the sprinkler rises out of the ground and waters in a pre-set arc. Corner sprinklers generally water a 90



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

degree arc and sprinklers down the long side of the court water in 180 degree arcs. Heavy duty underground pipework brings the pressurized water to each sprinkler.

II.8.9. Indoor courts

Covered facilities maximize the use of the tennis courts. According to the ITF, “an indoor court is one which is completely covered by a roof, and for which playing conditions are largely artificial”. There are three main types of indoor court structures. All three can be either temporary or permanent structures depending on where they are located and for how much of the year they are needed: air-supported structures, fabric frame structures, and rigid framed buildings.

II.8.9.1. Air-supported structures

More commonly known as “bubbles”. They are relatively inexpensive and efficient to construct. Air structures usually comprise single- or multi-layered fabric, which are erected and supported using air pressure provided by substantial air blowers, which are also used to ventilate and control the climate. The majority of air structures are constructed of woven polyester fabric, usually treated with a protective coating. It is used to block out ultraviolet light and to prolong the life of the fabric. They can be opaque or translucent.

Advantages: relatively inexpensive to purchase; can be erected with minimal damage on existing outdoor courts; can be installed faster; can be taken down for summer season and re-erected for the winter; fairly easy to reallocate; energy saving by letting natural light to pass through.

Disadvantages: need blowers operating 24/7, increasing running costs; have a shorter lifespan; vulnerable to heavy winds and snow loads; high maintenance costs, regular checks on air pressure, heating system etc.

II.8.9.2. Fabric frame structures

Fabric frame structures are particularly useful if courts need to be covered all year round. They are more expensive to install but can offer long-term savings by virtue of their superior insulation. They comprise a steel, aluminum, or wood framework, with a fabric similar to the one for bubbles, stretched tightly over the framework. They are modular and usually cover between one and four courts. However, they can be designed to cover as many courts as necessary. Fabric frame structures have a longer lifespan than air structures.

II.8.9.3. Rigid frame buildings

Steel is the most common material used to construct the frame of an indoor tennis center. Steel buildings cost more to construct than air- or fabric-supported structures, but will offer better insulation, and therefore providing long term savings on the overall running costs of



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

the building (mainly heating and air conditioning). If the building is well maintained, it can last for more than 60 years. They can be insulated for efficiency and air-conditioned for summer use.

II.8.9.4. Indoor courts environment

- Ceiling system and insulation
- Heating, ventilation, and air conditioning
- Lighting
- Acoustics
- Perimeter curtains and divider netting
- Overhead clearance

Play level	Net (m)	Baseline (m)	Backstop (m)
Recreational	9.0	6.10	4.88
Tournament	9.0	9.0	9.0
High-level tournament	12.19	12.19	12.19



TC4DC



TENNIS CLUBS FOR DUAL CAREERS

Topic 9. ORGANIZING TENNIS COMPETITIONS

II.9.1. Competitions

Competitions are an essential and integral part of the sport.

Definition of sport: Sport pertains to any form of **competitive** physical activity or game that aims to use, maintain, or improve physical ability and skills while providing enjoyment to participants and, in some cases, entertainment to spectators. (Oxford)

European Sports Charter: Sport means all forms of physical activity which, through casual or organized participation, are aimed at maintaining or improving physical fitness and mental well-being, forming social relationships, or obtaining results in **competition at all levels**.

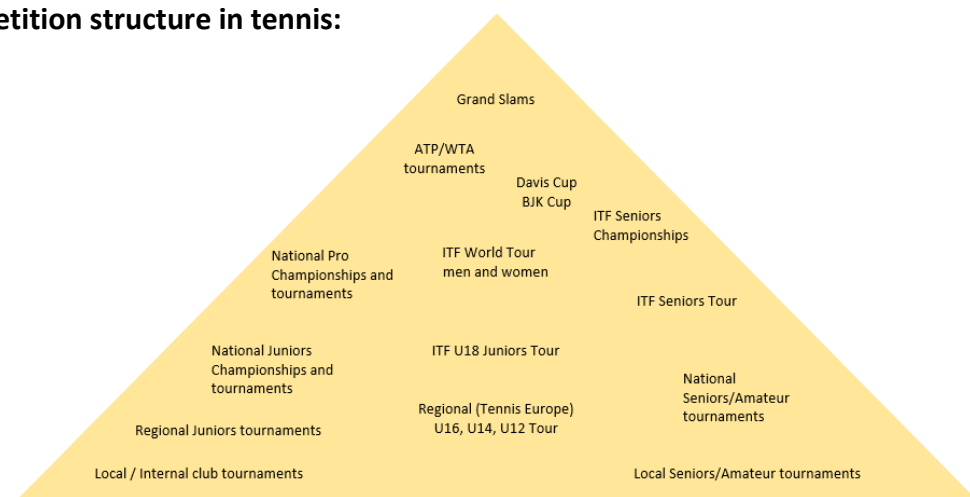
Sport competition management is, simply stated, the organization of the functions required to conduct a sporting event or tournament.

II.9.2. Tennis competition structure

Competition types in tennis:

- By range: international, national, regional, internal.
- By sports content: championships, tournaments, team matches, exhibitions.
- By participants: junior, professional, amateur, seniors; for different categories (college, school etc.).
- By gender: men, women, mixed.
- By playing conditions: indoor, outdoor | different surfaces.
- Individual / team.
- By format: direct elimination, round robin, mixed.

Competition structure in tennis:





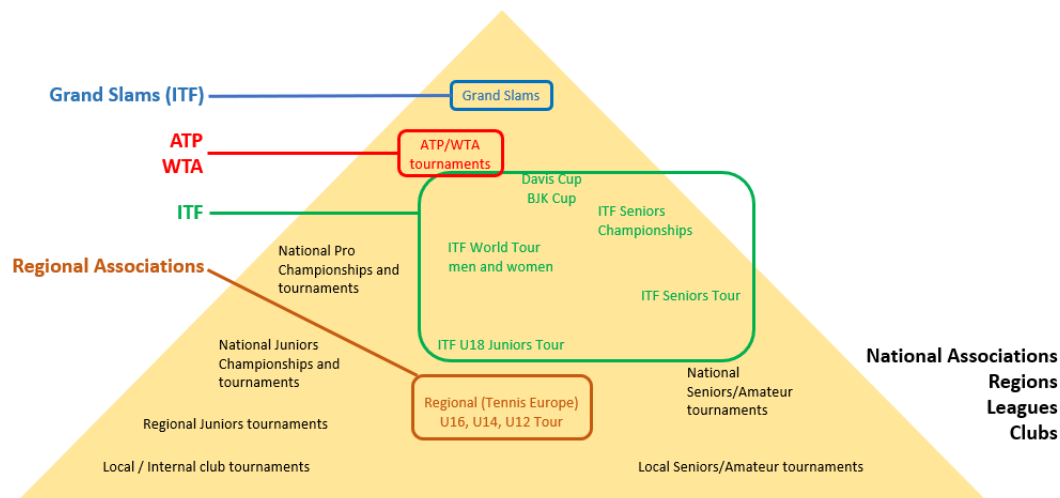
TC4DC



TENNIS CLUBS FOR DUAL CAREERS

According to the European Sports Charter: “The current structure of competitive sport in Europe, which is mainly based on a national configuration with competitions at regional, national, continental, and global levels, and which respects the regulatory role of international governing bodies, has delivered benefits in terms of the coherent development of sport and international solidarity”.

However the higher level competitions are split into different governing bodies in the fragmented top level of tennis organizations.



Small and medium sized clubs can organize competitions from the bottom part of the pyramid.

II.9.3. Competitions from a club perspective

Competitions are one of the most important parts of a tennis club’s life. They bring promotion of the club, help the marketing and attract sponsors, give competitive opportunities for club’s players and attract new players, create social atmosphere; and of course, can be a source of financial benefits.

The clubs should plan in advance their competitions schedule for the entire year/season. The key factors when planning the calendar are:

- Occupancy of courts.
- Appropriate dates for different competitions (vacations, holidays etc.)
- Weather.
- Breaks between competitions.
- Experience from previous competitions.
- National association’s calendar.

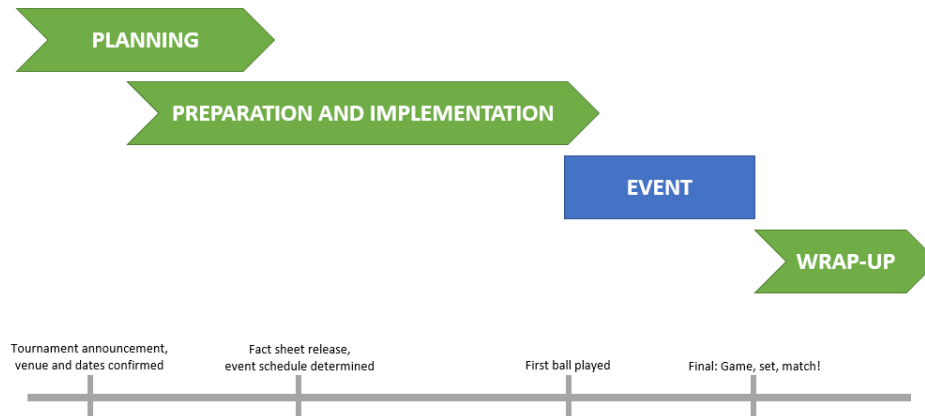


TC4DC



TENNIS CLUBS FOR DUAL CAREERS

II.9.4. Stages of the organization



II.9.5. Key areas of the organization

Operations	Services	Administration	Marketing	PR
------------	----------	----------------	-----------	----

From smaller to bigger tournaments, the importance increases from operations, through services, administration to marketing and PR. The most important parts of the operations are the only essential for small tournaments (internal and regional, for example), players' services and administration become more important for bigger tournaments, and for high level events marketing and PR are not less important than operations, services and administration.

Key aspects:

Operations	Services	Administration	Marketing	PR
Venue	Accommodation	Budget	Promotion	Media relations
Courts, maintenance	Catering	Contracts	Sponsors	Website, social media
Balls, other equipment	Transportation	Human resources	TV and other rights	Photos
IT, technics	Accreditations	Correspondence	Tickets, invitations	Ceremonies, events
Officiating	Social activities	Relations with authorities	VIP relations	Protocol
Medical services		Documentation	Printed materials	
Risk management				
Security, janitorial				
Logistics				



TC4DC



TENNIS CLUBS FOR DUAL CAREERS

Key stakeholders:

Operations	Services	Administration	Marketing	PR
Governing bodies, Officials	Players, Guests	Institutions, Staff	Sponsors, TV	Spectators, Fans

Key team members:

Operations	Services	Administration	Marketing	PR
Tournament Director (Organizing Committee, Board)				
Operations team, Officials	Players' services desk/team	Finance, Secretary	Marketing team/person	Press officer, Media team

II.9.6. Planning

Operations	Services	Administration	Marketing	PR
What do we need?	What participants will need?	What assistance will we need?	What do we want to achieve?	Who we want to reach?

In all areas, the following aspects should be considered when planning the activities:

- Budget
- Human resources
- Organizational requirements
- Timeline, checklists

"It should be noted, however, that there is a major difference between the effective planning of an event and the efficient conduct of it."

II.9.6.1. Budgeting

Expenses:

- "Must have" expenses – balls, officiating fee, medical services, water, trophies, court rental, staff payment.
- If required – accommodation, catering, security, accreditations, IT, additional equipment.
- "Good to have" expenses – promotion and PR, branding and decoration, printed materials.
- Contingency!

Revenues:

- Entry fees.
- Income from ancillary activities – restaurant, stringing, merchandising.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Sponsorship, TV rights, ticket sales, VIP packages.
- Support from local institutions/government/national association.
- Wild cards are not a source of income!

Barter deals

"Creating a budget and following it are two different things."

II.9.6.2. Human resources

- Tournament Director.
- Organizing Team (identifying jobs to be done) – operations; players services; secretary, accountant, legal consultant; marketing; PR and media, photographer.
- Officials – Referee, Chair umpires/Rowing umpires, Line umpires.
- Ball kids.
- Medical services – doctor/PHCP, physio, ambulance/first aid.
- Court maintenance staff, cleaning staff, technicians.
- Security, ushers.
- **Volunteers!**

II.9.6.3. Organizational requirements

Major governing bodies publish or send to tournament organizers their minimum standards:

ATP – Tournament Guide (80+ pages book)

WTA – Minimum Standards and Operations Manual (70+ pages book)

ITF – World Tennis Tour Organizational Requirements (published on their website)

ITF – World Tennis Tour Juniors Organizational Requirements (published on their website)

Tennis Europe – Junior Tour Operations Manual (published on their website)

Most national associations also publish guides/requirements for tournament organizers.

II.9.6.4. Operations

- Event schedule, Fact sheet preparation.
- Venue – changing rooms, toilets, cleaning, offices, treatment room, players' lounge, signage, internet.
- Courts – number, surface, equipment (nets, benches, umpire's chair, windbreakers, scoreboards, umbrellas etc.), maintenance.
- Balls.
- Officiating, ball kids, clothing.
- Medical services, supplies, Covid-19 requirements, doping control requirements.
- Security.
- Venue management – parking, access control, ushers, crowd control, venue map, media seats, VIP seats.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Risk management, critical incidents management plan.
- Facility – sound system, lights, radios, office equipment.
- IT – tournament software, live scoring, ELC system, TV requirements.
- Tennis aspects of ceremonies (trophies, draw).
- Tennis aspects of branding, decoration.
- Logistics.

II.9.6.5. Services

- Accommodation.
- Catering.
- Transportation.
- Accreditations.
- Water, ice, beverages, bananas.
- Practice balls.
- Towels.
- Laundry.
- Stringing.
- Fitness.
- Social activities.

II.9.6.6. Tournament administration

- Budget.
- Contracts.
- Human resources documentation.
- Correspondence, relations with the authorities.
- Insurances.
- Visa invitations, Covid-19 regulations.

II.9.7. Running the tournament

"The unexpected always pops up at the last minute."

Daily tasks:

- Order of play.
- Practice schedule.
- Daily check of the entire venue and equipment.
- Daily planning of all activities.

II.9.8. Wrap-up

- Financial summary.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Equipment inventory.
- Thank you letters.
- Reports.
- Feedback from participants, officials, spectators.
- Event evaluation!



TC4DC



TENNIS CLUBS FOR DUAL CAREERS

Topic 10. DIGITALIZATION OF THE PROCESSES IN TENNIS MANAGEMENT

II.10.1. What is digital transformation?

Digital technology is unlocking unprecedented opportunities for growth in the sports industry, offering the potential attract members, satisfying members with easily accessible services, to draw fans closer through innovative and customized experiences, increase income and facilitating the club team duties. To capitalize on this opportunity, however, digital will need to be embedded in every aspect of the business, transforming people, processes, and technology. The recent years in sport digitalization developed from Club Management to Player wellness Apps, Statistical Apps and Match analysis Apps, Swing sensors, Video analysis Apps and Smart Courts. Basically, there are lots of different technologies developed for tennis. Of course, some of the technology can be used or adapted in other sports. Most of the modern sports club are already using different software which allow centralization of all of the information on your players, coaches, volunteers, and parents in one place. Most of the CRM (Customer relationship management) are 100% customizable to fit the clubs' unique needs. Such software offers online memberships, payment tracking, automatic follow-up with each member, online courts reservation and managements etc.

II.10.2. Digital transformation in sports: key areas

Digital transformation can take place in three main areas: within the organization, performance wise and to improve the fan experience.



In-house

New roles & departments

Streamline processes

Whole organisation



Performance

Data gathering and processing essential in improving sports performances



Fan experience

Live & digital experience

Globalisation, localisation & personalisation

II.10.2.1. In-house

Within organizations, new technology and digital innovations can alter and streamline the business processes. It is a transformation that goes throughout the whole organization and often changes the organization's work force. Numerous sports entities have created new roles and departments that focus on innovation, new technologies and the digital transformation process in general.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

II.10.2.2. Performance

Digital transformation also impacts sports performances. Especially data, where there is significantly more of and which is processed far faster and better, can enhance performances. The Women's Tennis Association's partnership with SAP and the data use springing from that is an example. The English Football Association (FA) explained how they used data to better prepare goalkeeper Jordan Pickford for penalties at the FIFA World Cup 2018. While Red Bull realized that adrenaline kicks in three seconds before the mind realizes it is about to crash, by using sensors on Red Bull racing cyclist Max Stöckl. The results made Stöckl listen to his gut and successfully take on the Streif.

II.10.2.3. Fan experience: globalization, localization, and personalization

A final area where digital transformation is taking place is beyond the pitches and tracks. It can improve the live fan experience, due to iBeacons, blockchain payments and digitally streamlined stadium touch points (e.g. new Tottenham Hotspur stadium).

Digital has also given organizations the opportunity to connect with 99% of global fans. This globalization trend set in years ago and is complemented by localization. FIFA for example has over 50 different social accounts. They are active on different platforms to increase their reach to different demographics and regions. But they also have multiple language accounts to translate the message 'FIFA The Game' to different cultures. Another example of localization comes from ATP Media, the media branch of the men's tennis tour. They improved broadcast infrastructure at a majority of their main tournaments to not only improve broadcasts, but also to localize content. Broadcasters can now show, and thus fans can watch, their national heroes even though they are playing on outside courts. The infrastructure also allows for overlays or statistics in local languages. Again to tailor content to different locations and thereby improving the fan experience.

Besides globalization and localization, the digital transformation makes it possible to personalize output. Many sports organizations aim for this. In order to succeed they need to know who the fan is, which requires the right data, and then adjust content accordingly. Think of AI highlight clippings personalized for a fan's favorite team, player, or time constraint. Or immersive technology, like Intel's 360-degree technology, that could potentially give fans the chance to watch a match through their favorite players' eyes.

II.10.3. DIGITAL TRANSFORMATION IN SPORTS: 4 FOCUS POINTS

There is no one approach to digital transformation. Some organizations have the 'luxury' to take a more reserved approach due to their brand size. For others it is their Unique Selling Proposition, while a third group might have a lot of catching up to do. Yet, irrespective of an organization's size, industry or starting point, when it comes to digital transformation there are four key elements: strategy, data, collaboration, and a growth mindset.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS



Strategy

Entertainment organisation in constantly changing environment



Data

Gather data to determine and re-evaluate strategy



Collaboration

Both internally and externally



Growth mindset

Try, fail and adapt

II.10.3.1. Strategy

Digital innovation requires a different organizational setup and a new strategy. Sports organizations are no longer just sports organizations. Many have become media and entertainment companies, creating multifaceted live experiences, and providing content that caters to fans' demand. A change pushed by new technology and by people having a choice abundance. Sports organizations compete within their sport, with other sports, but also with other industries and companies (e.g. Netflix, games, and concerts).

