

SPECIAL ISSUE: 10TH ITF WORLDWIDE COACHES WORKSHOP

WELCOME TO COACHES REVIEW!

Welcome to issue 13 of Coaches Review which features articles from some of the presentations made at the 10th ITF Worldwide Coaches Workshop which was held in Puerto Vallarta Mexico from 17 to 23 November 1997. The subjects covered include a contribution from Edgar Giffenig from Germany on acceleration and control of the racket. Don Chu from the United States presents an article on improving speed and footwork in tennis. Carl Edvard Hedelund and Alan Rasmussen from Denmark explain the tactics of the serve and return, while Todd Ellenbecker from the United States covers the interesting topic of prevention of shoulder and elbow injuries in tennis players. Ulf Petersson from Sweden presents the Swedish method of developing players aged 16-21, and Doug MacCurdy gives an ITF Development Update. The remaining presentations from the ITF Worldwide Coaches Workshop will be included in the next issues.



Speakers at 10th ITF Worldwide Coaches Workshop

We also include a contribution from Dr. Svatopluk Stojan from Switzerland in response to an article published by Feisal Hassan in our previous issue. In our section on recommended educational material, we present information about new tennis books and computer software.

The 10th ITF Worldwide Coaches Workshop was a big success with over 260 coaches from 80 countries in attendance. The quality of the presentations combined with the idyllic setting of the Continental Plaza in Puerto Vallarta ensured that an enjoyable and educational week was had by all. We would like to thank all of the speakers and also the Mexican Tennis Federation under the leadership of President Alejandro Hernandez for ensuring that the event was so successful. We will shortly be writing to all member nations inviting countries to apply to host the 11th ITF Worldwide Coaches Workshop in 1999.

During the Workshop, Doug MacCurdy, announced his decision to retire from the ITF. From March 1st, Doug will be based in Key Biscayne, Florida, working for the United States Tennis Association as the new Director of Player Development.

Doug worked with the United States Tennis Association between 1977 and 1984. He was appointed as Director of

Development for the International Tennis Federation in 1984. In 1995 he was also appointed ITF General Manager. In his capacity as Director of Development he has visited more than 150 countries and worked actively with National Associations worldwide to develop the sport at all levels including working with developing juniors, training coaches and advising National Associations.

During the past 13 years, the ITF's development activities have grown extensively. The extent of the programmes can be gauged by reading the ITF Development Update on page 13. Much of the success of these development initiatives is due to Doug's great work in his time with the ITF.

Doug and his wife, Anne, are expecting their first child in January. We wish them the best in this new stage of their lives. We also wish Doug every success with his new role in the United States. He will be missed by all of his friends and colleagues involved in the ITF's tennis family.

We hope that the articles in Coaches Review continue to generate a lot of discussion among coaches around the world. If some of our readers are interested in commenting on any of the articles published in Coaches Review, we would be happy to receive your letters and if we feel your comments are of interest, we may publish some letters in future issues.

Once again we would like to thank all the coaches who have contributed articles for this issue of Coaches Review. If you have any material that you deem relevant and worthy of inclusion in a future issue, please forward it to us for consideration.

We do hope you enjoy our 13th issue of Coaches Review.



Dave Miley
Manager, Development



Miguel Crespo
Research Officer

RACKET ACCELERATION AND CONTROL IN TENNIS

by Edgar Giffenig (German Tennis Federation)

I. INTRODUCTION

With the increase in the speed of the game in the last few years, the training of racket acceleration has become essential for the success of elite players.

The problem for a coach is that an increase in racket-head speed can easily lead to a decrease in control, negatively affecting a player's game. Therefore, the coach must find a way to incorporate both balance and control drills into practices so that these elements along with racket speed develop simultaneously. The following programme is an example on how this might be achieved.

In order to develop acceleration and control in a player's game, the following types of exercises need to be combined into a coherent programme:

1 Relaxation and swing development exercises:

Exercises to help the players identify and feel which muscles are really used in the swing and which need to be relaxed.

2 Pure acceleration exercises:

These are exercises to develop the motor ability to swing fast. Their goal is pure racket-head speed, without any emphasis on control.

3 Combination exercises:

These are drills where acceleration and control are equally important. They help the players discover where acceleration and control are in balance (i.e. the maximum speed at which players can play and still maintain good control).

4 Pure control exercises:

The only goal of these drills is control. The player learns how to deal with pressure and what shots he can count on under stress

II. FINDING A BALANCE BETWEEN RACKET ACCELERATION AND CONTROL. THE PROGRAMME:

1. Relaxation and swing development exercises

Goal: Teaching the players to swing effectively using as little effort as possible.

Generally players will try to muscle the ball when trying to hit harder instead of concentrating on moving the racket head faster through the air. In order to swing at high speeds the player needs to learn to engage only the muscles needed and to relax all other muscles that could slow down the swing.

The following exercises will help smooth out the player's swing.

- **Heavy Racket:** The player is asked to swing a racket or similar object with more weight than his regular racket. For example: 2 rackets, racket and a ball, baseball bat, etc.
- **Three finger swing:** The player is asked to swing his racket holding it without using the thumb and the index finger.
- **3 speed steps:** The player is asked to hit a stroke at three different speeds, low, medium and maximal, being aware of any additional muscles involved as the speed of the swing increases.

Note: Players should be asked to breath out while swinging during all these drills and to execute the swings with as little effort as possible.

All these exercises should be used often since they form the basis of a good swing development programme.

2. Pure Acceleration Exercises

Goal: Training the neuromuscular system in order to improve racket acceleration.

These drills are designed to strengthen the muscles and to improve the general

neuromuscular co-ordination to achieve higher racket head speeds. Control is not important at all in these drills. As a matter of fact these drills will probably be more effective when executed outside the court, so that the players can fully focus on acceleration without worrying about control.

There are two types of pure acceleration drills: (a) Contrast drills and (b) Racket-head drills.

a) Contrast drills: Drills in which the player's muscles are overstimulated and immediately understimulated or vice versa to force a faster than normal response. This effect is achieved by alternating the use of heavier and lighter objects. For example:

- Throwing a medicine ball 6 times at maximum speed followed by 6 serves at maximum speed.
- Alternating the use of a badminton racket with a tennis racket and swinging each 6 - 8 times.
- Using a racket cover to swing and then swinging without it 6 - 8 times.