By having to focus on more than just sports, organizations have to implement a different strategy. They need to know what they want to achieve in the coming years and how technology fits their objectives. With a continuously changing environment due to innovations it requires organizations to constantly adjust their strategy.

II.10.3.2. Data

Data is fundamental in establishing a strategy. After all strategy is currently predominantly determined by what customers and fans want. It is data that gives an insight into who these customers are and their preferences. Yet securing the valuable data is not easy. Social media entities control a lot of the data and are hesitant to share.

Arsenal uses an online subscription service not for monetary revenue, but to collect data value. Fans get content access once they sign up with their email address. In turn providing the club with valuable data on their preferences (essential to provide personalized content).

Data also serves a feedback function for strategy. It shows whether a strategy works or not and organizations can adjust accordingly.

II.10.3.3. Collaboration

The right people and partners can help implement and adjust the strategy. Sports organizations need to have the appropriate digital leadership in place. They need to hire people who have the (technological) skills. But not only that, the whole organization needs to



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

collaborate and be responsible for the digital transformation. It is no longer just the IT department; it is all departments from top to bottom. External partners can assist as well. There are numerous market players that can create the right ecosystem for organizations to have a successful digital transformation journey.

II.10.3.4. Growth mindset

Yet, strategy, skills, data, and partners alone are not enough. The importance of being bold, of focusing on innovation could well be the most important factor. Test and learn. Try, fail, and adjust.

II.10.4. Digitalization in tennis clubs' management

Tennis Club Software is an all-in-one management tool to help you eliminate and streamline administrative tasks from your workload to save you time and money. It's usually comprised of a website builder, online contact database, communications system, booking system, finance & payment system, event platform, and more.

Most tennis club software solutions include functionalities like:

- Allowing club members to book courts online.
- Instantly processing online payments and fees.
- Creating an easy-to-update tennis club website with an event calendar, and online resources.
- Improving member communication through automated invoices, emails, and newsletters.
- Maintaining a full contact database that's easy to search, filter, and update.
- Financial reports, analytics, and membership summaries.

Main functionality useful for a **tennis club management**:

- Online membership services.
- Maintenance of subscription data.
- Different rates depending on groups or customers.
- Different rates for family members.
- Possibility of suspending/resuming the subscription.
- Monitoring of outstanding fees.
- Remittance of fees by bank with other services.
- Systems for courts reservations.
- Tournaments organizer and events planner.

Online membership service – online registration and payments. The majority of tennis players expect to be able to register and pay for their club membership online these days. By offering online registrations and payments you can:



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Provide a quick way for players to join or renew their membership.
- Free up time by reducing manual data entry and banking tasks.
- Collect accurate and up-to-date member information.
- Record member emails instantly.
- Ensure your compliance with Bulgarian and European privacy laws with direct consent from members.
- Make it easier to convert your casual court users to members.

II.10.5. Systems for court reservations (court booking systems)

Advantages of tennis court booking software:

- Reservations online.
- Easy payment.
- Efficient communication.
- Access to database.
- Statistics.

II.10.6. Tournament organizer and event planners

Tournament Planner is the most user-friendly software you will find. Use one mouse-click to schedule a match, print a draw, show different events and more. You can always use the built-in help function, but all your available functionalities are always visible on the screen, so you won't need to read a 'bible-size' manual. In the easiest way possible you can publish your tournament on the internet, so not only the players, but also their parents, the press and fans can look at all the results. All this happens just by connecting to the internet and press a single button: no difficult settings or any internet knowledge is needed.

Advantages of the tournament software:

- Supports many types of tournaments.
- User friendly.
- Referee access.
- Real time draws.
- Reports.
- Tournaments system.
- Create your own tournament.
- All information will be accessible.
- Customized tennis tournament page.
- Manage tennis tournament registrations.
- Opportunities for online scoring.
- Track participant performance and statistics.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Some features of the tournament software:

- Easy scheduling, using player availability, court availability, other matches etc.
- All player data visible at once.
- Consolation and playoff in an elimination draw, or round robins with knockout finals.
- Setup your days and timeslots.
- Help is available throughout the program.
- Overview of scheduled, played and unscheduled matches.
- Create backups for your safety or data-exchange.
- Round Robin standings are calculated real time after entering results. You can define your own calculation rules.
- Re-schedule matches without uncheduling the match.
- Schedule all matches for your round robin's at once.
- Publish your tournament on the internet. All your draws and matches can easily be published on the web.
- Unlimited players.
- Unlimited events.
- Unlimited matches.
- Unlimited draws per event.
- Unlimited number of courts.
- Unlimited days.

Reports:

- Poule with standings.
- Matches per day.
- Match Cards.
- Players.
- Entries per event.
- Draw list.
- First matches.
- List of payments.
- Court schedule.
- Winners.

Within such kind of a tournament planner is it easy the tennis event management for the organizer, to make the draw – easy for the referee, tennis players are provided with the possibility of fast online personal registration, as well as with an automatic and a hand draw, access to tournament information such as the playing order on the courts and much more. All audience will have access to the information.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

II.10.7. Digitalization in tennis players performances and coaches

The technologies in professional and recreational tennis became more and more popular in the recent years. The features of the different software allow tennis players to improve their games by installing smart cameras that provide advanced analytics, smart gadgets on their rackets or on themselves. For instance, a player can track the speed of their shots, the spin on their shots, whether each shot went in or out, percentage rates on each shot, and more. The system can then show them that data output, allowing the players and coaches can learn about their strengths and weaknesses in detail. Today's digital tools help to monitor, assess, and analyze practice or match data. Either with an HD camera on court, digital bracelets or tools on your rackets to track the training and/or the game, to gather the statistic and to analyze it to enhance players performance is already easy. The best coaches understand that there is no magic and that correct goal-setting and ultimate planning, with roots in sports science, are the keys to success. Long gone are times when it was enough to be a naturally talented little chap and practice three times a week to be among the best in the world. Nowadays, high-performance juniors and elite tennis players practice four to five hours a day and follow strict fitness and diet regimes. Nothing is left to chance anymore.

Three types of devices could be described:

- Electronic devices for tennis courts.
- Electronic devices on tennis rackets.
- Electronic devices on tennis players.

II.10.7.1. Electronic devices for tennis courts

The idea of smart tennis courts is to place technology on the court to track the game as well as the players' performance. They were initially developed for officiating matches and subsequently found their way into training and coaching applications. There are a number of products and technologies out there and we look at the different solutions, technology types and roughly how they work. It is an interesting space with a lot of potential for growth as developers and coaches continue to work out more productive ways to use technology.

The developed technologies have two main areas of application:

- Officiating during competitions – line calls, match statistics, video replays, data analytics for fan engagement and streaming.
- Coaching/training facilities – athlete tracking, video analysis, on court feedback and gamification.

II.10.7.1.1. Officiating during competitions

FlightScope Tennis probably has the longest history, and they are made up of a few amalgamations of technologies and systems developed over the years since 1984. From the Referees Office System to the tennis radars (originally designed for military applications) and event management plus the digital side of things. The multiple mergers formed FlightScope



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Tennis as we know today and the systems, we see today include the Live Scoring System and Line Calling System which also consists of Ball Tracking and Player Tracking. The Live Scoring System mainly relies on cameras and radars and a ProScorer which is a tablet tool for the umpire. All the data collected are then displayed on the various on-court outputs and further to the public media.

The Line Calling System mainly consists of cameras mounted around each court with 4 high speed cameras for Ball Tracking and another 8 cameras dedicated to Line Calling. During Line Calling, the camera data gets processed and provides an update to the umpire through the Review Official App. The additional Ball Tracking data such as flight parameters and trajectories plus Player Tracking data such as movement patterns and heat maps provide for additional commentary as well as analytics for the various stakeholders of the sport.

Hawkeye was developed back in 1999 and it was first used in cricket (in 2001) in a Test match between Pakistan and England. It was then used in tennis (Davis Cup) in 2002, then the Australian Open in 2003 and it became an official tennis officiating system in 2005. In competitions, it is mainly used for Electronic Line Calling during games and the system also provides statistics on individual players, on every shot/serve and rallies.

Foxtenn Technologies can be considered the new kid on the block. Founded in 2012, the Barcelona based start-up developed a technological system to rival the status quo of line calling accuracy. Their system consists of 40 (ultra) high-speed cameras and 10 high-speed lasers placed around a court. Each high-speed camera can capture images at 2500 frames per second (FPS) which is more than 10 times compared to others. Another difference with their cameras is their placement – the cameras are placed at the end of the court lines at ground level instead of just high above the court ground.

II.10.7.1.2. Coaching/training facilities

Generally they all have these common features:

- They mostly rely on cameras and computer vision to track players and ball.
- They have a touch screen interface or kiosk for users to sign-in and start their game or training session.
- The systems capture videos of each play or session, allowing users to watch a replay (sometimes in different angles).
- The systems are usually connected (to the internet) so all video & data gets uploaded to the cloud.
- They come with an end-user app so users can review their game or training stats, share it with their coach or on social media.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

AccuTennis. AccuTennis has cameras (22) set up around each court to track all the tennis activities, speakers to provide audio feedback during game play or training and a double-sided LED display mounted at the side that shows the score or provides visual feedback of the session. A tablet accompanies each AccuTennis court to allow coaches and users to sign-in and start their session. The system includes coaching tools where coaches can sign-in to create drills and custom training programs for their players. Coaches can track and monitor the progress of their players – whether they have achieved the goals set for those sessions and identify where they need to work on more. Besides training sessions, the system does game tracking stuff as well, such as line calling, score tracking, working out statistics as well as capturing video. Post-game, the system generates more numbers and heatmaps for analysis and the videos are categorized based on shots and game play so players can review specific segments of their game, annotate and playback at different speeds. At the moment, it looks like their system is mainly for indoor courts and they are only available in the US.

Mojjo is a Smart Court Technology company based in France. Their camera based system comes in 2 versions: a Premium version setup with two HD cameras (one in the middle of the court and one in the rear) and a touchscreen kiosk for users to interact with the system. There is also the 'lite' version with just one HD camera (in the rear). Both versions have outdoor options as well which is essentially a roof structure that protects the kiosk from the elements. Besides most of the coaching, training and game tracking features, there are a few unique features of Mojjo. One of it is the ability for a user to utilize their mobile phone as an additional (third) camera to capture footage while synced to the main system. Using the Mojjo Remote App, the mobile phone can be placed anywhere on the court providing a custom perspective on top of the central or rear view. Another interesting feature is their live streaming of games onto YouTube or Facebook Live. They are currently available mainly in Europe, some parts of USA and a couple of locations in Melbourne Australia.

PlaySight has what they termed a Smart Sports AI (artificial intelligence) System. It is a system based on cameras, computer vision and AI. Similar to FlightScope, PlaySight's technology has roots in military applications. Though it is now used in many different sports, PlaySight was first built for tennis players – to help them improve their game using advanced technology. Currently, their Smart Court Pro (High performance) can have up to 10 cameras, all of which are synced for a multi-angle viewing experience whether in real-time or post game. Each Smart Court is equipped with a kiosk allowing users to sign in, create their drills and start tracking their training or game session. There are options for various audio feedback and users/coaches can stop/pause at any time to review the video or statistics. Post-game or training, users can still access all their data on their mobile app. It has been said that their in-depth data and analytics is one of their main strengths. Other interesting features of their app include: 1) the ability for users to create their own highlight videos and share it with coaches,



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

friends, or social media; 2) users can upload their own videos if it wasn't recorded on a PlaySight Smart Court and still review and analyze it and 3) access to live streaming and on demand events. They can be found in many locations in USA, Europe, and parts of Asia Pacific.

Wingfield is a start-up based in Germany and they developed a solution that is also camera based although it is slightly different. It is a compact system that is designed to blend into the tennis court. The Wingfield Box replaces either one of the two net posts and it houses a touch screen and two high speed cameras pointing to each side of the court. In addition, there is an IP camera that can be mounted anywhere around the court to capture a full view of each session. It has most of the coaching, training, and tracking features that has been mentioned previously including things like video analysis, strokes tracking, performance measures and data analysis etc. A couple of unique features of their system that stand out include 1) a simplified way for players to sign-in using their Wingfield app and personalized QR code, 2) Stroke Scores which provides a single metric for users to understand the quality of different types of strokes and to be able to compare their progress over time.

Zenniz is another start-up that has developed a “net post camera solution” that is meant to be installed permanently on a tennis court. They are based in Finland, and it seems like they are still in the process of finalizing their product to be launched. It looks similar to Wingfield in that it consists of a “box” (or kiosk) that is installed in place of one of the net posts. The kiosk has a touch screen on the top with two video cameras that captures activities on each side of the court. There is also a baseline video camera that provides the full court view. The few key differences in its system (compared to Wingfield) are firstly, the kiosk has two LED screens – one facing each side of the court that gives real-time feedback of the score and statistics. Secondly, the system also consists of 30 sonar sensors placed around the court, and all the cameras and sensors are able to provide ball tracking accuracy of up to 1cm. As mentioned, Zenniz is yet to launch, and club or facilities operators who are interested in their system could get in touch through their website.

II.10.7.2. Electronic devices on tennis rackets

The first commercial release of tennis sensors was back in 2013 with the Babolat Play. Since then, more and more products have surfaced onto the market that try to measure every possible metric of a tennis player with the aim of improving performance. Technology is changing the conventional ways of playing recreational and competitive sport. Inertial measurements units (IMU) sensors can be placed on the body or on sporting equipment to record information such as, velocities, accelerations, and angles, that can be tracked and programmed. Many skills are needed in the game of tennis. To be able to monitor these skills for learning and development many metrics have to be recorded. The first commercial release of tennis sensors was in 2013 with the Babolat Play. It is programmed to show specific



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

information that could improve your tennis game: Number of shots, shot type, speed, spins etc. Since then, the rise of more competitive brands like the Sony Smart Tennis Sensor, Zepp sensor and the recent Head Tennis Sensor have shown the market grow in popularity. When tennis sensors first appeared on the market, some brands designed them to be mountable on the bottom of the racket.

Babolat sensor – Babolat play pure Drive:

- Analyzes tennis sessions and matches with micro USB connector and transferring data to a PC or mobile phone.
- Includes accelerometers, gyroscopes, and piezo electric sensors.
- Accelerometers determine racket directions.
- Gyroscopes tracks its rotation.
- Piezo electric sensor analyzes the vibration.

Qlipp's tennis performance sensor:

- Designed to improve player's game with the most advanced analytics possible -> to save and monitor each session and to track player's improvement.
- Analyses strokes to provide deep insights into player's speed, swing, ball spin and more.
- Easy to setup.
- Syncs wirelessly with player's smart phone to shoot video of the strokes.

Head Tennis Sensor (in a collaboration with Zepp Lab):

- Variety of free training sessions.
- Analyze serve movement with a 3D.
- Track of player's matches, recording best shots.

SonySmart Tennis Sensor:

- Built-in motion and vibration sensors which can analyze each stroke.
- The results are bluetoothed to player's smartphone.

Zepp Tennis Device:

- Track practice and match statistics.
- Analyzes video tennis movements.
- Attached device on the racket.
- Analyzes stroke type, ball speed, ball spin, sweet spot.
- Active time.
- Calories.
- Match statistics.



TC4DC



TENNIS CLUBS FOR DUAL CAREERS

II.10.7.3. Electronic devices on tennis players

Sensors worn on the athlete (wearable). For athletes who like to swap rackets often and/or do not like to have to move sensors from racket to racket, or simply do not like to have any extra bits on their rackets, then they could consider having the sensor on themselves. Assuming the wearable sensor is worn consistently the same way and at the same spot, they should get consistent and comparable data.

Smash band. Smash Wearables developed a wrist band sensor called Smash. They first launched on Kickstarter, and they did not quite cross the hurdle. Essentially, the band is worn on an athlete's dominant wrist/arm or the side that holds the racket most of the time. It has a very unique design and the green led reminds of hulk smash.

Babolat Pop. Then Babolat invented Babolat Pop, which actually came out as a product after Babolat Play. Probably Babolat wanted to give athletes more tracking options. Basically, it is also a wrist band sensor except the sensor (or IMU) unit is a removable device that can be 'popped' into an adjustable wrist band.

What the sensors can provide is valuable information that can help monitor a player's performance. A range of metrics is provided through the sensors (and Apps) with some being very valuable to players in order to improve their game. Useful metrics includes power, spin, impact location (sweet spot), number of shots hit, shot types (forehand, backhand, serve, smash), spin types (topspin, slice, flat), swing speed, ball speed and live tracking. Many sensors on the market offer additional features e.g. live video tracking synchronization (Qlipp) and racket swing tracking (Head).

Type	Products	No. of Shots	Ball Impact Location	Swing Type	Swing Speed	Ball Spin	Power	Other Unique Tracking Feature/s
Sensors mounted on handles	Sony	✓	✓	✓	✓	✓	✗	✗
	Zepp Labs	✓	✓	✓	✓	✓	✓	Serve Practice
Embedded in handle	Babolat Play	✓	✓	✓	✗	✓	✓	Longest Rally
	Head Tennis Sensor	✓	✓	✓	✓	✓	✗	3D Animation
Embedded in Dampener	Qlipp	✓	✓	✓	✓	✓	✗	Service Time, Angle of Impact, Video Sync
	Courtomatics	✓	✓	✓	✓	✓	✓	Wrist Snap & Split Step
Wearable	Smash	✓	✗	✓	✓	✗	✗	Wrist Rotation & Stroke Trajectory
	Babolat Pop	✓	✓	✓	✗	✓	✓	Longest Rally
	Pivot	Motion Capture for 3D replay and technique analysis						



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

II.10.8. Digitalization of fans experience

One of the most important groups in the world of professional sports is its consumer, with other words the masses of spectators at the scene of the events, at home through TV broadcast or supporters on social media. That is the reason why the observation of passive or spectators' sports consumption has won a central role in the interest of international experts concerning the different aspects of sports marketing. Supporters or fan groups are driven by different motives to watch a sports event live or through TV commentary. Researchers have been looking into motivation behind passive consumption and how this motivation changes in time and space. For example, men are interested in sports events and quality while women are rather interested in show elements and programs related to the sports events. This has been especially interesting after sports became a branch of business and technological innovations became part of the sports world to a great extent. For sports associations and individual sportspeople functioning on professional basis it has been even more important to learn and understand the motivations of different consumption segments. These are certainly crucial because of revenue. The bases of supporter motivation theories have been derived from previous, not only sports related theories. In the field of sports consumption motivational studies have been extended to consumption through media as well as the purchase of brand products apart from taking part in sports events.