Edgar Giffenig on court

b) Racket-head drills: Drills in which the player practices swinging as fast as possible: For example:

- **Ball against net:** The player stands 60 cm from the net and tries to swing into the net as fast as possible 6 - 8 times.
- **Fast feed drill:** The coach stands at the side of the player and tosses 6 - 8 balls to the player. The player swings as fast as possible without letting the ball hit the ground.
- **Regular feed drill:** The coach stands on one side of the net and feeds the player balls. The player stands 1 metre inside the court and either takes the balls on the rise or in the air and swings as fast as possible with great amounts of spin.

3. Combination Drills

Goal: Training racket acceleration as well as ball control, using spin as a tool.

The control of a fast swing can only be achieved through the use of spin, predominantly top spin. The player needs to master the use of spin in such a way that the speed of the ball is mainly controlled through different types of spins instead of being controlled by different speeds in the hitting arm. A player should be able to maintain a fairly constant racket head speed while still controlling and changing the speed of the ball through spin.

The following exercises will improve a player's feel for spin:

- **Ball without spin; ball with a little spin; ball with a lot of spin:** The player hits a flat ball, a ball with a little spin and then one with heavy spin, whilst maintaining a constant high racket-head speed.
- **Ball hit at different heights:** The player hits one low ball, one waist high ball and one high ball maintaining a constant high racket-head speed.
- **Balls in different lengths:** The player hits cross-court one short angle, one long angle and one deep shot maintaining a constant high racket-head speed.

Once a player understands how to use spin to control the ball he needs to learn how to apply this skill in his game. That is, a player needs to understand the game tactically in order to choose the right amount of spin in response to an opponent's shot. Generally speaking a high performance player needs to master the following shot variations:

a) Neutral shot: The ball needs to clear the net by 60 - 90 cm and should land deep in the court. The player needs to play this shot with two purposes in mind. On the one hand he should try to make few mistakes and on the other hand the opponent should not be able to respond aggressively to his shot.

b) Offensive Shot:

- **From the baseline:** This shot is faster, with less top spin and with more risk than the neutral shot. The goal is to pressure the opponent.
- **From the middle of the court at shoulder height:** The shot should be played fast and with little spin, trying to finish the point as fast as possible.

c) Defensive shot:

- **On the run:** The player tries to get himself out of a defensive position with this shot. The shot should be played with a lot of spin, clearing the net by 1¼ - 2 ½ metres and landing deep in the opponent's court.
- **Against a deep and fast oncoming ball:** This ball is played with a short backswing and with moderate spin, as for example on the return of serve.

d) Sinking shot: This shot should travel a short distance and then drop quickly. The ball should be hit with a lot of spin and with very little net clearance. Passing shots, angles and approach shots are examples of this type of shot.

The following drills will help a player in the practice of these different shot variations:

- **Shot variations from the basket:** The coach feeds a ball from the basket and corrects the technical execution of the specific shot.
- **Rhythm drills:** The player trains the different shot variations using common rhythm drills such as cross court rallies, down the line rallies alternating cross court and down the line rallies. For example: 2 players can drill cross court forehands using the following shot variations:
 - Neutral shots
 - High defensive shots
 - One player plays high defensive shots while the other one plays fast offensive shots.
- **Patterns of play:** These drills allow the player to understand how the different shot variations should be used in different game situations. Here are some examples:
 - **Attacking a high ball:** Player A plays a high ball, player B hits a high ball back trying to force player A off the court. Player A takes the ball on the rise and attacks. The point is played out.
 - **Cross court rallies and down the line approach:** Players A and B play points. Both work on hitting neutral balls cross court and are only allowed to hit down the line when approaching the net.
 - **Cross court rally preparing the down the line winner:** Players A and B play points against each other. Both play neutral shots cross court and are only allowed to play down the line when they are going for a winner. The down the line shot has to be a winner, otherwise the player loses the point. A winner is worth 2 points.

“Yes” and “No” balls: Players play single points from the baseline. Both players have to call out their intentions before the opponent’s shot crosses the net. They will call, “NO” before hitting a neutral ball, and “Yes” before an offensive shot. Errors on neutral balls are penalised with 2 points.

- **Different situations:** The players play single points. The coach starts the point and the player needs to use the correct shot in response to the coach’s feed. The point is played out normally after that.

All these different shot variations should be practised regularly by the players in order to understand the game better. The player should know how to respond to any possible situation he might encounter on the court, and should be able to execute the appropriate shot. Many times what seem to be tactical mistakes are really technical mistakes, because the players are unable to execute the required shots.



row without mistakes. Mistakes should be penalised with jumps or some other activity. Once the players are able to consistently hit 3 - 5 series of 8 balls in a row, they should increase their swing speed and repeat the drill.

● **Series of shots with different patterns:**

The players try to execute a series of 3 or 4 shot patterns without making a mistake. Each mistake is penalised by restarting the counter back to 0. Example; Player A hits a short ball, player B approaches down the line, player A hits a cross court passing shot and player B volleys down the line. This series should be repeated 5 times without a mistake. A mistake in any of the series erases any completed series thus far.

● **Points play with an emphasis on certain shots:**

The players play single points in which a mistake with a given shot is penalised more severely. Example: The players play points but are not allowed to miss any approach shots. Any approach shot mistake can be penalised by extra points or by losing the whole game.

4. Control Drills

Goal: Teaching the players how fast they can play without making mistakes, and how to deal with pressure.

- **Fast, faster, fastest** (cross court, down the line, Z drill): The player hits shots in a pattern, gradually accelerating until he makes a mistake. For example: Players A and B play neutral cross court shots and play faster after every five shots (5 at their normal speed, 5 faster and 5 as fast as possible).
- **Series of shots at different speeds:** This drill is similar to the one before. The players should rally and hit 8 balls in a

III. SUMMARY

Trying to simultaneously develop racket acceleration and control is a challenging task for any coach. The above programme is an example of how this might be achieved. All the drills presented are examples and should only serve as guidelines. Each coach should try to develop a programme to fit the needs of his players. However a good programme should always lead to the following results:

- Faster racket acceleration.
- More control of the fast swing.
- A better understanding by the players of their own game.

IMPROVING SPEED AND FOOTWORK IN TENNIS

by Donald A. Chu (USA)

Improvement of footwork speed is directly related to improvement of strength and reactivity in the lower extremities and trunk. These areas have been covered in previous works and this outline will cover specific drills and training exercises that can be used to condition the tennis player on-court.

Balance and Stability:

Purpose: Teaching the effect of raising and lowering the centre of gravity as well as the importance of the split step.

- 1 Start from a position of first high and then low centre of gravity and sprint to a cone set at a 45 degree angle from the baseline (3 - 5 metres away). Repeat several times. Equipment: stopwatch, cones.

- 2 Start with or without a split step to a cone set at a 45 degree angle (3 - 5 metres away). Repeat several times. Equipment: stopwatch, cones.

Outside Plant:

Purpose: To develop the ability to load the plant leg when reversing direction laterally.

1. Shuffle to sprint. Shuffle from centre of baseline to singles side line, plant outside foot and sprint to singles side line on opposite side. Variation: throw or hit tennis ball wide of court and force player to place shot in play. Repeat 5-8 times on each side. Equipment: racket, balls (stopwatch, if not hitting balls).
2. Lateral change of direction. Start at the centre of the baseline, shuffle to singles side line, touch and shuffle all

the way to the other side, then sprint back to centre. Variation: throw or hit tennis ball to the centre of baseline court. Player should hit a winner off this throw. Repeat 6-8 times. Equipment: racket, balls (stopwatch, if not hitting balls).

3. Four square drills: Draw 4-squares at the centre of the baseline. Start by having the player jump back and forth between any combination of squares (1-2, 1-4, 1-2-3, etc.). Perform drill for 5-20 sec. Sprint in the direction the coach says for 5-10 metres. Variation: throw or hit a ball anywhere on court and have player make a return shot. Equipment: racket, balls, stopwatch.
4. Stork stand to sprint: Balance on one leg with eyes open for 30 seconds, then closed for 30 seconds. On the coach's command the player retrieves a ball in any area of the court. Variation: throw or hit the ball anywhere on court and have player make a return shot. Equipment: racket, balls, stopwatch.
5. Single to Single Leg Balance: Balance on one foot on the singles sideline for 20-30 seconds. On command, sprint to the other side and balance on the opposite foot for 20-30 seconds. Repeat drill 4 times on each foot. Equipment: none.

Inside Plant-Cross-over Step:

There are times when the tennis player may find it advantageous to plant the weight on the inside leg prior to reversing direction. This movement is known as the "gravity step" and was first discussed by Jim McLennan of Los Gatos, CA. This movement may be used in "desperate times" to reach a wide serve, for example. It may also be used as a deliberate move prior to a planned cross-over step.

1. Gravity step drill: Shuffle towards the singles sideline, and prior to reaching it (approx. 1m) hop laterally with both feet. At the moment of impact use the inside leg to push your body in the opposite direction, immediately executing a cross-over step and sprint to the opposite sideline. Variation: throw or hit a ball wide of the player and force player to hit a playable return shot. Repeat 4-5 times in each direction.

Pivot/Drop and Plant:

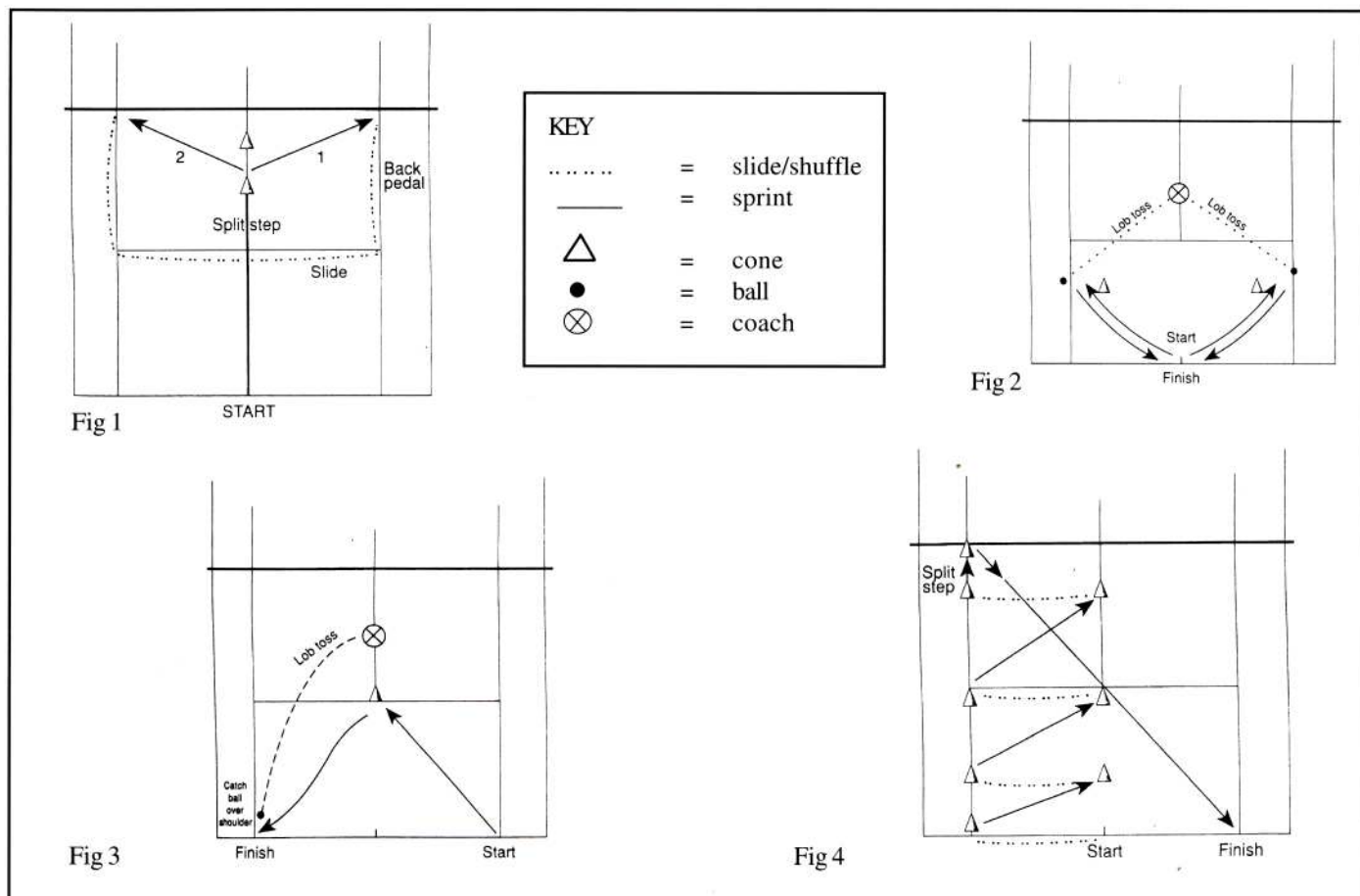
1. Four Corners Drill: Take one quadrant of the court and place an "X" or starting mark in the middle. Player must start on the mark and on the coach's command, perform a split step, and touch each corner and return to the middle, executing a split step prior to each move to a subsequent corner. Player is allowed to use only the following movements: drop step, cross-over (L) & (R), and forward step, they must face forward the entire time. Perform for 30-40 seconds, repeat 3-5 times.