Sport, like all industries, adapted to the challenges of the Covid-19 pandemic. Competitions and events were cancelled, or they continued in empty stadiums. Over the past year, high-performance athletes have become used to long periods of isolation and competing on the world's biggest stages without the roar of the crowd. At the same time, fans found new ways to engage, from home, with their favorite athletes and teams. The pandemic has been nothing short of devastating for stadiums, whose survival relies on live spectators. Ongoing disruption has led to widespread digital transformation. But while stadiums have made great efforts to adapt and recapture sports fans' attention, they have still got a way to go. Nowadays especially during and after lockdowns technology is playing a key role in improving fans experience. Innovations conceived during lockdown in a bid to conserve viewership—such as connected apps, real-time streaming, and contactless journeys—have shown the world just how technology can completely transform the spectator experience. LaLiga is one of the leading organizations which focused on fan engagement through technology. One aspect of LaLiga Tech's fan engagement service is enabling digital venue access with personalized in-venue experiences. The aim is competition apps and web platforms to be built, including fantasy gaming to engage a global fan base.

II.10.9. Define your club's digital ambition

Becoming truly digital starts with defining your digital ambition. Consider the following:



Co-funded by the
Erasmus+ Programme
of the European Union





TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- **What are the goals of your organization?** The club as a whole should agree on goals and objectives from the outset. It is crucial to have these in place before developing a digital strategy, as it should support the entire business, and not just individual parts.
- **What are your digital goals?** Setting specific digital goals will help your club organization narrow its focus and better define strategies and tactics that can be used to accomplish those goals.
- **What is your digital investment strategy?** Success is dependent on acknowledging how much of digital investment you want to make and understanding what is possible with a given amount.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Sources:

- Amateur structures and their effect on performance: The case of Greek voluntary sports clubs – Dimitra Papadimitriou (2002)
- Characteristics of volunteering in UK sport: lessons from cricket – Richard Coleman (2002)
- Essentials of Management, 9th Edition – Andrew Dubrin (2011)
- Event legacy framework and measurement – Holger Preuss (2019)
- Great Expectations: Voluntary Sports Clubs and Their Role in Delivering National Policy for English Sport – Spencer Harris, Kate Mori, Mike Collins (2009)
- How Digital Technologies Are Changing Sport? – Gergely Rathonyi, Bacsne Baba Eva, Anetta Muller, Rathonyi-Odor Kinga (2018)
- Human Resource Management in Sport and Recreation, 3rd Edition - Packianathan Chelladurai, Shannon Kerwin (2017)
- Human Resources Management – Trayche Micevski (2009)
- Legal responsibility in management of sports facilities in the United States of America – Zoran Masic, Milan Shobat, Nina Dukanovic, Zharko Kostovski (2011)
- Management in Sport – Nenad Zec (2011)
- Management of activities in the opening of sporting events through the techniques of network planning – Sretenka Dugalic (2013)
- Managing – Henry Mintzberg (2011)
- Managing Major Sports Events – Theory and Practice, 2nd Edition – Milena Parent, Aurelia Ruetsch (2020)
- New Patterns in Management – Rensis Likert (1961)
- Project and Sports Events Management – Sebastian Madalin Munteanu (2011)
- Public Relations in Sports Clubs: New media as a Strategic Corporate Communication Instrument – Ali Gurel Goksel, Mustafa Zahit Serarslan (2015)
- Role of public relations in sports – Andanje Mwikusha (2000)
- Social sustainability of non-mega sport events in a global world – Marijke Taks (2013)
- Sport Club Management – Araz Najafloo (2019)
- Sport Club Management – Matthew Robinson (2010)
- Sport Events and Strategic Leveraging: Pushing Towards the Triple Bottom Line – Danny O'Brien, Laurence Chalip (2008)
- Sport Facility Operations Management: A Global Perspective – Eric Schwartz, Stacey Hall, Simon Shibli (2010)
- Sport-for-Change: Some Thoughts from a Sceptic – Fred Coalter (2015)
- Sport Management – Bisser Tsolov (2009)
- Sport Management – Milan Tomic (2007)
- Sports events: Typologies, people and place – Sean Gammon (2020)



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Strategic planning before and after a mega-event – Bill Bramwell (1997)
- Strategic Sport Marketing, 4th Edition – Adam Karg, Daniel Funk (2020)
- The strategic marketing of small sports clubs: From fundraising to social entrepreneurship – Damian Gallagher, Audrey Gilmore (2012)
- Undergraduate and Graduate Sport Management Curricular Models: A Perspective – Dennie Kelley, Patricia Beitel, Joy DeSensi, Mary Dale Blanton (1994)
- A to Z Guide to Organizing a Sports Event – SPG
- Building Our Future – Strategic Plan – ATP
- Coaches Using AI to Improve Player Performance – IBM News
- European Sports Charter
- Facilities Guide – ITF
- What is management? Concept of Management, Levels of management – Educationleaves
- <https://activeforlife.com/parents-in-sport-tips-for-coaches-clubs/>
- <https://bourgase.com/coaching/assessment-evaluation/communication-players/>
- <https://creative.com/how-to-secure-a-sports-sponsorship-advice-for-athletes-sports-teams/>
- <https://directiveconsulting.com/resources/glossary/marketing-channel/>
- <https://law.marquette.edu/national-sports-law-institute/sports-law-research-website>
- <https://lawpath.com.au/blog/5-legal-requirements-when-starting-a-sports-club>
- <https://leagueside.com/5-steps-on-how-to-get-sponsored/>
- <http://leoisaac.com/law/law017.htm>
- <https://marketbusinessnews.com/financial-glossary/manager-definition-meaning/>
- <https://playinga.com/en/features/tennis-tournament-software>
- <https://playsight.com/>
- <https://sevensixtennis.com/>
- <https://sm.hhp.ufl.edu/news/what-is-a-sport-event-manager/>
- <https://sportnz.org.nz/resources/marketing-and-communications-for-clubs/>
- <https://sportstechnologyblog.com/2020/09/07/an-overview-of-smart-tennis-courts-2020/>
- <https://tpcmatchpoint.com/>
- <https://uniserveit.com/blog/building-a-successful-digital-transformation-strategy>
- <https://vulcanpost.com/651899/smart-technology-sports/>
- <https://windowsreport.com/tennis-court-software/>
- <https://www.armbeep.com/>
- <https://www.bowcockpursail.co.uk/starting-up-a-sports-club-your-guide-to-the-legal-structure-you-need/>



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- <https://www.bplans.com/fitness-and-beauty-business-plans/sports-business-plans/>
- <https://www.cisco.com/c/en/us/solutions/industries/sports-entertainment.html>
- https://www.citizensinformation.ie/en/travel_and_recreation/sport_and_leisure/setting_up_a_new_club.html
- <https://www.clickandplay.bg/>
- <https://www2.deloitte.com/us/en/pages/technology-media-and-telecommunications/articles/digital-transformation-and-future-changes-in-sports-industry.html>
- <https://www.etennis.at/>
- <https://www.gabyhardwicke.co.uk/briefing-notes/sports-clubs-social-enterprises-legal-structures/>
- <https://www.globaltennisnetwork.com/tennis-tournaments/learn-more>
- <https://www.ipl.org/essay/Importance-Of-Management-As-An-Art-PCTDGXYZ26>
- <https://www.lta.org.uk/roles-and-venues/officials/competition-organiser-resources/>
- <https://www.lta.org.uk/roles-and-venues/venues/resource-library/>
- <https://www.mbaboost.com/kotler-summary-chapter-18-selecting-managing-marketing-channels/>
- <https://www.protectivity.com/knowledge-centre/how-to-write-a-business-plan-for-your-sports-business/>
- <https://www.scientificworldinfo.com/2020/09/different-types-of-leadership-styles.html>
- <https://www.scoreandchange.com/digital-transformation-in-sports/>
- <https://www.springly.org/en-us/>
- <https://www.stu.edu/news/top-4-sports-management-careers/>
- <https://www.tennis.com.au/clubs/membership>
- <https://www.tennis.com.au/qld/home/tournament-director-resources>
- <http://www.tennistouch.net/toursoftware.html>
- <https://www.tournamentsoftware.com/product/page.aspx?id=3&s=2>
- <https://www.typeof.net/a/types-of-management-with-the-definitions>
- <http://www.zepplabs.com/en-us/>
- <https://ec.europa.eu/assets/eac/sport/library/documents/cons-study-transfers-final-rpt.pdf>
- <https://pdfs.semanticscholar.org/500f/8de04d713c4b92a828debf576a8651026c42.pdf>
- https://skillsalliance.com.au/wp-content/uploads/import_files/8g-marketing-uploaded-web/sport-engalnd-club-marketing-toolkit.pdf
- https://www.businessperspectives.org/images/pdf/applications/publishing/templates/article/assets/4009/im_en_2011_02_Kosik.pdf



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- https://www.gabyhardwicke.co.uk/images/library/files/briefingnotes/SportsClubsandSocial%20Enterprises_LegalStructures.pdf
- <https://www.itftennis.com/media/4680/2021-mens-womens-itf-world-tennis-tour-organisational-requirements-v2-150221.pdf>
- <https://www.itftennis.com/media/7298/organisational-requirements-2022.pdf>
- https://www.lbhf.gov.uk/sites/default/files/A_Guide_to_Starting_a_Sports_Club_tcm21-149209.pdf
- <https://www.tenniseurope.org/file/28727/?dl=1>
- <https://www.tennisireland.ie/wp-content/uploads/2013/03/Tennis-Ireland-Open-Tournament-Referee-Manual-2017-.pdf>
- <https://www4.lta.org.uk/globalassets/officiate--volunteer/documents/organiser--official-resources/support-in-organising-tournamnets/how-to-run-internal-club-competitions.pdf>
- <https://www.lta.org.uk/globalassets/venue/club-governance-guide-a4-digital.pdf>



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Module III. Dual Career Counselling for Life After Sport in Sport Clubs

Topic 1. DUAL CAREERS MEANING AND IDEA

III.1. Introduction

- Dual career as sporting career as part of a lifelong career
- Dual career as balancing sport and education
- Dual career as pursuing other opportunities alongside sporting career, such as employment, internships or entrepreneurship

Success story: How to make a Dual Career work for the athlete

While the Australian rower James Tomkins was busy winning three golds and a bronze across six editions of the Olympic Games, he was also working in a full-time job. The International Olympic Committee Athletes' Commission member offers some advice about the benefits of balancing sport with a career, and how it could actually help make the person a better athlete:

- Balancing two things doesn't necessarily mean giving them equal attention
- Focusing on something other than sport can actually help improve athletes' performance
- Communication with the coach is key to effectively managing athletes' time

III.1.1. Common athletes' problems

- Professional sports **careers are generally short** - athletes may not know what to do after the end of their career
- Sports carries the **risk of injury** - can lead to an even earlier termination of the sports career
- **Premature dropout** - many athletes are made to choose between a career in sports and another career
- **Balancing work with sports** - can be stressful
- **No guaranteed financial security** at the end of the sports career
- **Possibility of loss of contract or sudden release** (in some sports)

Professional athletes often face many challenges throughout their sports career. For a start, tennis players have a relatively short professional sports career. Indeed, professional tennis players usually end their career around the age of 35. This could be a problem, as many athletes without dual careers may not know what to do once their professional career has ended. Every sports carries a risk of injury. In some cases, this could lead to an even earlier termination of sports career or to a long recovery period, where the players cannot compete. Another problem that many athletes face is a premature dropout. Indeed, many athletes drop out at an early stage as a consequence of having to decide whether to study or to become a professional player.

Some professional athletes may find it hard and stressful to combine work with sports which suggests that dual career initiatives are important and that athletes might need guidance and help from organizations and associations in combining a sports career with work or education.



TC4DC



TENNIS CLUBS FOR DUAL CAREERS

Logically, most top tennis players would not have financial problems after terminating their sports career. However, this is not true for all professional players. Indeed, even though many people perceive elite and professional athletes to be highly paid, in reality, only a minimal number of athletes are financially independent (EU Guidelines on dual careers). Lastly, in some sports, an unexpected event, such as a loss of contract or unplanned release can be a challenge for athletes.

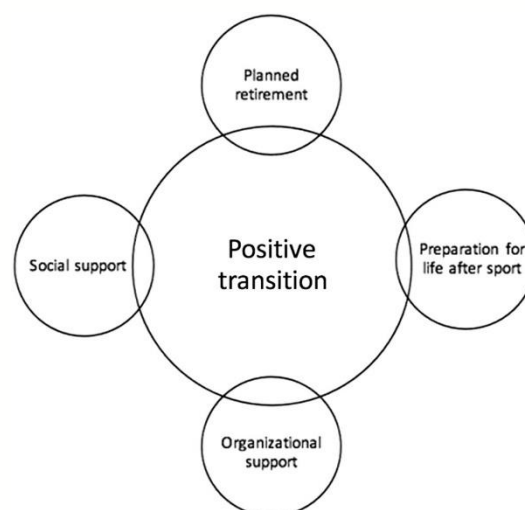
III.1.2. Ending a professional sports career

Ending a professional sports career can be challenging. As Steve Sidwell, former professional footballer for Chelsea FC stated "When it finally happens it's horrible because that's all I've known since I was a kid. It's important to have some sort of focus elsewhere for when your sporting career does finish."

The text above is a quote by a former professional footballer called Steve Sidwell, who expressed how hard the termination of his sports career was, mainly because he did not have a dual career.

This supports the idea that Dual careers in sports is important to be understood by the athletes.

In a best case scenario there could be a positive transition which means that there are four factors on place: planned retirement, organisational support, preparation for life after sport and social support. Those factors were identified as critical to promoting a positive transition. The nature of the transition also directly affected athletes' experience of retirement from sport and, thus, their experience of flourishing in life after sport. The majority of participants in a study "The End of a Professional Sport Career: Ensuring a Positive Transition" in Journal of Sport Management indicated that they lacked support from their sporting club and governing bodies both during their transition and in retirement. Planning for retirement and preparing for the future positively affected their ability to flourish in retirement. Recommendations for sport managers and athlete support services are provided.





TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

III.1.3. Possible problems related with the termination of a sports career

A termination of a sports career can cause distress. In rare cases it can even have traumatic effects for athletes, such as:

1. Alcohol and substance abuse
2. Acute depression
3. Eating disorders
4. Identity confusion
5. Decreased self-confidence
6. Attempted suicide

It is logical that ending a sports career can have many negative impacts for professional athletes. This is because, if an athlete has focused on their sports career their entire life, once the career has ended, they might not have any more set goals or a purpose, which could lead them feeling distressed and concerned with what to do next in life. Moreover, they would not receive attention from the public anymore. In some cases, terminating a sports career can be so hard for athletes, that it can cause traumatic effects, including alcohol and substance abuse, acute depression, eating disorders, identity confusion, decreased self-confidence and in extreme cases, attempted suicide. However, if athletes start preparing early for the termination of their sports career, by having a dual career, education or training, their retirement process can become much smoother.

III.1.4. Dual Career definition

According to the EU Expert Group “Education & Training in Sport” (2012), a dual career is, “The requirement for athletes to successfully initiate, develop and finalise an elite sporting career as part of a lifelong career, in combination with the pursuit of education and/or work as well as other domains which are of importance at different stages in life, such as taking up a role in society, ensuring a satisfactory income, developing an identity and a partner relationship” (p. 6). As this definition indicates, a dual career might look different for different athletes. For example, for adolescent athletes a dual career would likely account for the combination of academic and sporting pursuits. This combination of academic and sporting engagement might similarly account for the dual careers of young adult athletes, as well as those who have progressed further into their careers. However, for other athletes, the dual career might comprise a vocation or work combined with sport participation.

Dr. Cartigny, a research associate for the Talented Athlete Scholarship Scheme (TASS), an organisation that provides vital support services for the England talent pathway, is stating the meaning behind a dual career athlete: “The idea is that athletes have something outside of their athletic career alongside that pursuit within sport. This could be a formal education, such as a university degree...it could also be a vocation, so if they’re not a fully-funded athlete they may have to maintain some kind of work alongside their elite athlete career.”



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

The concept of DUAL CAREER IN SPORT is developed in order to provide athletes success both in sport and education or sport and work/vocation. It should provide athletes possibility to continue their development in sport after completing the athletic career. Is defined as a career with the major focus on sport and studies or work (Stambulova & Wylleman, 2015).

III.1.5. Career trajectories for elite athletes

In addition to differences regarding the activities that comprise their dual career, athletes might also place a different emphasis upon the two components of their dual career. For example, Pallarés, Azócat, Torregrosa, Selva, and Ramis (2011) (as outlined in deSubijara, Barriopedro, & Conde, 2015) described three career trajectories that elite athletes could follow.

1. The first trajectory, termed the linear path, involves exclusive dedication to sport to the exclusion of other activities.
2. The second trajectory, the convergent path, incorporates a sport career and another activity (e.g., school and/or work) but the athlete prioritises their sport career. Thus, the convergent path is an example of a dual career, but one in which sport comes first.
3. The third trajectory, labeled the parallel path, encapsulates a dual career whereby athletes have a sport career and engage in an alternative activity, but place equal importance upon both components.

III.1.6. Dual career main idea

- Personal development of the athlete off the field of play
- Exploring an athlete's identity outside the game
- Exploring an athlete's emotional wellbeing
- Supporting athletes in achieving basic literacy standards/educational qualifications/skills/courses
- Preparing athletes for life after their sports career

As can be seen above, dual careers aim to help athletes with their personal development outside of sports. Dual Careers also help athletes find an identity outside of sports and help athletes explore their emotional wellbeing. Moreover, dual careers support athletes in learning necessary life skills by motivating them to achieve basic literacy standards, to attend courses or get some kind of qualification that can help them later on in life. Most importantly, dual careers prepare athletes for life after their sports career ends.