Multi/Multi Drill:

These drills are intended to work on a variety of on-court movements and anaerobic endurance at the same time. They should be used in a variety of ways:

1. Multi-Directional footwork drill (fig 1)
2. Centre and Up drill (fig 2)
3. Lob and locate drill (fig 3)
4. Chip and Charge drill (fig 4)

Several other drills have appeared in the article "Nifty drills for nifty feet" (pg 10-11, issue 8, Coaches Review 1996). These drills include the cross, the snake, the exchange, the sidewinder, and shuffle split.



SERVE AND RETURN TACTICS

by Carl Edvard Hedelund and Alan Rasmussen (Danish Tennis Association)

1. INTRODUCTION

The area that we will cover in this article will be taken from our own experiences and studies of players that we have worked with through our work as coaches.

Over the last years we can see that the serve has developed with considerable improvement. Players have developed new techniques. They are taller, faster and more physically fit/stronger. Together with improved racket material, which indeed plays a significant role, it is clear that the serve has become a lot more decisive shot. This of course, has meant that the return of serve has become more difficult making it necessary for players to develop this shot. This we can see has been done, as players today are returning serve a lot better than earlier. If a serve is within a player's reach it will nearly always be returned. Improved service returns lead to further improvement of serve, and so we see a ping/pong effect between serve and return of serve.

The result of this is that today we see a clear development of the 2nd serve. Take a player like Ivanisevic who really goes for his serves. When he makes a double fault it doesn't bother him, it's calculated in his game. How should we then practice?

Here we find it extremely important, that when working with a player you must find out what type of player he is, and which technical skills he has. What kind of strokes is his game going to be built up with. Is it serve/volleyer, a "big" forehand, a baseliner and so on. If for example we serve a short 2nd serve against Agassi and Edberg, we would see a big difference in the type of return. Agassi would probably go for a direct winner/prepare a winner, whereas Edberg would probably attack the net (chip and charge).

When speaking about tactics, there are some quite clear assumptions to be made before the chosen tactics can be followed through. Does the player have the technical ability to carry out the given tactics? Is it possible for the player to apply the given tactics, and will the tactics suit his game-style. Therefore it is important to adjust your training to the player's technical abilities. Tactical training should always be carried out systematically and with great patience. You should be prepared to go through countless repetitions in order to learn to play the shot automatically. Having achieved this you develop confidence. Now you are prepared to play the shot at any given time in the match. You are not affected by nerves or stress, you are ready to go for your shot no matter what the score is.

2. THE SERVE TACTICS

MAIN TACTICAL OBJECTIVE:

- To dominate the point from the first / second serve.

HOW TO DOMINATE:

- Focus fully on your preparation.

- Make your decision as to which serve you will use.
- Stick to your decision no matter what.
- Keep your eye within your area-not on your opponent.
- Visualise the serve in your preparation/take aim.
- Carry out your serve and go for it.

FOR SERVE AND VOLLEYER: WHAT TO DO:

- Focus fully on preparation.
- Decide which serve you are about to use.
- Take aim, and visualise your serve hitting target.
- Carry out serve, move accordingly making split step, and position yourself for coming volley. If fault, go through same procedure on 2nd serve.
- Make your decision-volley or stay on baseline.

FOR BASELINER: WHAT TO DO:

- Focus fully on preparation.
- Decide what serve you are about to use.
- Take aim, and visualise the serve hitting target.
- Carry out serve staying on baseline.
- Be on your toes.
- Quick movement towards your next shot, having decided what to do with it.

FOR COUNTER PUNCHER: WHAT TO DO:

- Focus fully on preparation.
- Decide what serve you are about to use.
- Take aim, and visualise the serve hitting target.
- Carry out serve.
- If staying on baseline be ready to play aggressively whenever possible.
- If going to the net prepare for the volley.

SERVE AGAINST GOOD RETURNER: WHAT TO DO:

- Serve at the body making it difficult to come in on.
- Don't go for the easy point, expect a return.
- Don't rush the first shot / volley, make him play the 2nd shot.
- This player is usually tough, so don't panic.
- Prepare yourself that much work must be done to come out on top.
- Don't give away easy games, make him work for it.
- Mix your shots if possible and play the changing game, making him uncomfortable not knowing where he has you.
- When you see a chance take it.

SERVER AGAINST NET RUSHER: WHAT TO DO:

- A net rusher wants to rush you until you panic.
- This player will often rush to the net putting on the pressure, making you rush for a passing shot.

- Keep your eyes on the ball, and play your shots as you would normally, ignoring the odd winner your opponent might make. Once he knows you are not rushing to pass him, and you accept he will make a few points on good approaches, this player normally has little left to count on.
- Wait for the opportunity you get to go in. These players rarely have good passing shots themselves.

3. RETURN OF SERVE TACTICS

MAIN TACTICAL OBJECTIVE:

- To dominate the point from the first shot.

HOW TO DOMINATE:

- Find a good ready position and be alert.
- Focus fully on the ball starting with the toss.
- Decision: Decide what to do with the shot / visualise.
- Movement according to your choice of shot / split step.
- Don't hesitate, make the shot, take a chance.
- Whenever in doubt, aim for the middle giving you more margin for error.

RETURN OF SLICE SERVE: WHAT TO DO:

- This serve has generally a low sliding bounce which opens the court.
- Follow the toss and racket movement on the server.
- Focus on the ball and see if you can read how the ball is contacted by the server's racket.
- When you have recognised that the serve is a slice, then move diagonally into the court putting yourself in a position to take the ball early, before it spins out of reach.
- Aim crosscourt giving you more margin for error.

RETURN OF KICK SERVE: WHAT TO DO:

- The kick serve bounces deep / high in the court
- Read toss (is the ball tossed behind / extreme over the back?) watch racket contact.
- Move swiftly to the ball, take it early before it bounces up to your shoulder height giving you a difficult shot.
- If you have time move round the ball and hit with your forehand - this is very effective when hitting with a semi-western grip.
- Against this serve, a chip and charge attack can also be effective.

RETURN OF FLAT SERVE: WHAT TO DO:

- This is normally at top pace, giving you little reaction time.
- Make your decision and take a chance and pray for some luck.
- Come in on the ball and follow through generating the server's power-short backswing and split step.
- Be ready to face many aces and easy games, but be patient, for your chance will always come. Believe in your return and you will get that chance to make a break.