III.1.7. Timeline of athletes' careers

"Dual careers" in sport encapsulates the requirement for athletes to successfully initiate, develop and finalise an elite sporting career as part of a lifelong career, in combination with the pursuit of education and/or work as well as other domains which are of importance at different stages of life, such as taking up a role in society, ensuring a satisfactory income, developing an identity and a



TC4DC



TENNIS CLUBS FOR DUAL CAREERS

partner relationship. Dual careers generally span a period of 15 to 20 years. Different stages of athletes' development have been identified in a range of models starting from the introduction in a sport to the development towards a talent, the perfection of performance in the mastery stage, and the stage of ending a high-level sport career and looking for a new career. The length of each stage varies depending on the type of sport and other factors such as gender and personal ability. Specialisation will occur during adolescence in most sports and in childhood in early specialisation sports such as gymnastics, figure skating and swimming. Not all sport careers span all stages. In particular, many young athletes already drop out during the development stage or the beginning of the mastery stage.

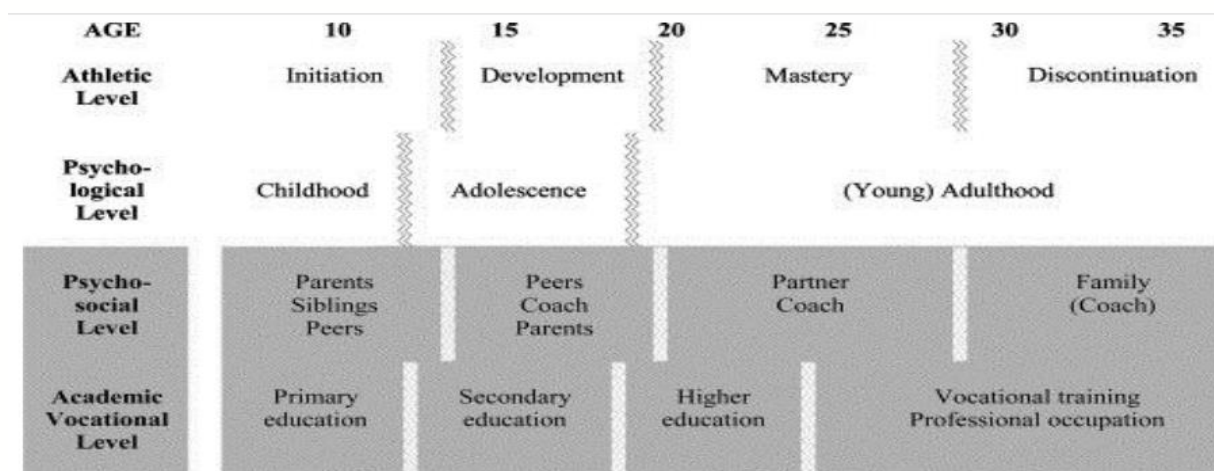


Fig. 1. A developmental model of transitions faced by athletes at athletic, individual, psychosocial, and academic/vocational level (Wylleman & Lavallee, 2004)

As shown in Figure 1, an athletic career is determined by developments on an athletic level as well as on psychological, psychosocial and academic and vocational levels. Interactions occur between these levels of development and transitions are encountered by athletes throughout their sporting careers. Alongside transitions that can be expected, athletes also face less predictable transitions (e.g. an injury or change of personal coach) which can equally have a big impact on the quality of their participation in education, work, competitive sport and life in general.

Research findings show the strong concurrent, interactive and reciprocal nature of transitions occurring in the sporting career (athletic transitions) and transitions occurring in other domains of athletes' lives (e.g. academic, psycho-social, professional). As pupils change educational levels, they generally also disperse to different schools, thus breaking up the friendship networks which were a primary source of initiation of sport participation. While young talented athletes try to reach the mastery/perfection stage in their sporting careers where they need to perform at their highest level, as consistently and for as long as possible, they also have to cope with transitional





TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

changes at the psychological level (from adolescence into young adulthood), at the psycho-social level (development of temporary/stable relationships with a partner), and at the academic or vocational level (transition to higher education or a professional occupation).

This all happens in an environment with a growing number of professional actors involved to improve the performance of the athlete. Athletes starting a professional career in sport may be supported by a personal manager or agent and may have occasionally contacts with the media and politicians opening their lives from a micro level as individual athletes to the macro level of society.

III.1.8. Dual career situation

The International University Sports Federation (FISU) is the key driver to expand the role and reach of university sport around the world. FISU believes that sports values and sports practice work in perfect synchronicity within one's university studies. The organisation has valuable studies and projects towards athletes' dual career. As the bridge where university meets sport, FISU is in a unique position to shape young lives and impact their futures. FISU's vision is a world where leaders of society are positively influenced by their university sport experience and this is why to us, more than any other sports federation, education is as much a *raison d'être* as sport.

The fact is, a very small percentage of young athletes go on to making a living out of professional sport. According to the National *Collegiate Athletic Association* (NCAA) – probably the strongest college sports system in the world – Fewer than two-percent of student-athletes go on to become professional athletes. For the rest, it is academics that prepare them for life after college.

Athletes have a right to combine sport and higher education, but the reality is that there are vast differences in the recognition of the 'student-athlete' status and availability of dual career programmes and services worldwide.

Since the Taipei 2017 Summer Universiade, FISU has been conducting surveys of participating student-athletes regarding their dual career. The results of the Taipei 2017 survey were published in a scientific paper that can be found [here](#).

Comprehensive surveys were also conducted among the participants of the Krasnoyarsk 2019 Winter Universiade and the Napoli 2019 Summer Universiade. These online questionnaires recorded the student-athletes' experiences, cross-referenced with important demographic information like nationality, gender and age. The full results can be downloaded [here](#): WU2019 and SU2019. Below are the highlights of the surveys.



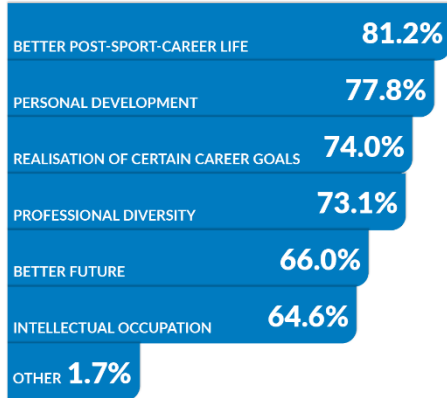
TC4DC



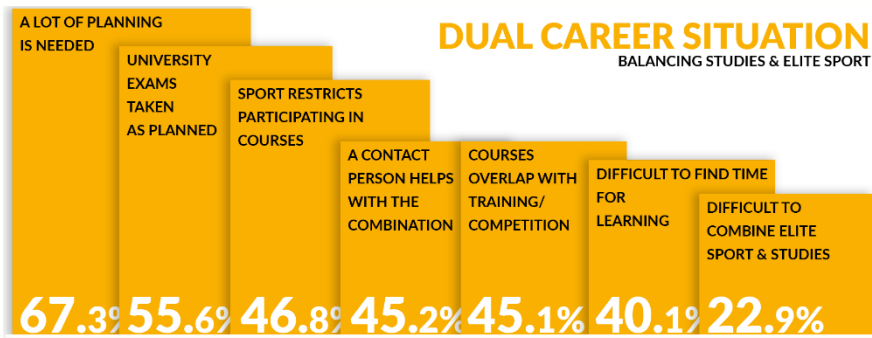
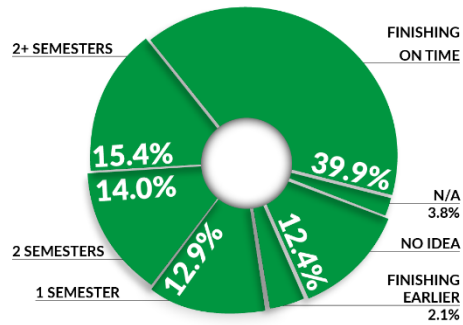
TENNIS CLUBS FOR DUAL CAREERS

REASONS

FOR STARTING UNIVERSITY

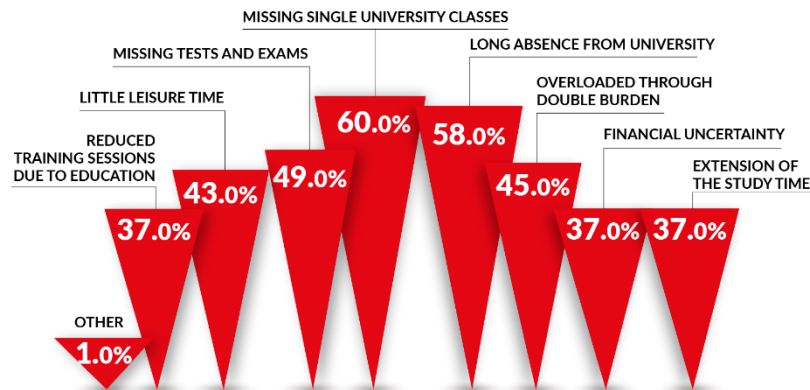


EXPECTED EXTRA TIME FOR FINISHING STUDIES



COMBINATION

OF ELITE SPORT & STUDIES





TC4DC



TENNIS CLUBS FOR DUAL CAREERS

III. 1.9. Key Targets of Dual Careers

A report “Improving Dual Career for players, Best Practice, Good Governance & Innovative Ideas for Player Associations by the European Elite Athletes Association, explains the key targets of dual careers as: improving the self-awareness and motivation of athletes, helping athletes get into the mindset to learn new skills and helping athletes think about how they can become a better person and have an impact off the field of play, both during and after their career as an elite athlete.

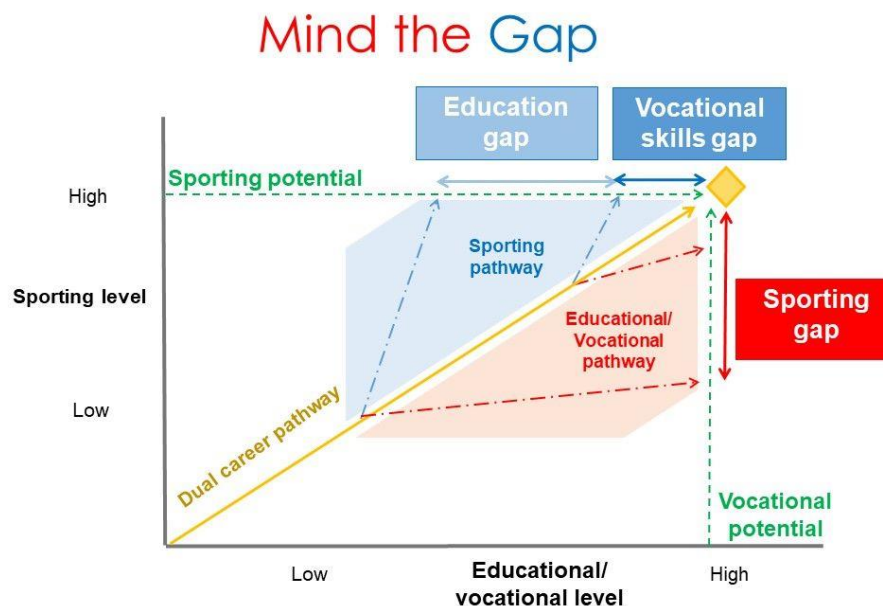
- Better athlete **self-awareness**
- Better athlete **motivation**
- Getting athletes back into the mindset to **learn new skills**
- Getting athletes to think about how they can **become a better person**
- Getting athletes to think about the **impact off the field** of play during and after their career as an elite athlete

III.1.10. Types of Dual Careers students

Research, supported by TASS and Loughborough university, has recently been published that suggests dual career athletes can, in fact, be split into three different groups or types. The different groups showed different psychological characteristics and should be supported by practitioners with this in mind. This research supports and extends our understanding of the Mind the Gap model as a framework for dual career pathways and the ‘gaps’ that each pathway can lead to, therefore guiding the support that is needed for athletes in each pathway.

Three types of Dual Careers students

- Student – athletes
- DC athletes and student
- Athletes – student



Mind the Gap model of dual career pathways



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

III.1.11. Dual career benefits for Society and Sport

Dual careers bring benefits to sports and society. The topic has gained importance since 2012, after the EU guidelines on dual careers for athletes were published.

Reintegration of athletes into education or the labour market are of great importance to society. Elite athletes with dual careers can be perceived as responsible and can have a positive image. This is because when athletes are well-balanced and have a dual career, they maximise their contribution to society. Dual careers build on the capabilities that players develop throughout their careers and can be seen as good preparation for becoming role models in society. Athletes with a dual career could become role models for both: athletes that consider having a dual career and young people that consider starting a sports career. Generally, athletes listen to other athletes in regards to positive and negative examples of career transitions and they can be powerful motivators of change.

- **Growing importance** and research of the topic
- Athletes with dual careers can be seen as **responsible**
- Society and sport will benefit from **the positive image** of educated athletes who make sport more attractive for other athletes
- Athletes with dual careers can function as **positive role models** for young people
- Expressing the importance of **excellence in society**

III.1.12. Dual Career Benefits for Tennis Players

Dual careers offer many benefits for athletes, including benefits regarding their development, health benefits, social benefits, as well as benefits regarding the adaptation after the termination of the sports careers and benefits in terms of employment prospects and opportunities. Some of the benefits that Dual Careers can offer:

III.1.12.1. Benefits for an athlete's development

- ➔ Better conditions to **develop life skills applicable in sport**
- ➔ Better conditions to **develop in education and other spheres of life**
- ➔ Development of **personal identity**
- ➔ Positive effects on athletes' **self-regulation abilities**
- ➔ Combining sport with a job or study can **enhance athletic performance**
- ➔ Having a **clearer vision**

Dual careers offer numerous benefits for the development of athletes. For a start, by additionally engaging in something other than a sports career, useful life skills can be acquired. Moreover, athletes with dual careers have the chance to receive education or gain work experience that can help them later on in life. The development of a personal identity is crucial, because having an exclusively athletic identity can be fragile and therefore, developing a personal identity can give athletes stability. Dual careers also help manage athletes' self-regulation abilities. Self-regulation refers to the act of identifying one's current state and desired future state and undertaking actions to minimize the discrepancy between both states during the recovery phase (e.g., between training sessions or competitions). According to many studies, combining sports with a job or study can



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

enhance athletic performance. This is because having more balance in the lives of athletes and taking a holistic approach can lead to performance boost. Dual careers can also help athletes have a more clear vision in life.

III.1.12.2. Health benefits

- **Balanced lifestyle**
- **Reduced stress levels**
- **Increased emotional wellbeing**
- **Feeling positive**
- **Improving average sleep time**

Having both a professional sports career and/or an education or job can help athletes lead a balanced lifestyle. Moreover, since athletes with dual careers would not need to worry too much about the termination of their sports careers, this can in turn lead to reduced stress level and increased emotional wellbeing. This and the networking built around dual careers can also cause positive emotions in athletes. Lastly, research shows that having a dual career gives a sense of security, which can improve the average sleep time of athletes.

III.1.12.3. Social Benefits

- **Better social life**
- **Expanded social networks**
- **Social support systems**
- **Better peer relationships**
- **Social inclusion**

By pursuing a dual career, athletes can meet new people with similar interests (for e.g. at work, university or at a course). This can also help them expand their social networks. Social networking is important, because it allows athletes to make and maintain business connections which could in turn help them during or after their sports career. Another benefit of dual careers is a social support systems, which could be especially beneficial to athletes when they are under stress and they might need support. Moreover, dual careers can improve peer relationships, as peers would have the dual career as something in common. Lastly, dual careers in sports could lead to social inclusion, as athletes may feel more included and accepted by others.

III.1.12.4. Benefits in Adaptation after the termination of the sports career

- **Having clear future goals in mind**
- **Better career/retirement planning**
- **Shorter adaptation period**
- **Prevention of identity crisis**
- **Smooth transition into retirement**

As mentioned in the beginning of the presentation, many athletes face challenges after their sports career has ended. Many athletes may suddenly have too much free time, no network and no set



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

goals anymore. By having a dual career, athletes can set clear future goals in mind and start planning and preparing for a retirement or another career in advance.

Thus, dual careers help athletes have a shorter adaptation period, than they would otherwise, because they would already have a plan of what to do next. Moreover, many athletes that only focus on their sports career and do not have a dual career could potentially have an identity crisis, because they would not know what to do next in life. Since dual careers prepare athletes for the termination of their sports career, this problem could be avoided. Finally, by having a dual career, athletes could have an overall a smooth transition into retirement, as they would be prepared for it.

III.1.13. Employment prospects and opportunities

A dual career can lead to enhanced future employment prospects because logically, the more skills people have, the more employable they would be. Moreover, having certain skills can lead to getting a well-paid job, as compared to not having those skills. Furthermore, athletes with dual careers generally have broader networks, that can assist them in finding employment. Athletes could also prepare for an employment within the sport that they are active in. For instance, tennis players could prepare for a career as tennis coaches. In some countries, such as Austria, there are dual career supporting organizations, such as KADA, that help athletes have a dual career and even provide counselling services for athletes that are about to end their sports career, as well as assistance in finding a job.

1. Higher employability

2. Access to well-paid jobs

3. Broader networks can help athletes find a job

4. Opportunities for elite athletes to prepare for an employment within the sport

5. Support from Dual career organizations

Dual careers can lead to enhanced employment prospects.

III.1.14. Policy areas

The notion of a dual career for elite athletes by definition involves engagement in the sports domain and the domains of work (whether training or employment), education, and the health sector. In addition to these domains, Ministries of Finance may well be engaged in issues relating to student-athlete funding, taxation and payment for health benefits. The individual will thus enjoy a range of rights and responsibilities in relation to these domains depending on Member State policies and practices (including legal frameworks), and responsibility for the policy domains themselves will be invariably spread across a number of central (and in many cases regional and local) government departments responsible for work, sport, education and health with the precise configuration of responsibilities varying from one Member State to another.

Health provision and protection for elite athletes may be administered by health departments, while financial matters such as tax incentives for commercial providers of education provision are likely to be the responsibility of finance departments. In addition to engagement of a



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

variety of policy bodies across related policy domains, organisations and interests across the commercial, public and non-governmental organisation (NGO) sector are implicated in the arrangements to be made for dual careers. Thus in terms of regulation or control, or the fostering of good practice, the area of athletes' dual careers invariably involves an element of 'joined up policy' across policy domains, and the steering and/or regulating of activity to ensure that athletes' long-term needs outside of sport are met. Athletes and their representing organisations should be involved in this process.

There is no single model to be recommended on how to include all related policy domains in the dual career framework, nor can it be said which sector should take the lead in this coordination process. Different studies identify four types of approaches to state intervention in this area, namely: a state-centric provision backed by legislation; the state as a facilitator fostering formal agreements between educational and sporting bodies; National Federations/ Sports Institutes acting as facilitator/ mediator engaging directly in negotiation with educational bodies on behalf of the individual athlete; and a 'laissez faire' approach where there are no formal structures in place. Research points out how France, Finland and the UK respectively have sought to adapt to their local systems and produce success in both academic and sporting terms, by cooperation across levels of government, across policy domains and across commercial, public and NGO providers.