RETURN OF SERVE AND VOLLEYER: WHAT TO DO:

- Server comes to the net and makes a 1st volley.
- Points are mostly decided within the first 4 shots.
- Play the ball and not the player (don't be scared). The ball is your target.
- Be confident and take chances.
- Aim for the middle of the court, for greater margin for error.
- Don't be afraid to give him the volley. He will miss some and even give you a chance for another shot, if he makes a bad volley.
- Avoid slicing your return, as you will usually lift the ball high setting him up for an easy volley.
- Try to place the ball at the volleyer's feet by hitting topspin.
- Take the speed off the serve by making a chip to his feet - giving him a difficult volley.
- Move while waiting to receive the serve, try to distract the server, make him guess what your return intentions are and thus disturb his focus.

RETURN OF SERVE AGAINST BASELINER: WHAT TO DO:

- Normally a defensive player staying on the baseline on both serves.
- Find out where the server is most uncomfortable or has weakness and try to return there. It is important that you go for depth on the return, so he doesn't get the chance to take the initiative.
- Achieving depth on your return can leave the server playing a relatively defensive shot. This will give you the opportunity to be aggressive on the next shot and to put pressure on.

SECOND SERVE RETURNS: WHAT TO DO:

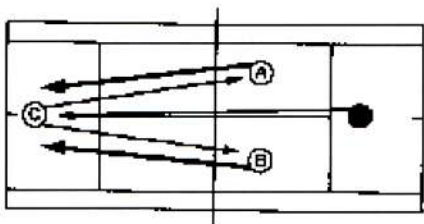
- Always attack a short second serve.
- Take advantage at all levels by:
 - hitting an inside out forehand
 - hitting down the line
 - chipping and charging
 - moving in on the ball, throwing the server off balance for next shot.

4. CONCLUSION

Big servers are usually only ordinary returners who are able to make the one break necessary.

Can we conclude that big servers are winning the GRAND SLAMS many more times than all-round players? Big returners seem to be more all-round players and are much more consistent. What is the complete player? Do we have one? Where is the big server with the great return today? We don't have him yet. Is he on his way? What about Agassi, why isn't he on the list of big servers and returners? Is his game best when the first 2 shots are played? Or is it that he is a moody player making the big wins when he feels like it?

5. DRILLS FOR SERVE AND RETURN

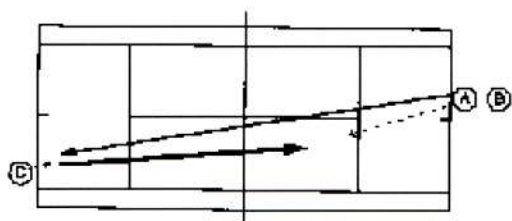


1. Return Practice

3 players on court

A & B at the net. C stands 1 metre inside the baseline. Coach plays ball to C who hits the ball to either A or B. The point is played out and trainer feeds in a new ball. A + B play the ball within 1 - 1.5 metres on either side of C. Workout 3 minutes and rotate.

Note: C is forced to shorten his total reaction time and use his legs efficiently, this allows for an explosive return. The goal is to achieve a short backswing and drive.



2. Splitstep training

3 players on court.

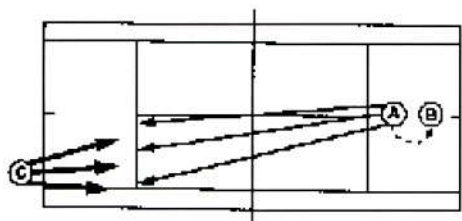
A serves, splitsteps, volleys.

B serves, stays on baseline.

C splitsteps and returns.

A & B rotate after 5 serves.

Note: Main objective is to practice the timing of the splitstep.

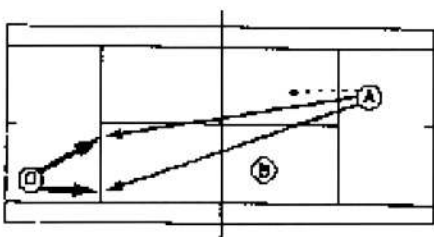


3. Return practice

3 players on court.

A & B stand behind the service line. A serves 5 - 7 balls to C and rotates with B. They serve altogether 40 - 50 balls before full rotation. C returns each serve by moving forward and making a splitstep.

Note: C practices his reaction time, anticipation, short backswing, splitstep and decision making.

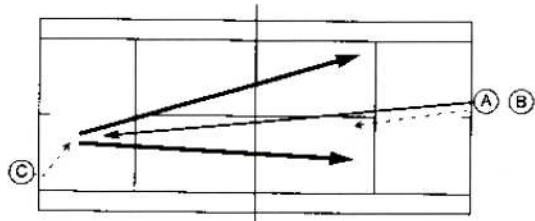


4. Return and serve

3 players on court.

A behind service line (middle). B at net. C return of serve. A serves at 75 - 80% of maximum power, moves in to take 1st volley. The point is played out and A repeats. B volleys to give C less reaction time. C comes in / splitstep and returns the serve having decided where to play the ball.

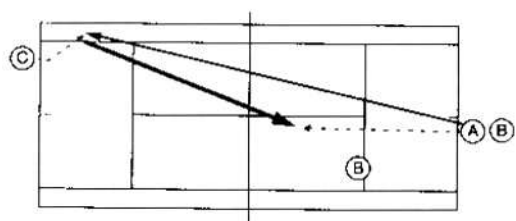
Note: C is forced to shorten reaction time, quick decision making and splitstep.



5. Service / Return / Volley

3 players on court

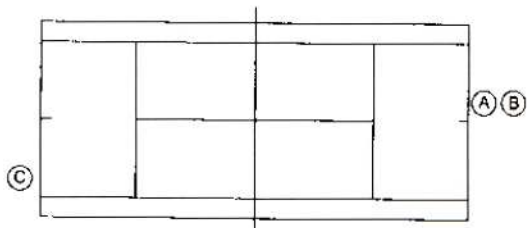
A & B behind baseline. C return of service. The servers inform C where they will play 1st serve, and come in for the volley. Knowing where the first serve will come C has time to prepare his return making it good practice for return of serve. The pressure is put on A & B when playing their 1st volley leaving little time for reaction. 2nd serve is played as normal with the servers still going to the net.



6. Service / Return / Volley

3 players on court.

A & B are servers. C returns serve. A serves any serve, comes in to volley and plays the point. Rotates with B. C tries to return crosscourt on every ball. Focus on the toss and try to read what type of serve is coming. (The same can be done longline). Knowing that the return will be crosscourt or at the body, A & B have time to practice the 1st volley. 2nd serve is optional.



7. Service / Returns (Game pressure)

3 players on court.

A plays 2 points against C (keeps score).

B plays 2 points against C (keeps score).

A plays 2 points again following the score line. B plays 2 points and they all play until one of the servers have won the game. This person changes with C. The player remaining on the baseline starts the next game. Play until a person has won 6 games (return of service can also win games).

PREVENTION OF SHOULDER AND ELBOW INJURIES IN TENNIS PLAYERS

by Todd Ellenbecker (USA)

INTRODUCTION

The upper extremity in tennis has traditionally been the most common site of overuse injuries. The repetitive nature of the tennis specific movement patterns, as well as the explosive speed at which they are carried out, require precise acceleration of the arm to produce power and timely deceleration of the arm to prevent injury. Research on the upper extremity of tennis players clearly shows muscular and skeletal adaptations or changes from the repeated stresses playing tennis imparts to the human body. A training programme that emphasises proper flexibility and muscular balance, as well as strength and endurance is required to prevent injury and optimise performance.

FLEXIBILITY

Flexibility patterns of the upper extremity in highly skilled tennis players have been extensively studied. This research consistently shows that shoulder internal rotation on the dominant racket playing arm is tighter than the non-dominant side. Not only is shoulder internal rotation limited on the dominant side in elite level tennis players, but this limitation begins in players as young as 11-12 years of age and becomes progressively more limited (tighter) as players age and continue to play competitive tennis.

Because shoulder internal rotation becomes very limited in tennis players' shoulders, current strategies in rehabilitation and preventative conditioning utilise stretches for the muscles and structures that are responsible for limiting this important motion. Figure 1 shows the recommended stretches for the shoulder and elbow in the tennis player which address the tight areas and movement patterns. These stretches should be performed both before and after tennis play using hold times of approximately 15 - 20 seconds in duration. Performing even two repetitions of the stretches will enhance shoulder motion and prevent tightness from developing.

One stretch that is no longer recommended is the anterior (front) shoulder stretch. This stretch involves grasping the fence or object behind the body and rotating the body forward while keeping the hand and arm fixed behind you. This stretch was previously recommended to prevent tightness in the front of the shoulder and increase shoulder external rotation. Advances in research and a better understanding of how the shoulder functions in overhead athletes has identified that many of these overhead athletes have too much flexibility (looseness) in the front of the shoulder, which can lead to instability of the shoulder and injury. Therefore, this type of stretching, with the arms behind the body as mentioned above, or with a partner, is no longer recommended for most tennis players.

STRENGTHENING

One of the most important aspects in both rehabilitation and preventative conditioning programmes for any athlete is muscular balance. Muscular imbalances occur in the upper

extremity of the tennis player from selective activation of certain groups of muscles required to generate power for serving and other tennis specific movement patterns. The muscles that internally rotate the shoulder (pectoralis major, latissimus dorsi, and subscapularis) become significantly stronger on the dominant arm from serving, hitting forehands, and other tennis movements. These large, powerful internal rotator muscles become so strong and dominant that an imbalance occurs between these muscles and their matching counterparts - the external rotators. The external rotators (infraspinatus & teres minor) primarily function to stabilise the humeral head (ball) in the glenoid (socket) and to decelerate the shoulder during the follow through phase of the tennis serve following ball contact. In contrast to the very large internal rotator muscles, the external rotator muscles that perform these vital stabilising functions are very small, and are located in the back of the shoulder. Therefore, a muscular imbalance occurs between the muscles in the front of the shoulder (internal rotators), and the muscles in the back of the shoulder (external rotators).

Recommended exercises for preventing rotator cuff injuries in tennis players are listed in Figure 2. These exercises work the small rotator cuff muscles in the back of the shoulder and help to promote muscular balance in the tennis player's shoulder. These exercises should be performed using very light weights 1-2 pounds to start, progressing to no more than 3-4 pounds in most players over time. Use of heavier weights leads to improper form and compensation by larger muscle groups that are already developed and strong. Performing 3 sets of 15 repetitions would be recommended to promote muscular endurance since these muscles work repetitively during tennis play. The player should not feel pain in their shoulder during these exercises but should feel the muscles fatigue behind the shoulder. These exercises should be done several times per week and are best worked into a workout session after tennis play, rather than before, since the player should not be playing tennis with a fatigued shoulder.

Additional exercises for tennis players that are recommended to prevent shoulder and elbow injuries are exercises that work the upper back muscles. Performing a seated or bent-over row exercise works the muscles around the shoulder blade (scapula) and helps to stabilise the shoulder. Exercises to improve wrist and forearm strength are also very important and should be done using light weights or rubber tubing using 3 sets of 15 repetitions to promote endurance of these muscles as well. Figure 3 shows the exercises for the wrist and forearm.

These exercises are used in rehabilitation for tennis elbow and wrist injuries, but should be part of a tennis players conditioning programme to prevent injury.

The combination of proper stroke mechanics with a progressive conditioning programme are integral parts of preventing injuries that limit performance in tennis players.

Figure 1

Upper Extremity Stretches.

Do not bounce. Use slow 15 to 20 second hold times for each stretch. Repeat each stretch 2 to 3 times. While stretching, a muscular pull should be felt **NOT** joint pain. Stretching should be done both before and **ESPECIALLY AFTER** activity. We do not advocate excessive stretching of the front part of the shoulder as it has been shown to factor in producing capsular laxity in the shoulder of the throwing and racket sport athletes.

Figure 2

1. Sidelying External Rotation

Lie on uninvolved side, with involved arm at side with a small pillow between arm and body. Keeping elbow of involved arm bent and fixed to side, raise arm into external rotation. Slowly lower to starting position and repeat.

2. Shoulder Extension

Position yourself as in diagram. With thumb pointed outward, raise arm straight back into extension toward your hip. Slowly lower arm and repeat.

3. Prone Horizontal Abduction

Position yourself as in diagram. With thumb pointed outward, raise arm out to the side parallel to the floor. Slowly lower arm, and repeat.

4. Supraspinatus - "Empty Can"

Stand with elbow straight and thumb pointed down toward ground. Raise arm to shoulder level at 30° angle to body. Slowly lower arm and repeat.

5. 90/90 External Rotation

Position yourself as in diagram. Keep the shoulder and elbow fixed. Rotate arm into external rotation, slowly lower to start position and repeat.