- Cross-sectoral, inter-ministerial approach at national level
- Public and non-governmental organization NGO sector
- Agreements between educational and sporting bodies; National Federations / Sports Institutes
- Different studies - Aquilina, Henry, and PMP (2004), a review of policy on the education of elite sportspersons in the (then) 25 EU Member States.
-

According to the EU Guidelines actions on Dual Careers of Athletes

➔ Guideline 1 – Talented and elite athletes in amateur and professional sports, including athletes with a disability as well as retired athletes, should be recognised as a specific population group in the relevant policy areas. This status should be:

a. Developed and recognised through cooperation between stakeholders in elite sport including the athletes' representing organisations, education, employers and business, as well as governmental agencies (ministries responsible for sport, education, employment, defence, home affairs, economy, health and finance);

b. Integrated in the institutional regulations and policy plans of sport bodies and educational institutes, in the social dialogue between employers and employees in professional sports and in the dialogue between executive boards and athletes' committees of sports organisations in amateur sport;

c. Supported by specification of pathways for late and early specialisation high performance sport and for athletes with a disability, in particular where pathways for able-bodied athletes cannot be used.

➔ Guideline 2 – Public authorities responsible for policy domains involved in the provision of sport, education, training, social and financial support.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Guideline 3 – Authorities responsible for the implementation of dual careers should develop national guidelines for dual careers taking into account the EU Guidelines on Dual Careers and the specificity of the national sport and education system and cultural diversity.

III.1.15. The challenges related to Dual Careers

A large number of specifications and regulations related to talented and elite sportspeople exist in a number of EU Member States, but most of them are fragmented or focus only on some aspects. A few Member States have set out legal regulations, including specifications relating to the necessary requirements to run training centres. Training duration (mostly in early specialisation sports) is limited through educational or labour laws or collective bargaining agreements in the case of professional sports, or on the basis of official guidelines issued by the State and/or the sports movement.

- The safeguarding of the development of young athletes, especially of children in early specialisation sports, young people in vocational education and training, and disabled athletes;
- The balance between sports training and education and, at a later stage of life, the balance between sports training and employment;
- The end-of-sporting-career phase of athletes including those who leave the system earlier than planned.

III.1.16. Dual career good practises around the world

- Austria **KADA** offers support before, during and after a sports career
- UK **Professional Cricketers Association's personal development programme** aims to improve the performance of cricket players and to prepare them for life after their sports career
- Spain **The AJFS, the association for indoor footballers** makes online videos to motivate players to start thinking about their future
- France **The SNB basketball players association** has set up a network of former players who are now working in different careers
- **Windsurfer Pierre le Coq** - former world champion and Olympic bronze medal winner in the RS:X event at Rio 2016, a dentist

As the importance of dual careers grows, many countries around the world have created programs to help athletes have a dual career. Four of those initiatives can be seen above.

KADA in Austria has 3 programs to help athletes have a dual career. KADA helps young athletes decide on a career path, helps athletes combine university with a sports career, and helps athletes find work after their sports career has ended.

Similarly, the Professional Cricketers Association's personal development programme in the UK aims to improve the performance of athletes (for e.g. by organizing alcohol awareness courses and



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

providing training in social media). This organization also aims to prepare cricket players for life after their sports career.

The AJFS, the association for indoor footballers in Spain made an online video about a well-known athlete, who did not prepare for life after his sports career. The video focuses on the difficulties of the ex-player, who had to move back in with his parents and work as a waiter to earn a living. The idea of this video is to motivate players to start thinking about their future.

SNB is a French basketball players association that has set up a network of former athletes who all have different careers. The network shows a range of different careers and even has a mentoring system for players interested in certain jobs.

Windsurfer Pierre le Coq pays equal importance to both his careers. He shows that it is possible to combine a professional sports career with a different career. In this case, the French Olympic champion also works as a dentist.



Co-funded by the
Erasmus+ Programme
of the European Union





TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Topic 2. GOOD PRACTICES IN DUAL CAREERS IN SPORTS

III.2.1. Dual careers good practices in TC4DC project countries

▪ Austria

Many possibilities and benefits for education of athletes within educational system both at secondary school level and university level. The first institution to offer dual education was the FH Joanneum in Graz / Styria. It opened its doors in 2003. The dual study enables participants to continue their training on the job while undergoing and completing their studies in compact sessions – online or on-site.

KADA Karriere Danach is an institution for dual career and professional integration, aiming at harmonizing the demands of top athletic careers with education or professional activities. It has supported 1251 athletes in total, out of which 20 are tennis players and the remaining are athletes from 81 other types of sports. KADA's A&W aims to support athletes in choosing an educational program by offering flexible educational opportunities. A&D offers individual consulting sessions for athletes to find ways to best combine education and sports.

The **VTV, Vorarlberg's Tennis Association**, in cooperation with the "Olympiazentrum Vorarlberg", is trading new ground by offering players the possibility of completing an apprenticeship as a clerk in its head office in Dornbirn. The STV, "Salzburger Tennisverband" and the OETV in Vienna have decided to follow Vorarlberg's example.

Osterreichische Bundessportorganisation, BSO (Austrian Federal Sports Organization) as non-profit institution that provides support for athletes. BSO is the central platform of coordination and consultation in Austria's sport system. Its comprehensive competences cover the coordination of sports activities, provision of services for members, representation of Austria in international panels, coordination of support efforts, education of coaches and instructors, education and training of executives, promotion of fairness in sport, implementation of measures against doping, violence and racism. <https://www.sportaustria.at>

Fit Sport Austria: unites 3 non-profit organizations: ASKOE, ASVOE and Sports Union. Together they set a huge exclamation mark on the scene of health-oriented popular sports, under the slogan "miteinander mehr bewegen" ("move more together"). They support more than 14,000 clubs by offering financial support for the construction and maintenance of sports facilities, help with the organization of multi-sport events, training camps, transports to and from event locations, training and retraining of instructors, etc. TC Bludenz, part of TC4DC project has also profited by getting financial support for their annual "Schnuppertennis Projekt", by means of which instructors and coaches try to introduce elementary school kids to tennis, with the intention of winning them over for the "white sport". Source: <https://www.fitsportaustria.at>.

Olympic Centres - there are 8 Olympic Centers spread around Austria. One of them is the "Olympiazentrum Vorarlberg", located in Dornbirn. Its focus covers five areas:

- 1) Professional support for top athletes: coaching, consulting, planning in all matters of training;
- 2) Education and training: for athletes, teachers & coaches, officials, functionaries & sports managers;
- 3) Support for associations: strategies, structures & organisation, personal development, culture among associations, networking;
- 4) Infrastructure: hotels & gastronomy, training camps, sports facilities & seminar locations;



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

5) “Vorarlberg bewegt>>” sports offers for children & families & adults, education and training.
<https://www.olympiazentrum-vorarlberg.at> àDa

Sports Associations -> there is a great number of Sports Associations, with tennis associations in each of the nine federal states of Austria. Tennis in Vorarlberg is represented by: VTV: (Vorarlberger Tennisverband). The association offers numerous services for 52 clubs, with more than 10,000 members – an impressive number, considering that Vorarlberg is Austria’s second-smallest federal state. Various departments handle the following matters for the association and its members: Training of instructors, coaches and referees, Tournaments, ITN administration, Wheelchair tennis, padel tennis, beach tennis, Qualified support for clubs, Education and training for club members, Organization of state-wide team championship. This year, they organized a course on the “Coordination of Volunteers and Strategic Volunteers’Management” is offered. There is a long list of courses that were offered in the past, such as Red Court Competence, Orange Court Competence, First Aid, Match Fit, Respect & Safety in Clubs, etc. Source <https://www.vorarlberg.at>

▪ Bulgaria

There are 26 **sport schools** in Bulgaria, provide education in sport and support education of athletes during their sporting career. The **National Sport Academy** is the leading institution in providing education for sport and also possibilities for professional development of athletes. The biggest opportunity is NSA allowing its students to study on individual program if they have good sporting results.

The **Bulgarian Tennis Federation** (BTF) is the main provider of informal education in Bulgaria. In 2016 Bulgaria became the first Balkan country which coach education system was recognized by the International Tennis Federation (ITF) with a Bronze level. More than 150 Bulgarian coaches received specific tennis education, receiving certification only after a successful completion of the course. BTF is the first sport federation in the country with own **Center for professional education** (CPE) . The courses thought the center provide the participants two diplomas – one from CPE, which is recognized by the Ministry of Youth and Sports for “assistant coach” level, and one from ITF coaching, which is recognized by the ITF in the whole tennis world with the description “Coach of beginner and intermediate players”.

Positive examples of the biggest clubs in Bulgaria to support their players:

- 1) Participation in the organization of tennis tournaments organized by the clubs; mainly as umpires (which also helps the players for their better understanding of Rules of Tennis and how to behave when they are playing their match)
- 2) More experienced players to lead the practices of the smallest kids.
- 3) Participation as a coach and/or teacher in summer tennis camps

▪ North Macedonia

Possibilities for sport education in secondary school and at university. There is a **Sport academy** - Secondary school for athletes, selected as sport talents in particular s which provides possibility to learn for the sport in parallel to their sport training. Studies for tennis are also available. Athletes receive support for professional and personal development during and after sporting career from **Agency of Youth and sport** and **National sport associations**. Federations provide support for development of concept of dual career through different Erasmus +sport projects for DC.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Positive examples:

- 1) In the period between 2013-2016 the Agency for Youth and Sports assign 500 scholarships for young promising athletes, who in the future should grow into sports representatives of the country. In 2012 the Government of North Macedonia assign 375 scholarships for young athletes up to 20 years; In 2020 and 2021 the Government assign 100 scholarship for high schools talented athletes.
- 2) Project "ATHLETES FRIENDLY EDUCATION " focused on the promotion of Dual Careers of Athletes and the support of innovative educational approaches and good governance in sport. It is relevant to the objectives of the EU policies in the field of sport and in pursuit of the objectives from the EU Commission Guidelines on Dual Career of Athletes.

▪ Romania

There are two special orders of the Ministry of Education (order 5159/1998 and 4799/2010) which establish:

- athletes have a frequency exemption, commensurate with the level of performance;
- a baccalaureate exam special session will be held for the high school graduates selected in the national teams and preparing for the Olympics or other major international sports competitions;
- a prolonged or open examination session (higher education) is suggested for performance athletes engaged in major competitions;
- all athletes have free accommodation in student campus.

Sports federations have a major influence in promoting dual education programs - performance sports and school - (88%), national governments (81%) and educational institutions (81%). They should take responsibility for raising awareness of national dual career guidelines at the national level.

In Romania, performance athletes benefit from the rights of social insurance, social assistance, social health insurance, and the rights to which they are entitled from private pension funds, in accordance with the law. The performance athlete who has won a gold, silver or bronze medal in the individual or team events of the Olympic Games or a gold medal at the World and European Olympic Championships is entitled, upon request and with the confirmation of the Ministry of Youth and Sports, at a life annuity that is the equivalent of 1.5 average gross salaries (economy level). Only Erasmus Plus Sport projects have supported young tennis players to continue their career in tennis clubs or tennis associations. The universities, clubs and ONG have gathered tennis players in

order to give them the know how about dual career in tennis.

Positive examples:

E-learning for social partners project

- 1) Professional and Amateur Football Players Association in partnership with National Trade Union Bloc and National Authority for Youth and Sports has conducted a project of social security, and professional re-conversion of athletes (2009- 2011) called E-learning for social partners;
- 2) Project targeted: active athletes, athletes near the end of their career and retired athletes, in all sports, regardless of gender.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Erasmus + project for DC

1) School for Coaching - 2 years vocational training institutions where players can graduate and becoming tennis coaches. After graduating from this school, they obtain a lower qualification than after graduating from university. The former players are involved in the tennis clubs as tennis instructors before they take the university or school of coach's way.

▪ Greece

Legislative Framework in Greece - the regulation related to athletes and sports is based only at the law "152", Establishment, organization and operation of sports trade associations and other provisions). Besides, includes "organizing and conducting regular training seminars of administrative and cooperation with such centers, for after-football training footballers". This provision applies to all high level athletes of all sports.

Generally, In country athletes are amateur and belong to associations which are amateurs. Sports that have professional contract are only football, basketball and Volleyball. Nevertheless, none of the sporting federations have programs to support a second career. Additionally, professional athletes in course of their careers have health insurance and not pension insurance. In Greece, the role of State contains:

- Designation to public sector
- Facilitations to military service
- Bonus for entrance in tertiary education

General conclusions

In Austria, Bulgaria, Greece, North Macedonia and Romania, there is no existing national program for supporting professional tennis players to support them in building a dual career in tennis and staying in tennis after completing a sports career. Staying in tennis after a sport career or building a professional career in another segment is a personal decision of players in each country, and there are different individual examples. The tennis federations in mentioned countries, together with tennis clubs, should work more intensive to promote the concept of dual career in tennis and this way, to ensure tennis players have the possibility to combine the love for tennis and their future profession. There are successful examples in tennis for Dual career programs:

The **USTA's professional tennis management (PTM) program** -> great addition to a four-year bachelor's degree. Students with focus areas in hospitality, sports management and exercise science can add value to their degree and open up career options in tennis in facility management, technology, marketing, and business. Sign up to receive more information on the colleges that offer PTM. Steps to a career in coaching might include:

- 1) Having great tennis skills
- 2) Having in-depth knowledge of the game of tennis
- 3) Studying Sports/Exercise Science
- 4) Volunteering/working as a tennis coach to gain experience
- 5) Getting a Bachelor's degree in Physical Education, Kinesiology, Biomechanics or Sports/Exercise Science

Barcelona Tennis Academy - Team of psychologists has prepared a summary of the main points. "A dual career is defined as a career with two main, simultaneous focuses in sport and studies or work. Athletes have to face challenges on and off the court. Those concerned with pursuing a dual career have healthier profiles of passion, motivation, and satisfaction of basic psychological needs



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

than those who are almost exclusively oriented to succeeding in sport (linear trajectory). A dual career approach makes it easier for those who fail to become elite athletes to have professional alternatives outside of sport and enables an easier transition to an alternative career after retiring from a high-competition sport.

A general profile of competences of those pursuing a dual career:

1. Ability to face stress in sports and studies
2. Assertiveness
3. Ability to use time efficiently
4. Staying patient about the progression of the sports career and studies
5. Ability to use the setbacks of sport and/or studies as positive stimuli”

III.2.2. Experiences from other European countries

The EU Guidelines on Dual Careers of Athletes have been adopted in 2012 to suggest some actions to the member states to support athletes.

- **Hungary** -the stakeholders of the topic of Dual career in Hungary were divided into four categories: athletes, sport organizations, employers and higher education institutions.

Good practice: Athletes to Business (A2B) project which has analysed obstacles, barriers, and opportunities that athletes face during their years when they must combine education, sporting life, and the beginning process of their career, which is called dual career. Central questions of the project were: - how can athletes better reconcile top-level sporting achievement with education and a career to strengthen their transition from sport into the labour market, in a job where athletes can leverage their strengths to further contribute to society; - what can be done to support this objective by the national authorities, the sport organisations, business and the athletes themselves. This project further addresses the support at various stages and of various organisations for the integrated development of an athlete. A2B focuses on dual career after secondary school and highlights the role of four different target groups that have an impact on an athlete’s development which can play an essential role by providing an enabling environment/framework for dual career. The new AtLETyC approach shall provide Athletes with a new career path and decrease unemployment. The training program can easily be tailored to the needs of others and transferred to other countries and regions in Europe. The project targets the elite athletes including athletes with a disability as well as retired athletes aged between 18 and 35 and athletes are dedicated to achieving results and have an attitude and the capability to be the best and to succeed.

- **Slovenia**

The area of dual career in Slovenia is vastly under researched, especially in the higher education field, whereas the situation is somewhat better on the primary and secondary education level. Still there are some efforts being made.

Some efforts regarding better inclusion of athletes after end of the sport career have been made, such as “dual career” programme, which proposes a comprehensive approach to athlete’s development through specific sport tutors/ guides of athletes’ developments. The programme was proposed at the Olympic committee of Slovenia and the World Olympians Association’s grant helped the Slovenian National Olympians Association make athlete welfare its top priority by expanding its Olympians Tutoring Programme.

- ✓ GEES: Gold in Education and Elite Sport



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- ✓ B-WISER - “Be a Winner In Sport & Employment before and after athletic Retirement”
- ✓ Aftermatch
- ✓ AtletyC – “Athlets Learning Entrepreneurship – a new Type of Dual Career Approach”
- ✓ Projects of National Olympic Committee
- ✓ Tutoring program of Slovenian Olympians
- ✓ E-learning learning Program
- ✓ Development of Human Resources in sport
- ✓ Ministerial projects Employment of the elite athletes and coaches in Public administration

▪ Slovakia

Main legislative regulations related to dual career in Slovakia. On 1st January 2016 it comes into force the Act on Sport, amended as of November 2016 that legally stipulates the following chapters:

- ✓ sport competition
- ✓ subjects in sport (professional, amateur, talented athlete, coach, administrator, etc.)
- ✓ legal relationships upon performing, organizing, managing, administering and supporting and developing sport
- ✓ solving disputes in sport
- ✓ competences of public administration bodies in sport
- ✓ measures against negative phenomena in sport (doping, hooliganism, xenophobia, racism, etc.)

Based on the Act on Sport, sport clubs and unions have to guarantee contract on talented athlete sport preparation, a 3-year-long professional contract. By this contract talented athlete agrees to perform sport on behalf of the sport organization and the sport organization agrees to provide sport preparation and education of talented athlete. Based on this contract the sport organization agrees also to provide health/medical care and regeneration for the talented athlete. It also allows for and facilitates education of the student-athlete. After the termination of the contract the talented athlete has to agree to sign professional contract with the sport club. In case of failing to sign the professional contract, the talented athlete is obliged to Slovak Athletes Protection League – LOSS -> protect the rights of athletes, provide advices and consultancy related to dual career. o refund all the expenses spent by the club during the last contract.

▪ Italy

- ✓ “GEES: Gold in Education and Elite Sport”
- ✓ “Developing an innovative European Sport Tutorship model for the Dual career of athletes”
- ✓ Winner
- ✓ B-Wiser
- ✓ FIBA (Badminton) – “#Project Youth #20e24”
- ✓ FIBS (Baseball and Softball) - “Italian Academy of Baseball & Softball”
- ✓ FIC (Rowing) - “University College of Rowing”
- ✓ FITET (Table Tennis) - Project Italy

The GEES project, financed by Erasmus + Sport Program, commits Italian Olympic Committee (CONI) as a partner of 9 participant nations (Belgium, France, Italy, Poland, Slovenia, Spain, Sweden, The Netherlands, UK). The general objective of the project is to implement the European Guidelines on Dual Career, especially focusing on the main competences to develop a DC and a life after sport



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

and on the quality of services offered to athletes for DC. The partners drew up a questionnaire to investigate which could be the key skills used by athletes to manage sport career transitions and how much they have developed them. Thanks to the research, it was also established the professional figure of Dual Career support provider, a sort of counselor for Dual Career. The data collected pointed out the most relevant skills in sport career transition success which are described in topic 3 of the current module.

It was also better defined the DC support provider who is “a professional consultant, related to an educational institute and/or an elite sport organization – or officially recognized by one of those – that provides support to elite athletes in view of optimizing their dual career/combination of elite sport and education. They want to provide a Handbook to explain the role of this figure

III.2.3. Dual careers examples in other sports

- DC4AC project (Regional Center for Dual Career Policies and Advocacy)

The general aim of DC4AC projects is to develop a functional organism, the Regional Center for Dual Career, being an excellence pole for dual career awareness, monitoring, evaluation and research in 7 project countries. Involved countries: Romania, Hungary, Italy, Greece, Slovakia, Slovenia and Bulgaria. The project aims at understanding the athletes’ actual needs and expectations concerning dual career and the current opinion of some main sport authorities about the situation of dual career in their respective countries. Within the project, examples of dual career’s good practices are presented. Different tools, such as workshop, campaigns, e-learning platform in order to facilitate the dual career of were developed and applied (Project DC4AC, 2017). Innovative clubs for dual careers - The project identifies best practices for dual career in six European countries, presented in Guidebook for best practices in dual career.

- “Developin an innovative Euroeapan Sports Tutorship model for the Dual Career of athletes - ESTPORT

This project analyses the importance of DC for athletes in a view of the idea of athletes – student as a “centaur”. The Handbook “An innovative European sports tutorship model of the dual career of student-athletes” UCAM Sports, presents the Tutorship Model, a pioneering model in Europe to offer a dual career to those high-level athletes who study a university career (Pato et al, 2017)

III.2.4. Good practices in other sports

The **Gaelic Players Association (GPA)** - GPA is working on a model of developing a player Rep Team in each squad to act as its representative group for the players association. These four or five volunteers from each squad are provided with training to help them support their fellow players and to also form an integral part of the running of their national player association. This training is a form of Continuous Professional Development for the Rep Team who value it as part of their own dual career preparation. It also helps to create a more effective and engaged volunteer network. Such a volunteer based system can be a cost efficient way of establishing player support networks. The **Jockeys Education and Training Scheme (JETS)** - The Jockeys Education and Training Scheme in the UK runs a successful dual careers award every year which has been covered on television. This award is for the jockey who has made the best career transition and includes a financial bursary for the winners to assist with training costs. An important part of the award is the high profile it gives to jockeys preparing for life after sport and it also very importantly taps into athletes’ competitive streak by making dual career preparation a competition with short term winners.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

UK's Professional cricketers association - The UK's Professional Cricketers Association's personal development programme has two major aims:

- 1) To improve the performance of cricketers through easing and minimising potential distractions during their playing career.
- 2) To better prepare cricketers for life after cricket.

The first of these targets is a direct benefit to the club and will help improve players' performance and reduce problems. Typical examples can be running alcohol awareness courses and providing training in social media, two areas that can cause major problems for players and their employers. The Jockeys Education and Training Scheme (JETS) in the UK runs a successful dual careers award every year which has been covered on television. This award is for the jockey who has made the best career transition and includes a financial bursary for the winners to assist with training costs. An important part of the award is the high profile it gives to jockeys preparing for life after sport and it also very importantly taps into athletes' competitive streak by making dual career preparation a competition with short term winners.

The Association for indoor footballers in Spain

- AJFS, the association for indoor footballers in Spain, has produced an excellent on-line video of a well known player who failed to prepare for life after sport. The video shows the difficulties an ex-player faces in his new life as he has to live with his parents again and work as a waiter to make ends meet. This powerful testimony is designed to scare players into thinking about the future.

Other examples:

- Italy, Sweden, the Netherlands (CTO), Denmark (Team Denmark), and the United Kingdom (TASS) provide tailored medical and lifestyle support for their athletes.
- Belgium, Portugal, Spain (CAR), and Germany give career guidance
- CAR (Spain) organises meetings at which companies can scout athletes for future employment, with CAR promoting their special skills and competences.
- Austria (KADA) provides career counselling and vocational training to improve employability; career guidance, job application training and job placement are its main focus.
- Denmark - Study4player
- IOC and Adecco program (since 2004)

III.2.4. Personal stories for dual career in sport

- VICTOR HANESCU ranked 26 ATP, member of Romanian Davis Cup team, after he finished his career he become tennis coach and entrepreneur, building a tennis academy in Bucharest.; The Ministry of Youth and Sport of Romania is conducting the Pierre de Coubertin Program for all national sports federations;

the new action plan addresses issues of educational, social and economic aspects of the sport, public health, social inclusion, volunteering, funding, social protection of athletes, the environment, highlighting the role of sport for society.

- KIRE LAZAROV one of the most popular Macedonian handball players and one of the world best goalkeepers who is still active in sport both as player, coach and selector of Macedonian national handball team in last two years. Parallel with his personal sport career he is also working as supporter of young athletes by opening handball schools in different cities in the country as well



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

as organizing summer sport camps where children, young athletes and coaches can learn from the best players and coaches in Europe.

- PIERRE LE COQ - Windsurfer Pierre le Coq, a former world champion and bronze medal winner in the RS:X event at Rio 2016, might not be the first person expected to have as a local dentist, but alongside his training that's exactly what he does. With his sights now set on another podium place in Tokyo, Pierre splits his time between his two careers to ensure that he can earn a living while pursuing his sporting goals.



Co-funded by the
Erasmus+ Programme
of the European Union





TC4DC



TENNIS CLUBS FOR DUAL CAREERS

Topic 3. DUAL CAREER COMPETENCES

Athletes often face challenges to combine their sporting career with education or work. The aim to succeed at the highest level of a sport demands intensive training and competitions at home and abroad, which can be difficult to reconcile with the challenges and restrictions in the educational system and the labour market. Not only high levels of motivation, commitment, resilience and responsibility from the athlete, but also special arrangements are needed to avoid the situation where talented¹ and elite² sportspeople are forced to choose between education and sport or work and sport. Such "dual career" arrangements should be beneficial for athletes' sporting careers, allow for education or work, promote the attainment of a new career after the sporting career, and protect and safeguard the position of athletes. Dual career arrangements are relatively recent in the majority of Member States and sports. In Member States where these arrangements have been developed for some time, they sometimes lack solid agreements between the sport system and either the educational sector or the labour market. They may also lack a legal framework or a sustainable governmental policy.

Education is the key to success. But there are questions that every individual may ask as how can you strike that optimal balance between training and learning? Do you want to achieve success beyond sport? As an athlete it's vital that you choose a school or university that will work with you to achieve your aims for both your education and your sports career.

Why don't you explore the benefits, challenges and opportunities of pursuing a dual career, balancing sport and education? Dual career can also mean pursuing other opportunities alongside your sporting career, such as employment, internships or entrepreneurship.

III.3.1. Ways to combine professional sport career with education

Being an elite athlete doesn't mean to neglect the education. While the demands of training, travelling and competing can be tough, it is possible to successfully balance sport and studies. Those athletes who do find a way to pursue their academic goals alongside their sporting career will find that there are many benefits to be gained. Being able to focus the efforts on something away from the training – such as studying – will help provide perspective and enable to better cope with sporting setbacks.

As the educational part of dual careers is a challenge for many athletes, personal support for athletes in the form of mentors, tutors and personal learning support systems has been identified as a successful tool for encouraging athletes to maintain their educational programmes. Tailormade solutions should be found for (small groups of) athletes because of the variety of sports and the different preparations needed for each sport, the stages of development athletes are passing, and the variety in educational providers. Supporting services could promote the use of incentives to encourage young sportspersons to complete their education. Web-based directories can offer information on academic and vocational courses at national and European levels, educational resources and flexibility arrangements, facilities, coaches and high-performance information for individual sports. Such a resource tool for elite athletes should facilitate course choice and forward planning. Despite positive measures taken to support individual student-athletes (and their parents), more specific and structural measures are needed. Many Member States have already taken these challenges seriously by supporting specialist educational





TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

institutions, programmes and methods to help young sportspersons balance their education and sport. These measures promote the implementation of dual careers, but also support indirectly the strategies of Member States on education (highly qualified workforce, the prevention of early school leaving) and sport. Furthermore, given the popularity of sport, they provide schools with opportunities to profile themselves and attract more students.

- Universities or faculties of physical education and sport
- School of coaches
- Educational centers
- Other branches to become entrepreneur

Dual Career model is based on recognising non-formal and informal learning and identifying skills gained from sport. The focus is on 8 competences of which 5 are generic competences driven from sports itself. The key is in understanding what skills sports teaches and how those skills are identified and put to use in working life:

1. Learning skills
2. Ethical skills & Accountability
3. Work community skills
4. Innovation skills
5. International skills

The remaining 3 competences are driven from the educational programme:

1. Physical education pedagogy
2. Wellness coaching
3. Sports coaching

The combination of education and training often becomes complicated when athletes would like to combine higher education with their sports career. More transitions are often taking place at this age as students move to another town away from home and family, make new friends, change clubs and have to make new training and sport arrangements. A substantial investment is needed in all domains. In most Member States, opportunities for pursuing an academic education and a sports career are not planned. Sports and Physical Education Faculties in Member States are adapted to training since their subjects are all sport-related. They generally lead to teaching and training jobs in sport and physical education. Some countries only have sports faculties as an adapted means for athletes to access upper education. In some cases, a sports faculty may not be the best path to follow as a dual career. If more sports have to be combined in the curriculum, the specific discipline of the athlete may suffer due to an overload of physical training and injuries, having a negative influence on the athlete's sport performance. However, it could be examined whether in the framework of a bachelor's degree in applied sport, the scientific preparation of professional athletes could be recognised as an element of the curriculum.

Most Member States entitle elite athletes to benefit from specific advantages taking into account the specificity of their condition. But universities are autonomous and therefore entitled to regulate the status and support allocated to elite athletes and to set up their own arrangements on flexibility in timetables, distance learning, tutors etc. Some universities across the Member States have specific policies or programmes in place to facilitate the entry for elite sportspersons.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Either the Ministry of Sport or the Ministry of Education, depending on the Member State, has put these policies in place. Athletes must meet specific criteria to qualify for facilitated entry requirements, which vary between Member States but typically centre on a top-three placing in the Olympic Games, World Championships or European Championships. A number of Member States have an incentive scheme where 'bonus' points, based on sporting performance, may contribute towards entry requirements.

Practice often shows that existing measures are not sufficient (no policy of the university, too much dependence on individual arrangements) and that many elite athletes cannot study efficiently if they want to reach the elite level on the sports side, especially if they are 'punished' by restrictive measures related to the extended duration of the study. It could be of interest in countries which have no legislation in place to come to a general agreement between sport stakeholders and (interested) higher education institutes and define a statute of a student-athlete in higher education, accepted and respected by all partners. This would increase transparency so that athletes could know which specific arrangements to expect when and where. 22 Alternatively an accreditation system could be developed to identify and select institutes or faculties of higher education with proper dual career arrangements in place. The use of student sport services on the university campus for regular training could be one of the elements of such arrangements.

What are the benefits for an individual?

As well as enabling to gain an academic qualification, balancing sport and education can provide a variety of benefits. These include:

- Learn to successfully balance two or more aspects of life without sacrificing prime pursuits and reach potential in both area;
- Health and psychological benefits such as reduced stress and increased well-being;
- Education allows to give a break and have a different focus or a positive distraction;
- The opportunity to enhance current skills, develop life skills and become more well-rounded;
- The chance to expand social networks beyond sports;
- Enhanced employment prospects with transferable skills for the future;
- Prevention of identity crisis and allows to expand your identity;

A dual career does not mean giving up on sporting dream, that sporting performance will suffer or being negative or doubting sporting ability. The success of dual career arrangements often depends on the goodwill of persons in key positions of an organisation or institute, while in fact a systematic approach based on general and sustainable financial and legal arrangements is needed. The increasing trend that athletes regularly train and/or compete abroad makes the combination with study more complex. The organisation of individualised pathways in education or distance learning is demanding while extra 'holidays' are a problem in the labour market. Athletes are reported to be in a disadvantaged position compared to other workers in the labour market. Enterprises may perceive it as difficult to adapt to the changing employment needs that athletes have at different stages of their careers. Governments, various organisations and athletes have called attention to these challenges as well as to concerns about the quality of education and supporting services for young people involved in elite sport in Europe.





TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

The main challenges are:

- The safeguarding of the development of young athletes, especially of children in early specialisation sports, young people in vocational education and training, and disabled athletes;
- The balance between sports training and education and, at a later stage of life, the balance between sports training and employment;
- The end-of-sporting-career phase of athletes including those who leave the system earlier than planned.

III.3.2. Competences needed

- Personal aspects-competences
- Aspects of a social nature
- Innovative aspects

The characteristics of the athlete, who is both a student and professional who wishes to earn a university degree, require a specific system capable of both teaching and assisting them in following these courses. For this reason, the universities which are interested in devoting part of their efforts as educational agencies to this kind of athletes know that they need to focus not only on the specific and particular contents of their teaching programs but also on the specific organizational and logistic aspects related to the teaching activities.

The concept of dual career refers to the combination and coupling of an athletic career with education and/or occupation. For an athlete, pursuing education while competing in high-performance sport can be a challenge. We know that nowadays there is an increasing demand on athletic performance in elite sports. This can determine a very high pressure on athletes, who are often forced to choose between maximizing their athletic potential or obtaining a satisfying education for their post-athletic career.

For all these reasons, the dual career represents a challenge for European universities that need to invent new ways of reorganizing their knowledge and the learning models they offer to their students. This has to be done so to help student athletes in their learning processes which, if one wants them to be effective, they have to be supervised and monitored by an appropriate supervision system capable to adapt themselves to the needs and requirements of the student athlete both as a person and professional. To be clear, one of the main question relating to the dual career of athletes and its issues concerns “what”, or better “who” the student athlete is. According to the main definitions, a student-athlete is a person who is a full-time university or high school student, and who participates in athletics or plays sport as an individual or member of a federation, a club, or of a sport association.

This definition is generic, and it takes into account the situation and characteristics of the student athlete as seen in the tradition of the European Universities, which have not a long tradition in this field, as it happens, instead, in the American ones. For the student athlete, it is not easy to find a balance between education and participation in athletics because this participation takes complete mentally and physically dedication. Nevertheless, many authors claim that participation in sport can foster, in all the people, the growth of her/his personality, of leadership skills, and it can bring, if adequately supported, to a global satisfaction with the University experience. This experience can serve as what we can call a “reservoir” for skills which can become qualities shown as behaviors by the athlete as person in her/his everyday life. To define who the student athlete is, it seems a very complex and elusive task due to many factors and variables such as: the vision of each



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

university, college or high-school about the student athletes; social awareness that education is a right for the athlete throughout the overall course of her/his life; the policy and politics strategies, dependent on local or national institutions/governmental bodies, aimed to support the dual career of student athletes; and, above all, the prejudices and stereotypes towards the dual career of student athletes.

The student athlete shows a complex profile which can be considered very similar to that of a centaur (half man and half animal). We could say that, actually, the student athlete is neither an athlete nor a student, if we conceive of her/him as a person who uses to entirely devote herself/himself to the full activities that both sport and education imply. The student athlete really seems to be a centaur: half a student and half an athlete, whose success depends upon being entirely one of the two parts of the mythological creature. This centaur profile, being so complex, fragmented and unstable, of course makes it difficult to identify a stable pattern of overall training and education for students athletes in dual career.

▪ Personal aspects-competences

The GEES (Gold in Education and Elite Sport) project, financed by Erasmus + Sport Program, commits Italian Olympic Committee (CONI) as a partner of 9 participant nations (Belgium, France, Italy, Poland, Slovenia, Spain, Sweden, The Netherlands, UK). The general objective of the project is to implement the European Guidelines on Dual Career, especially focusing on the main competences to develop a DC and a life after sport and on the quality of services offered to athletes for DC. The partners drew up a questionnaire to investigate which could be the key skills used by athletes to manage sport career transitions and how much they have developed them. Thanks to the research, it was also established the professional figure of Dual Career support provider, a sort of counselor for Dual Career. The data collected pointed out the most relevant skills in sport career transition success.

They found five main competences:

- 1) Life management
- 2) Emotion and mind management
- 3) Self-awareness and goal setting
- 4) Career Planning
- 5) Networking Always using an online questionnaire, researchers proposed some possible scenarios of sport and education challenges.

For each scenario, athletes were asked to evaluate the most relevant competences to manage the situation. The skills proposed were considered by researchers as “transferable competences” to other contexts besides the sport one. The most quoted by athletes were:

- ✓ Dedication to succeed in both sport and study
- ✓ Perseverance during challenging times and in the face of setbacks
- ✓ Ability to prioritize what needs to be done
- ✓ Self-discipline to manage the demands of your study and sport combination (e.g. work independently without the supervision of others)
- ✓ Willingness to make sacrifices and choices to succeed in sport and study
- ✓ Ability to use your time efficiently
- ✓ Ability to make your own responsible choices with regard to your study and sport



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Sport achievement is the basis for DC support and athletes' status rights. According to the European Guidelines on Dual Careers of Athletes, a talented athlete is recognized by a sports organization as having the potential to develop an elite sporting career. Elite athletes are those who have a professional contract with a sports employer or organization and/or have a recognized status as an elite athlete such as Olympic athletes. When providing DC support, more attention is given to special target groups (i.e., winners of Olympics, world, and/or European championships), but it is important to establish equal possibilities for elite athletes. Many elite athletes have difficulties in the transition to post-sport career employment and proper inclusion in the normal life environment (e.g., regular job, family, etc.) Previous studies suggested that demographic aspects such as age, sex, and type of sport have not shown clear associations with the quality of adjustment to post-sport life. However, research has shown sex, educational status, marital status, and competitive levels have an influence. The reasons for sports career termination can be related to athletes' jobs, education, performance, sport environment, health, family, finance, personal reasons, and motivation. Concerning the educational status, previous studies underlined that the educational achievement of athletes positively affects the transition quality of elite athletes and influences the retirement processes.