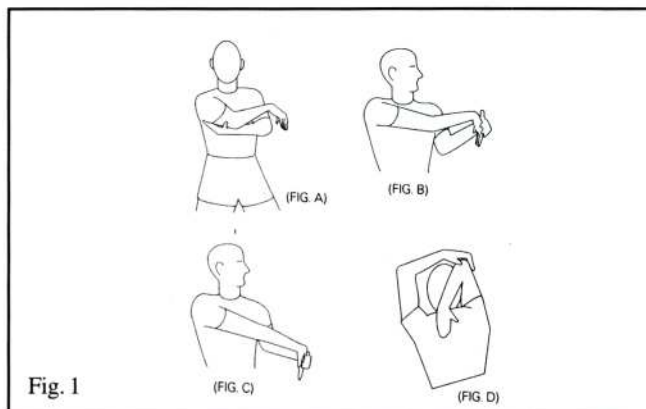


Fig. 1

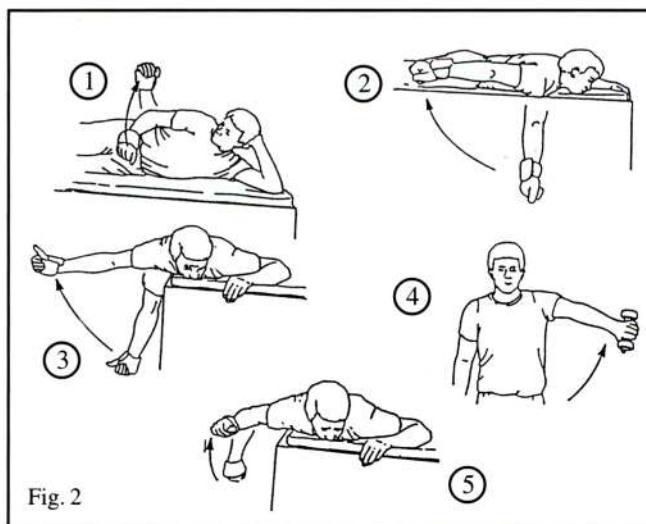


Fig. 2

Figure 3

Isotonic Forearm and Wrist Strengthening Exercises

Never work through specific elbow joint pain. Avoid jerking, work slowly through the range of motion. Begin with 3 sets of 10 and progress to 5 sets of 10 unless otherwise instructed. It is very important to slowly lower or return the weight to the starting position to emphasise an eccentric or lengthening contraction.

1. Wrist Curls (extensors)

Sit in a chair with the elbow flexed and forearm resting on a table or over your knee with the wrist and hand hanging over the edge. The hand is turned so the palm is down. Stabilise the forearm with the opposite hand and slowly curl your wrist and hand upward. Be sure to move only at your wrist, not at your elbow. Raise hand slowly, hold for a count, and slowly lower weight. REPEAT.

2. Wrist Curls (Flexors)

Same as before but place the palm up and slowly curl your wrist & hand upward.

3. Forearm Rotation (Pronation/Supination)

Using a dumbbell with weight at only one end (ie. a hammer), begin the exercise with the palm faced up (A). Slowly rotate your forearm and wrist to the upright position (B). Hold and then slowly return to A. Repeat. Then begin the exercises again in the palm down position (C). Raise the weight slowly to B, hold it and then return to position A. REPEAT.

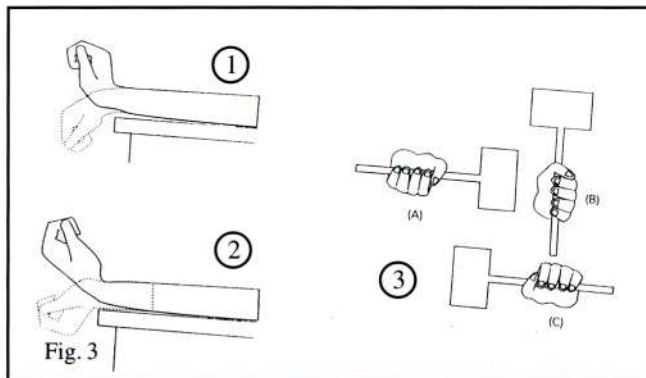


Fig. 3

Figure 4

1. Radial Deviation

Position yourself as in diagram. The weighted end of the dumbbell should be in front with thumb pointing straight ahead. Slowly raise and lower the weight through a comfortable range of motion. Movement should occur only in the wrist. - not in the elbow or shoulder. You will not be able to exercise through a very large arc of movement. REPEAT.

2. Ulnar Deviation

Same as before but with weighted end of dumbbell pointing backwards.

3. Grip Strengthening

Begin with elbow bent 90°. Place a tennis ball or putty in palm of your hand. Squeeze firm, hold 3-5 seconds. Release pressure. Repeat until fatigue occurs. As pain allows, progress to performing this exercise with the elbow straight.

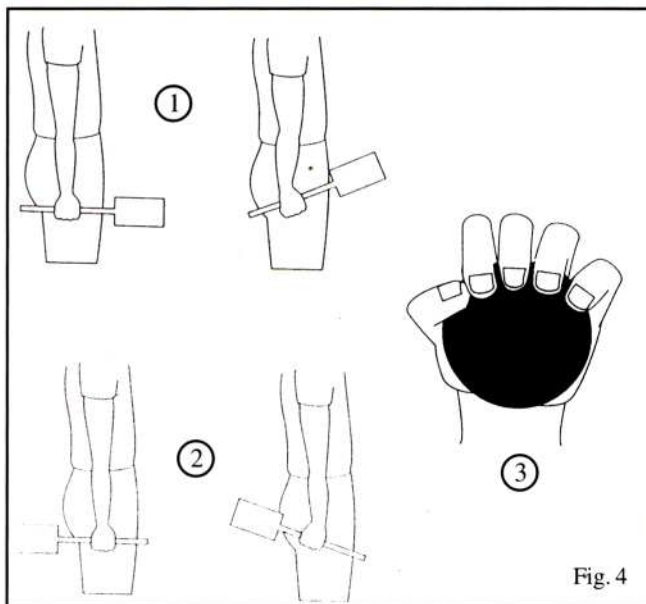


Fig. 4

THE SWEDISH METHOD OF DEVELOPING PLAYERS AGED 16-21

by Ulf Petersson (Swedish Tennis Association)

During the 1980's Sweden was one of the nations dominating junior tennis worldwide. It led to a period when many of the big titles fell into Swedish hands. It is of course impossible for a small country like Sweden to maintain such a position long term. The popularity of tennis has faded somewhat nationally and the international competition has become more difficult, yet Sweden remains one of the top tennis nations today.

Although the number of good junior players is less, Sweden has been able to produce a fairly large number of new ATP-level players. Ten out of top 100 is still an impressive number. In order to keep the number at ten, almost every good junior player had to make it all the way.

The Swedish method of developing young players is not one enforced by the Swedish Tennis Association (STA). It is rather a method in which the local actors work from his or her belief and the total adds up to the Swedish system. It is in other words not the method but the system that produces the players. The most important parts of the system can be described under the following headings: clubs, academies, teams, goals and players.