Career transition out of elite sports is a dynamic, multidimensional, multilevel, and multifactor process in which nationality and culture play a crucial role in the post-sport career. Various approaches have been used to study post-sport career transitions. For instance, one study tracked changes in the athletic identity and life satisfaction of elite athletes over time as a function of retirement status and voluntariness of retirement decisions. Another study presented a systematic review of the literature investigating factors affecting the successful end-of-career transition among elite athletes.

▪ **Dual Career Management Competences**

1. Self-discipline
2. Ability to use time efficiently
3. Dedication to succeed
4. Ability to plan
5. Priorities
6. Willingness
7. Responsibility
8. Understanding
9. Individualized routines
10. Study and sport

▪ **Self regulation and resilience competences**

1. Ability to overcome
2. Assertiveness
3. Ability to cope
4. Ability in emotions
5. Ability to use setbacks
6. Focus
7. Patient
8. Perseverance



TC4DC



TENNIS CLUBS FOR DUAL CAREERS

9. Negotiate
10. Awareness of strengths
11. Critically evaluation
12. Setting goals

▪ Social Competences

1. Asking advice
2. Listen and learn
3. Relations
4. Social contacts
5. Support staff
6. Solving the conflicts
7. Rest and recuperation
8. Adapt to new situation
9. Perspective

▪ Career Planning Competences

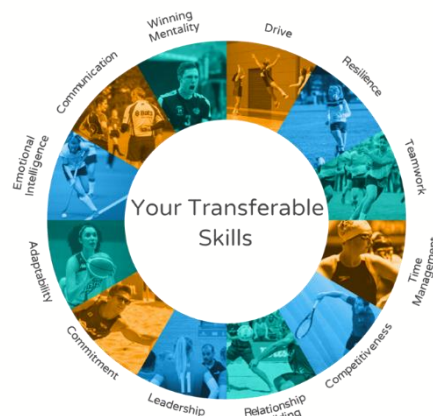
1. Preparation and plans
2. Flexibility
3. Career plan
4. Decision
5. Knowledge

▪ Other Competences

1. Money management
2. Independence
3. Outside bubble contact

III.3.3. Transferable skills - “soft” skills

Often, athletes aren't aware of just how many transferable skills they've developed during their years in sport. From leadership experience to problem-solving, athletes bring a lot to the table. Businesses today want transferable, or 'soft', skills. Transferable skills are talents and abilities that can be used in many different jobs and career paths. They can be acquired through sport, employment, school, internships, hobbies, and volunteer experiences. The transferable skills can be hard skills – technical knowledge like using specific software – and soft skills, the competences and abilities that are harder to be taught, like active listening and communication.





TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Topic 4. CAREER ORIENTATION FOR ATHLETES

IV.4.1. Opportunities for employment in different areas of sport industry

Dual Careers can benefit society and sport through the positive image of educated athletes that make sport more attractive, serve as positive role models for young people, represent the importance of excellence in society. Double career in the high level athlete is very important if one considers the necessity that arises when the athlete is in the state of "retirement" from his athletic course. Having been completely dedicated to his athletic development, he is called to join society and look for a job but does not have the required qualifications.

Dual career arrangements in sport are relatively recent in most Member States. Governments, sports administrations, educational institutions and employers need to be made aware of the need to create the right environment for dual career athletes, including an appropriate legal and economic framework at national level. Due to the high mobility of athletes, all Member States must work together and conclude solid agreements, with a legal framework, between the sports system, the education sector and even the labor market so as to protect the position of athletes.

Organizations (General Secretariat of Sports, National Olympic Committee, Federations, Associations, Ministry of Education) could support athletes by providing a role in sports issues. Athletes can participate in the governing bodies and express their views, representing the athletes. With proper training they can work in the fields of coaching, physiotherapy, physiology, counseling, psychology, nutrition, sports organization management, sports event creation, and athlete promotion. By visiting schools they could transfer their experiences, the value of sports in human life and be a model for society and especially young people.

IV.4.2. List of the 10 best professions that an athlete could do

Prerequisite is the appropriate training in combination with the sports career.

▪ Marketing

In the sports world, marketing managers usually work in branding, managing the image of a team or organization, enhancing fan interest and involvement, coordinating events.

To excel in this field, marketing managers need creativity and analytical and interpersonal skills to help them create and execute cohesive marketing strategies.

▪ Statisticians

In sports, statisticians can work on the sports performance side, finding new ways of analyzing and improving athletic performance, or they can work on the business side, analyzing industry trends and improving financial processes. In addition to strong mathematical and analytical abilities, these professionals need problem-solving and communication skills. They must also be able to discuss their findings in an understandable, approachable manner.

▪ Physical therapists

Physical therapists support patients dealing with pain and mobility issues. They work with other medical professionals to develop treatment and rehabilitation plans for people who are recovering from injuries or illnesses, or living with chronic ailments or disabilities. To practice in this profession, physical therapists need a doctorate in physical therapy and a license in their state.

All sports organizations need physical therapists to work with their athletes. These therapists often specialize in treating common sports-related injuries or developing injury prevention plans. These professionals need compassion and empathy to work with patients, resourcefulness to customize



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

individual therapy plans, and the physical stamina to support and demonstrate rehabilitation exercises.

- **General managers**

In sports, general managers focus on building a winning team and organization. They oversee scouting, recruiting, and signing for players and manage the coaching staff, development and support teams, and administrative employees. Effective general managers typically need strong leadership, communication, and decision-making skills so they can unite various departments in pursuing the same goals. General managers in sports typically need a bachelor's degree, sometimes in sports-related majors, and business experience. Some employers prefer master's degree-holders.

- **Sports psychologists**

Psychologists observe people, processes, and brain functions to figure out how they operate and respond within certain environments. They use these observations and assessments to help develop therapy plans to improve people's behaviors. Sports psychologists need to understand the developmental, social, issues involved in sports, like competitiveness and stamina. They use that knowledge to support athletes and help them overcome issues that may be hindering them from reaching their optimal performance levels. Successful sports psychologists have good interpersonal skills to help them work with patients and strong observational skills, to recognize and evaluate human behaviors. Most sports psychologists need a doctorate in psychology with a sports-related concentration, but some positions may only require a master's degree.

- **Sports agents**

Sports agents help athletes manage the pathways of their careers. They work with sports organizations to secure financially rewarding contracts for their clients and they negotiate endorsement deals with brands on behalf of their clients. Agents need problem-solving, interpersonal, and communication skills to help them effectively advocate for their clients. Most Agents have a bachelor's degree in a business-related field, like communications or administration.

- **Athletic trainers**

Athletic trainers work with athletes to treat and prevent common sports-related injuries. They often evaluate and provide on-scene care for injuries immediately after they occur. Trainers may also develop rehabilitation treatment plans for athletes to follow. Most athletic trainers need bachelor's degrees in sports-related majors, and some states require additional licensure.

Most professional and amateur sports teams work with athletic trainers to ensure that athletes train, perform, and recover from injuries as safely and effectively as possible. Successful athletic trainers often have strong decision-making and interpersonal skills, which they use to build trusting relationships and navigate emergency situations.

- **Public relations**

In the sports world, public relations professionals help promote the interests of teams, athletes, and organizations. For example, they can develop campaigns that build or leverage an athlete's image to boost sales or public interest. In addition to communication skills, these professionals typically need interpersonal, organizational, and problem-solving skills. Most employers require candidates to have a bachelor's degree in a subject like communications, public relations, or journalism, though sports-specific organizations may prefer a sports marketing degree.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- **Exercise physiologists**

Many sports organizations work with exercise physiologists to develop training regimes that prepare their athletes for optimal performance and help them prevent and overcome injuries.

To excel, exercise physiologists typically need compassion, physical stamina, and interpersonal skills. Most exercise physiologists only need a bachelor's degree, often in a sports-related major, though some employers may require a master's degree. Some states and industries may also require professional licensure.

- **Sporting Event Planners**

Event planners organize events from top to bottom. This includes choosing venues and coordinating transportation, food, and entertainment. These planners must also ensure that events stay on schedule and on brand for the host organization, which can mean managing communications and finances related to the event. Typically, event planners need a bachelor's degree for employment. Licensure may also be required. Event planners need strong organizational, interpersonal, problem-solving, and negotiation skills. Event planners working in sports must understand both athlete clientele and sports-going audiences, and they must build and leverage relationships with sporting facilities, organizations, and charities.





TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Topic 5. MAIN COMPETENCES FOR JOB APPLICATION FOR ATHLETES

III.5.1. Compiling a CV

▪ What is a CV?

Applying for any job is not possible without a CV. The basic premise of any biography is self-presentation, representing one's own professional qualifications as a potential candidate for some position. Derive from (Latin: Curriculum vitae, English: Resume), which literally translates as "living history". Similar terms used are summary or autobiography. It is a presentation and marketing document, which helps us to "sell" our skills and qualifications and on the basis of them to get a new job. A CV is a summary of information about what level of education, previous work experience is, but also facts that make fit into the job description of the position that the employer offers.

▪ What is an athletic CV?

The CV is a main marketing document and its purpose is to open doors to an interview by making strong and positive statement demonstrating education, qualifications, skills, and achievements. It is therefore, vital that the individual is aware of its own skills and marketability (1). Or definition from Lemons, M., „your resume is your way to take your game to the next level. It is just validation of your experience and skill-set similar to having a highlight film in your sport. Having a well-thought-out and put-together resume can get you into the door of your dream job and get you off on the right foot when transitioning into your next career (2). If you were a team captain, use your resume as an opportunity to expand on your leadership abilities”.

This document (and a cover letter) create the first application code for potential applicants. The purpose of this document is to present who the individual is and what have to offer, to get him/her an interview, to serve as a reference, and continue to sell the individual after the interview. This document describes our qualifications, education, and work experience), together with the cover letter create the first impression of the potential employer.

▪ How long should a CV be?

According to the standards in the UK, the CV should not be longer than two sides, A4, format. Exceptions are also possible, especially for people/athletes who have extensive experience or have worked in multiple jobs in the last five or ten years. It should be written concisely and contain all the relevant information on the basis of which we will successfully present ourselves for the job for which we are applying.

▪ What to include in CV?

When creating a CV, there are always several sequentially distributed components such as: career objective, important skills, work responsibilities and accomplishments, operate in team environment, using simple format and accessible font, action verbs, educational background etc. We present the following structure of CV for athletes:

1. Contact details - Includes full name, address (do not include actual address (due to identity theft risk) but simply note location e.g. “Stip”., mobile number and email address. Personal data is always at the top of the CV. It would be good if the individual’s e-mail contains the name and surname, in order to sound professional. A Photo could be posted, which also plays an



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

important role, because in this way the employer connects with the individual, ie he has a clearer idea of who the candidate is, which gives a first impression, which should be professional and polite.

2. Profile - One of the hardest parts of writing. It summarizes all the qualities, advantages, experiences that the candidate has. The first paragraph, to be read, is very important - refers to level of education and elite sports status and it has the function of attracting the reader's attention.

3. Professional experience - The work experience is listed in reverse order, bearing in mind that everything mentioned is relevant to the job for which the candidate is applying for. Post information that pertains to workplace, company name, how long the candidate have been in the organization, and key responsibilities. A brief description of previous job could be provided, the main activity of engagement, as well as results.

In this part may include several sub-items related to the challenges, actions, and achievements faced by the candidate. An athletic participation could be included: sport, years played, accomplishments, time devoted to training, academic honors / awards. Also, the key transferable skills, qualities, or values that the individual has shown through training, achievements, and performance could be listed. The following transferable skills (soft skills) gain through sport could be included: teamwork (particularly for team sports), collaboration, leadership skills, communication skills, analytical skills and strategic thinking, decision-making, performing well under pressure, confidence, goal-oriented, commitment, coachable, knows how to compete successfully, self-motivated, work well under pressure, disciplined. For describing accomplishments and skills, could be used strong action words like achieved, established, oversaw, collaborate, reinforces, etc. Each bullet should be tied directly to a specific example that shows what the individual has achieved. This part is very important because it reflects the individual's professionalism, in the sense, it points to the success in combining a professional approach to the specific sport with individual's education or career so far.

In this section, as a separate subheading may be included information about work experience is listed in reverse order, bearing in mind that everything mentioned is relevant to the job the candidate is applying for.

As described above a brief description of previous job, the main activity of engagement engaged, as well as results. This section can also be titled as:

Most recent job name / work experience / shading / date-date of internship, Employer, city / town

This part is especially important because it presents the work experience in the field and achievements, skills, and attitudes for the company in which the individual worked.

Also may be put the title: Recent Job Date-Date, Employer, city / town

This part aims to highlight previous positions and present versatility, scalability, and resourcefulness. The entire working life without unexplained gaps is taken into account. The performance athlete portion will also likely overlap with a number of other jobs, demonstrating commitment and multi-tasking ability to tackle dual aspirations.

4. Education - Indicate the date of all previous education, including professional qualifications. Put it latest first. It is important to specify the exact degree title. Primary education is not mentioned in the work biography. When stating the level of education, should be followed the following guidelines, in the form of numeration:



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- ✓ Date-Date University
- ✓ Degree studied and grade obtained
- ✓ Main modules, which are relevant to the position the candidate is applying for
- ✓ Date-Date Secondary school, Town/City
- ✓ A level Subject (grade) Subject (grade) Subject (grade)

If the individual has completed some specialized courses related to the job of application, should be mentioned. Include the type/grades of the qualification and the dates. Mention specific modules only where relevant.

5. **Achievements, other qualifications and skills** - This section includes a range of trade or professional qualifications, achievements and skills that are relevant and not included above. In this section should be described foreign languages the individual speaks, stating the level of reading, writing and conversation. An IT packages that is competently use should be described. The listed key skills should be relevant to the job. One should not exaggerate one's own abilities, they should be supported later during the interview. Also, in this part may be included: position in other major international tournaments; any award for person / player of the year or any significant achievement with the club; any public or motivational speaking experience, including audience type and size range, any corporate training course e.g. team building, customer service and management development are considered valuable.

So, everything that is relevant and "extraordinary" is entered if it was achieved 5+ years ago.

6. **Interests** - Information about interests and results is not necessary, but it is recommended that they are provided, as this will give to the potential employer an idea of the candidate personality. Relevant interests can give a complete picture of the individual, as well as provided subject to talk about in an interview. The hobbies could be shown, relaxation interest: travel, reading, listening to music and watching films, but not presented with a long list, because in this way the candidate could leave the impression that he/she has "complete" the CV with less important information. The inclusion of non-sporting interests helps to demonstrate that the individual has a rounded personality. If the individual does not have relevant hobbies or interests, this part should be empty. Next, a list all the important awards and recognitions could be listed.

7. **References** - This section may or may not be included in the CV. The candidate could set that "references are available on request".

8. **Additional information** - Depending on the job the candidate should evaluate what other information can help to stand out from the other candidates and get a chance to prove that the candidate is the real person for the job. Could be specified marital status, driving license, etc.

▪ **Technical specifications when writing a CV**

- 1) The CV should be concise - short, informative, and relevant to the position for which it is applied for.
- 2) The design of the CV should be concise, professional, and made in such a way that it will emphasize the important information.
- 3) Reduced colors - the best complementary colors that will not "scream" at the reader, where they will highlight the important information in the CV.
- 4) Apply to no more than 2-3 sizes on fonts. Use the same or at most two different fonts when writing a CV (most commonly used variants on font: Ariel, Cambria, Verdana, Times New Roman)



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- 5) Writing a CV according to the language of the competition - for a job in a domestic company -> a CV in that language. However for a foreign company, or a domestic company has decided to write an advertisement in English, it is expected to write a CV in English.
- 6) Choose the most standard CV document format (file) - it is often common for designers or developers to prepare a CV, send it in digital form, leading to a specific location, or export CVs in non-standard forms. Customize the CV to the standard form of working documents such as Word Documents (.docx or .doc (rare)) or .pdf document.

▪ **Errors in writing a CV**

Numerous mistakes are possible when writing a CV. The most common are:

- 1) Too long CV. Too many words are usually used for self-presentation. Be short and clear! Keep the CV to two pages.
- 2) Too much use in the first person - leads to emphasizing the arrogance of the candidate. Write in the third person past tense (even for individual's current role), so try to avoid using "I" and "mine".
- 3) Typographical and grammatical errors. The potential employer may interpret them as disinterest or computer illiteracy. The best way to avoid them is to check the text of the CV.
- 4) Disorganization. The data in the CV should be organized in several parts, as follows: personal data, education, work experience, foreign languages... We need to adhere to the order in presenting the data.
- 5) Poorly formatted text. The text should be arranged by items between which there is enough space, so that the potential employer can scan the information without unnecessary fuss while reading messy lines and paragraphs (3)

III.5.2. Writing a cover letter

▪ **What is cover letter?**

The document that is submitted together with the CV and accompanies it when applying for the job is the cover letter. It has the role of personal introduction and helps to sell the application. In fact, the emphasized the relevant skills and experience, keeping in mind the position for which the candidate is applying.

The purpose of the cover letter is to introduce the employer individual's CV, to indicate the activities and characteristics that are of particular importance to the application. The purpose of the cover letter is to answer the employer's question: Why should I hire this person?

The accompanying letters are a supplement to the CV, but not a duplication of it.

The cover letter as well as the CV should be adjusted to each competition.

▪ **How to write a cover letter?**

Before approaching the writing of the cover letter, it is necessary to keep in mind the following facts:

- who will read your cover letter?
- the organization and her culture!
- the company's competitors and the market position!
- the goals of the organization in the next five years!

When writing a cover letter, be clear, concise, emphasizing responsibility for the work.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

The cover letter takes the form of a business letter: address and contact information can be found under the name, in the upper right corner of the page. Under it, on the left, is written the name of the person it is addressed (it is written, Dear Sir/Madam, and his/her name, if we do not know the name, we write Dear Sir/Madam, as well as his function and the organization in which they work. If we do not have the name of the contact person, the letter is addressed only to the company. At the end of the cover letter, the place and date of writing the same are indicated. The documents attached to the application are also listed. If only the CV is sent, it is stated in the text of the cover letter, not separately. Submission of the cover letter and CV can be performed, depending on the guidelines of the competition, electronically or by mail.

- **Content structure**

The cover letter consists of at least four paragraphs.

The first paragraph - The introductory statement should state why, which is the purpose of writing the letter. It states the position that the individual is applying for, where the advertisement was seen and when the individual is available to start.

The second paragraph - highlights the relevant experience and shows how the personal skills and qualifications (presentation, communication, negotiation, or other qualifications) make the real person for the job and are in line with the specific requirements of the job description. The individual should summarize all additional strengths and explain how they could be useful for the organization. The second paragraph should show that the individual is good for the specific job position.

Third paragraph – The individual should state why is interested in working in that position in the organization – to be shown strong motivation and the ability to contribute to the work of the specific organization.

The last paragraph - In the last paragraph, the interest in the role could be underline and that the individual is prepared for detailed explanations and presentations of its qualities during the interview. The unavailable dates could be written. (7)

III.5.3. Behaviour during a job interview

The job interview is a very important step in the career development and success of each of us. In that sense, the different behaviours are normal, especially when we are under stress, we have anxiety, etc.

- **Preparation**

The first step before coming to the interview is preparation. It should relate to the awareness of the organization, its goals, successes, competitiveness, services, etc. This information can be obtained through social networks, websites, customers. Good information strengthens self-confidence, reduces stress and nervousness. It also has a positive effect on the impression which is left in the sense that the person is ready to learn, interested in working in that organization.

- **Professionalism and positivity**

The style of dress (wear simple, work clothes, without excessive make-up and jewellery), timely arrival, as well as serious and professional attitude, supported by appropriate body language, during the interview are impressions that have a positive effect on employers. Greeting and shaking hands - initiated by the person who does not interview, supported by a positive emotional expression, smile, and looking in the eyes with a clear pronunciation of our name and surname

- **Accommodation** - on the offered place in the room without touching the works in the immediate vicinity.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

▪ **Interviewing** - focus on the wishes and needs of the employer, so that the answers to the questions asked at the same time will be possible solutions to his problems and meet his needs. During the interview, the interviewer can ask questions from different categories such as: Basic, basic questions aimed at getting to know the personality, skills, interest of the candidates:

- 1) What do you think you will achieve in five to ten years?
- 2) Which sport is your favorite to play and why?
- 3) Why are you so passionate about sports?
- 4) Do you have any hobbies or interests outside of sports?
- 5) What strengths do you think you have that make you a great athlete?
- 6) Is there a coach or athlete you see as a model and why?

Sports experience and background questions - are aimed at revealing your experience as an athlete to imagine how well you will perform in their team. Here we put some of them.

- 1) What do you think is the biggest challenge most athletes face today?
- 2) Describe your worst sports performance. What did you learn from this experience?
- 3) What does your daily routine look like?
- 4) What did you learn about teamwork from your past experiences in your teams?
- 5) Describe your main moments and achievements in sports in the past.

In-depth sports questions - aimed at gaining a stronger understanding of your athletic performance, playing strategy and teamwork skills:

- 1) Why are you the best choice for our team?
- 2) Have you ever made up your own plays? Tell me about them.
- 3) What is your technique for memorizing and learning new performances before the upcoming competition?
- 4) What is the best advice you have received from your coaches?
- 5) What are you looking for in a great coach?
- 6) How important is the athlete's image in public? (4)

The answers of the interviewee must be clearly, honestly, and concisely, with appropriate arguments for the expressed views. Don't let your nervousness show e.g. tapping with the feet, constant straightening of the hair, cracking of the toes, etc. Understand each question as an opportunity to explain why you need to be hired and not another candidate.

▪ **Questions, answers**

Each interview implies appropriate interaction and communication. The same implies asking questions and appropriate answers by the interlocutors. Heartfelt and sincere answers, maintaining eye contact with the interlocutor, adjusting the communication style to the interlocutor's style. It is good to have a prepared list of questions related to the company and the position for which you are applying. Without interrupting the examiner as long as he asks a question or gives an answer to your question.

▪ **Knowledge and skills**

During the interview, using simple language, it is good to emphasize one's own abilities, knowledge, skills, as well as to talk about the previous work experience through concrete examples.

▪ **Clarify the doubts**

Requesting clarifications for specific questions leads to concrete, clear and precise answers. People usually want to work with those who understand their needs, who support them, and respect their views.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

III.5.4. Establishing contractual relations

The next step after interviewing a candidate for a certain job position, according to his choice, is the establishment of contractual relations between the employer and the employee. A contract is a legally binding agreement between two or more parties. Once signed, this contractual agreement creates a promise that certain rights and obligations will be fulfilled by each party. The main purpose of a contract is to formalize new relationships and outline the various legal obligations each party owes to the other. The contractual relationship is a legal relationship between two or more parties which is evidenced by:

- ✓ The presentation of an offer
- ✓ Acceptance of the proffered offer
- ✓ A valid consideration (legal and valuable)

By itself, the mere existence of a contractual relationship does not mean that it is enforceable or not voidable. Contractual relationships in terms of employment relationships are covered in the Employment Relationships Act, Code of Obligations, or other kinds of relevant legislation. The importance of signing a contract stems largely from the fact that it performs the purposes described below. Useful notes for job candidates:

1. *Contracts serve as a record of rights, responsibilities, and obligations*

An effective contract will describe, in detail, what duties each party has to one another, how these ought's to be performed, what they will be measured against, and when. As a result, contracts act as a useful document for each party to refer to when reminding themselves of the responsibilities they owe and are owed.

2. *Contracts make private promises legally enforceable*

This means that, unlike other, less formal promises, a promise in a contract is one that you have a legal right to enforce in court, typically where another party has breached the terms originally agreed and caused you loss of some sort.

3. *Contracts formalize a relationship between parties*

Before the contract process even begins, two or more parties will have agreed to work together in a mutually beneficial way. Contracts are a way of formalizing a relationship between businesses, as well as outlining how you'll maintain this relationship, what obligations you need to fulfill, how long you will fulfill them for, and for what price.

4. *Contracts ensure you get paid*

Another purpose of a written contract is to stipulate the payment process and capture revenue. A contract also acts as a safeguard to guarantee your business' right to payment on a certain date.

5. *Contracts provide an opportunity to increase revenue*

Many businesses can also use contracts as an opportunity to generate higher revenue. This is commonly achieved in two ways:

- A. By negotiating contract terms to increase value
- B. By making the contract process more efficient

Contracts are designed to make a deal official, which results in revenue. Therefore, any barriers that prevent fast and frequent agreement are also barriers to revenue

6. *Contracts prevent disputes between parties*

At a basic level, contracts are a tool that helps businesses to agree more. Since contracts are a collection of terms that parties have reached a consensus on, they are very effective at preventing conflict and disputes in the future.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

7. Contracts guarantee confidentiality

Another essential purpose of a contract is that it can grant you specific rights and requests that are important to your business, and confidentiality is a prime example of this.

8. Contracts enable formal collaboration between teams

If managed well, contracts can also facilitate formal collaboration between teams and departments.

▪ **What is a sports contract?**

The term "professional sports contract" means an agreement under which an individual is employed or agrees to provide services, as a player on a professional sports team, with a professional sports organization or as a professional athlete. The regulation of sports is done by the sports governing body for each sport, which results in a core of relatively unchanged, agreed rules. In this way, sport evolves from recreational activity to more formal sports / amateur (grass roots) to professional aspects. Sports contracts are similar to those in everyday life - they are legally binding contracts between two or more parties.

Agreements between professional athletes and the teams they employ are critical. The contract must carefully state the terms of execution. Sports lawyers often serve as agents, but also as legal negotiators. When concluding sports contracts, we are always guided by the Sports Law. Sports law covers all matters relating to Olympic or professional athletes. It is also related to the laws governing amateur and youth sports. There is a wide range of laws affecting the sports industry, such as personal injury law, contract law, criminal law trademark and sports administration.

The basic elements of the agreements between the professional teams and the athletes are: (1) negotiations; (2) wage restrictions; and (3) free agents. Most professional athletes sign a contract with a professional team for a number of seasons. Because the athlete has unique talents, abilities and skills, their contracts are categorized as personal service contracts. Technically, a personal service contract cannot be assigned to someone else. Surrender is the transfer of rights that one party has under the agreement of another person.

▪ **How do sports contracts work?**

For example, if you are a sports athlete and your contract states that the team must commit to your charity event and the team fails to do so, the court may order that promise to be fulfilled.

▪ **How do you sign a sports contract?**

When drafting an athlete employment contract, several key things are always taken into account:

1. Party names.
2. Addresses of the parties.
3. Statement of employment.
4. Deadline of the contract.
5. Duties and obligations of the athlete.
6. Attendance at a training camp.
7. Amount of compensation.
8. Compensation times (6)

The agreement is received in writing and it is signed by both stakeholders.



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

Sources:

- EU Guidelines on Dual Careers of Athletes Recommended Policy Actions in Support of Dual Careers in High-Performance Sport Approved by the EU Expert Group "Education & Training in Sport" at its meeting in Poznań on 28 September 2012, published on 16 November 2012
- <https://op.europa.eu/en/publication-detail/-/publication/3648359d-61c4-4132-b247-3438ee828450>
- The role of the entourage in supporting elite athlete performance and educational outcomes - Grant Report for the Advanced Olympic Research Grant Programme, IOC Olympic Studies Centre Camilla J. Knight¹² & Chris G. Harwood³, June 2015
- Psychology of athletes' dual careers: A state-of-the-art critical review of the European discourse, Natalia B. Stambulova, Paul Wylleman
- <https://journals.humankinetics.com/view/journals/jsm/33/6/article-p518.xml>
- <https://www.fisu.net/education/projects-cooperation/dual-career>
- <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2577485/>
- https://www.tandfonline.com/doi/pdf/10.1080/10413200.2021.1884918?casa_token=exHpYoKSfdQAAAAA:thTWQnWieLWID68XcesEam6oqSbbHEBaUw1fMpnWXbso8X10k4Ja0D3cWjTw6iVyUN0pCUFRZLMguQ
- <https://www.lboro.ac.uk/news-events/news/2020/july/eis-dual-career-athletes/>
- <https://passiontoprofession.sport/news/articles/how-a-dual-career-can-give-athletes-life-balance-and-a-sporting-edge>
- https://spmb.research.vub.be/sites/default/files/atoms/files/FINALREPORT_SUPPORTING_ATHLETESINATHLETICRETIREMENT.pdf
- <https://journals.sagepub.com/doi/pdf/10.1177/1747954119897528>
- <https://passiontoprofession.sport/news/articles/how-a-dual-career-can-give-athletes-life-balance-and-a-sporting-edge>
- <https://www.icsspe.org/system/files/EU%20Athletes%20-%20Improving%20dual%20career%20support%20for%20Players.pdf>
- https://www.researchgate.net/publication/348443239_Dual_career_of_junior_athletes_identifying_challenges_available_resources_and_roles_of_social_support_providers/link/60377bb1a6fdcc37a84e3607/download
- <https://olympics.com/athlete365/career/the-local-dentist-with-an-olympic-medal/>
- <http://oldsite.edu.ro/index.php/articles/141873>
- <http://lege5.ro/Gratuit/gi3dmnru/legea-educatiei-fizice-si-sportului-nr-69-2000&d=2017-03-274>
- <http://mts.ro/despre-noi/legislatie/acte-normative-in-vigoare/hotararea-de-guvern-nr-14472007-2/>
- Best Practice, Good Governance & Innovative Ideas for Player Associations
- <https://www.btatennis.com/blog/2020/6/25/supporting-dual-career-pathways> and
- <https://www.usta.com/en/home/coach-organize/coaches/career-development.html>



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- https://careers-in-sport.co.uk/news_articles/love-tennis-want-to-coach/
- <https://www.fisu.net/education/projects-cooperation/dual-career>
- <https://www.fisu.net/education/projects-cooperation/dual-career>
- https://www.fisu.net/medias/fichiers/taipei_2017_dual_career_published_survey.pdf
- https://www.fisu.net/medias/fichiers/results_fisu_questionnaire_on_dual_career_su_2019_napoli.pdf
- <https://www.btatennis.com/blog/2020/6/25/supporting-dual-career-pathways>
- <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/567140-EPP-1-2015-2-RO-SPO-SCP>
- <https://op.europa.eu/en/publication-detail/-/publication/e06e5845-0527-11e6-b713-01aa75ed71a1>
- <https://www.sportaustria.at>
- <https://www.fitsportaustria>
- <https://www.olympiazentrum-vorarlberg.at>
- <https://www.vorarlberg.at>
- <http://oldsite.edu.ro/index.php/articles/14187>
- <http://lege5.ro/Gratuit/gi3dmnru/legea-educatiei-fizice-si-sportului-nr-69-2000&d=2017-03-27>
- <http://mts.ro/despre-noi/legislatie/acte-normative-in-vigoare/hotararea-de-guvern-nr-14472007-2/>
- References:
- Aquilina, Henry, and PMP (2004), a review of policy on the education of elite sportspersons in the (then) 25 EU Member States.
- EU Guidelines on Dual Careers of Athletes Recommended Policy Actions in Support of Dual Careers in High-Performance Sport Approved by the EU Expert Group "Education & Training in Sport"
- Handbook of Best Practices in Dual Career of Athletes in DC4AC project participating countries.
- Study On The Minimum Quality Requirements For Dual Career Services European Commission
- Beni, S., Fletcher, T., & Déirdre Ní Chróinín. (2017). Meaningful Experiences in Physical Education and Youth Sport: A Review of the Literature, *Quest*, 69:3, 291-312, DOI: 10.1080/00336297.2016.1224192
- EU guidelines on dual careers of athletes: Recommended policy actions in support of dual careers in high performance sport. Retrieved from http://ec.europa.eu/sport/library/documents/dual-career-guidelines-final_en.pdf, (2012). Fivush, R. (2010). Speaking silence: The social construction
- DC4AC project, 2017. Actual status of Dual Career of Athletes in DC4AC Countries – National Reports, Co – funded by the Erasmus+ Program of the EU.
- Gledhill, A., & Harwood, C. (2015). A holistic perspective on career development in UK female soccer players: A negative case analysis. *Psychology of Sport and Exercise*, 21, 65 – 77. <https://doi.org/10.1016/j.psychsport.2015.04.003>. Project: Innovative clubs for Dual Careers. Amsterdam University
- Improving dual career sports. Best practices, good governance & Innovative ideas for Player Association (2014). EU Athletes



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- Kristiansen, E. (2017). Walking the line: how young athletes balance academic studies and sport in international competition. *Sport in society*, 20 (1), 47 – 65. <https://doi.org/10.1080/17430437.2015.1124563>
- Morris, R., Cartigny, E., Ryba, T.V., Wylleman, P., Henriksen, K. (2021). A taxonomy of dual career development environments in European countries. *European Sport Management Quarterly*, 21, 134 – 151. <https://doi.org/10.1080/16184742.2020.1725778>
- Pato, A.S., Isidori, E., Xaldeen, A & Jilie, B. (2017). Handbook: An innovative European sports tutorship model of the dual career of student-athletes. “Developing an innovative European Sports Tutorship model for the Dual Career of athletes” (ESTPORT)
- Stambulova, N.B., Ryba, T.V., & Henriksen, K. (2021). Career development and transitions of athletes: the International Society of Sport Psychology Position Stand Revisited. *International Journal of Sport and exercise psychology*, 19(4), 524. <https://doi.org/10.1080/1612197X.2020.173783>
- Stambulova, N., Alfermann, D., Statler, T., & Cote, J. (2009). ISSP Position Stand: Career Development and Transitions of Athletes. *IJSEP*, 7, 395 – 412
- Stambulova & Wylleman, 2015, *Psychology of Sport and Exercise*, 21, 1–3)
- Reymond, J.F., Taylor, S., Earley, S., Friis, S., Soderlind, A., & Dini, E. (2015). Improving dual career support for players. Best practice, Good Governance & Innovative Ideas for Player Associations. EU Athletes.
- Teixeira, P.J., Carraça, E.V., Markland, D. et al. Exercise, physical activity, and self-determination theory: A systematic review. *Int J Behav Nutr Phys Act* 9, 78 (2012). <https://doi.org/10.1186/1479-5868-9-78>
- Torregrossa, M., Parejo, S.P., Chamorro, J.L., Ramis, Y., Latinjak, A.T., & Jordana, A. (2017). Career trajectories: the not always easy path to dual career. FEPSAC Conference Nottingham. Project: Career Transition and Dual Career
- Wylleman, P, De Brant, K., & Defruyt, S. GEES. (). Handbook for Dual Career Support Providers (DCSPs). Gold in Education and Elite Sport (GEES).
- <https://olympics.com/athlete365/career/sport-and-education-are-a-winning-combination/>
- <https://www.thetransitionphase.com/category/transferable-skills/>
- <https://careersinspiration.co.uk/Support-for-Career-Development/Why-is-a-CV-important>, Retrived on 13.10.2021,
- <https://an.athletenetwork.com/blog/how-to-include-your-sports-experience>, Retrived on 13.10.2021
- <https://www.prospects.ac.uk/careers-advice/cvs-and-cover-letters/how-to-write-a-cv> Retrived on 15.10.2021
- <https://www.indeed.com/career-advice/interviewing/sports-interview-questions> Retrived on 12.10.2021
- <https://blog.juro.com/purpose-of-a-contract>, Retrived on 16.10.2021
- https://academicjournals.org/article/article1379413096_Nufer%20and%20Buhler.pdf Retrived on 15.10.2021
- <https://careersinspiration.co.uk/Support-for-Career-Development/Why-is-a-CV-important>, Retrived on 14.10.2021
- <https://www.roguecc.edu/emp/Resources/resume.asp>
- <https://zety.com/uk/blog/what-to-include-in-a-cv>



TC4DC



TENNIS CLUBS FOR
DUAL CAREERS

- <https://beleske.com/kako-napisati-cv/>
- [file:///C:/Users/CCC/Downloads/Athlete%20CV%20Guide%20Final%20April%202017%20\(2\).pdf](file:///C:/Users/CCC/Downloads/Athlete%20CV%20Guide%20Final%20April%202017%20(2).pdf)
- <https://www.indeed.com/career-advice/resumes-cover-letters/sports-resume>
- <https://www.cnbc.com/2019/07/23/example-of-the-perfect-cover-letter-according-to-harvard-career-experts.html>
- https://altresume.com/professional-cv?gclid=CjwKCAiAp8iMBhAqEiwAJb94z8lsDs1Hujg1cmRxq6noXf-gm0WE5CWU3YBmPzHW-MUC7AugOcC7BhoCo18QAvD_BwE
- <https://europa.eu/europass/mk/create-europass-cv>