CLUBS

Junior tennis in Sweden is basically based on club tennis. There are about 1000 clubs in the country and about 1/3 of them have a full time pro. In most of the clubs the pros devote all their time to junior tennis. This means that the responsibility of player education is taken by the club and not by the STA. Up to the age of 16 there are no regional or national centres that offer training. The involvement of the STA is restricted to a couple of weeks of training camps for the top national players. The association also sends some players to events such as the European Championships.

The club coach is sovereign in the training of the player. The STA is of course offering all its expertise in order to help the coach and the player, but will in no way force on them a certain programme or a certain way of playing tennis.

One would think that this system should produce a variety of ways of playing. We can, however, see a certain conformity of style in Swedish tennis. For this of course you must credit tradition and the fact that most children learn by watching and imitating their heroes.

ACADEMIES

At the age of 16 a player can for the first time train under the supervision of the STA. In Sweden there are four academies. They all combine high school with tennis training. One school,

The Tretorn Tennis Academy in Bastad is run by the STA and 3 more schools are run in conjunction with the national sports council as a part of a national sport school programme. As a player is accepted to an academy, he is guaranteed three years of free education and tennis training. In other words, the programme at the academies does not differ from any other school in Sweden.

At the schools the STA have coaches. At the Academy in Bastad, the national 16 and 18 & Under coaches are actively involved. The Academy has also become a training centre for professional players. When they visit Bastad, they take part in the regular training. Naturally it is a big advantage for the students to get to practice with older successful pros.

Although the national coaches work at the academies the main coaching responsibility stays with the home club coach. It is important that the player does not lose contact with the home club in order to maintain the security of the home club after graduation. One could expect a conflict in interest as the player has different coaches but so far this has not been a problem.

In recent years most of the top players in the nation have chosen to attend an academy. However it is important to stress that the academies is not the only way. Some players have very good tennis conditions at home and decide to stay at their club. This is naturally the choice of the player and he will in no way be disadvantaged because of it. All the selection of players to international championships, European Championships and so on are based upon skills and results, and not on whether one decides to be a part of the STA academy programmes or not.

TEAMS

The essence of Swedish sport has always been team effort as opposed to individual stars. This is true also in an individual sport such as tennis. Of course Wimbledon and the French Open are milestones in Swedish tennis history, but the Davis Cup wins are probably the most important victories.

It is not only the Davis Cup that generates a team feeling. Nationally there is the Under 21 team, a 3-7 player team travelling with a team coach. The object of the team is to bring the player from satellite up to ATP tour level. A player is not a member of the team for a certain period of time. However it is important to stress that patience is vital and once the player is on the team he or she will be allowed time to achieve good results. The coach is employed by the STA. They will also pay for the coach's expenses. The expenses of the players are paid by the players themselves.

The official team effort is essential, but far more important is the informal team spirit of Swedish Tennis. It is natural among the players in the same age group to help each other. It is also natural for older players to help the upcoming stars. As a direct activity two junior players get the chance to be a part of the Davis Cup team at home ties. They will practice at the arena with a junior coach but also practice with the players on the team.

The team spirit and the lack of envy is not only a sign of Swedish sport but also a result of the fact that there is no financial gain in tennis inside the country. If a player wants to make a living from his tennis, he must achieve success internationally. Since the domestic cake does not exist, the success of one player does not take a slice from someone else. It is rather the opposite, namely when someone of the age group makes international results, it encourages his peers to keep trying.

GOALS

All goals set by the STA are based upon long term goals. The overall goal is to maintain the position as a leading tennis nation. The goals for each age group are team goals in the European Championship. No individual goals such as ITF Junior World Ranking is set by the STA. It is not only from a policy point of view but also from an economical point of view. The STA basically has not the resources to send their juniors to an adequate number of tournaments to get a good enough ranking. Therefore the ITF tour is used not to get a ranking but to get international experience.

All players naturally set their own goals. In Sweden a player cannot make money from his tennis unless he reaches the top 100. Therefore the top 100 position is commonly used by players as the lowest level goal. The fact that you cannot get away with less is probably the most important factor in Sweden having produced so many top 100 players over the years. If you want to live off your sport you have to reach this level. This of course also is a reason why one will not find many Swedish players ranked in the 100-400 region.

PLAYER

Although the education of the player mainly takes place in the club, the STA of course tries to encourage some general ideas.

The STA lacks resources. This makes it impossible to send people all over the world at the expense of the association. Therefore the player has to take more responsibility for his own tennis. His schedule, travelling, practice and so on will not be taken care of by others. The STA considers it very important that the player take charge of his own tennis. The argument is not entirely based on money. It is also a result of the idea that a player who takes full responsibility and makes things happen outside the court also will make them happen on the court.



To encourage this independence, we often have days at the Academy in Bastad where we as coaches leave the players to organise their own training while we merely observe. We want to prepare the player for when they are travelling alone to events and must out of necessity organise the training.

Another result of the economic situation is that the Swedish player has not at the age of 18 played as much international tennis as his international peers. He is in other words behind in his tennis education. During the years between 18-21 the player will have to make a decision whether he wants to play professional tennis or not. When that decision has been made he will play much more tennis and soon catch up on international experience. The Swedish player is often therefore a late bloomer

(e.g. Bjorkman who at 18 was not in the top 30 juniors in Sweden).

Another very important role of the STA has been and still is to encourage a second sport. Many of the players in the past have participated in other sports. The competition between sports has become harder and every sport likes to hold on to its talent. So of course does tennis. This change has forced tennis to not only educate tennis players but to build athletes. Therefore the off court training has become a more important part of the training.

CONCLUSION

Sweden is no longer a dominating tennis nation but still must be considered very good. In order to keep that position we are forced to take almost every good junior through to the ATP-level. Although the lack of money in many ways is an obstacle, it is in other ways helping us to make important priorities. The players cannot depend on the STA but have to take care of their own career. This in the long run is probably the most important part of the success of Swedish tennis.

ITF DEVELOPMENT UPDATE

by Doug MacCurdy (ITF)

In the past few months the ITF has conducted a comprehensive survey on participation and people's perceptions of tennis in a number of different countries. The results of this survey were distributed at the 1997 Davis Cup Final.

Although the ITF family continues to grow and tennis is one of the most universal of all games, we are concerned that participation has declined in quite a few of the so-called mature tennis markets. Approximately 80% of the world's players come from just a dozen countries, so any lack of interest in these nations affects the overall health of the game.

This dip in participation which began several years ago has led to intensified efforts by various entities to make the game as attractive as possible to potential players. There have been initiatives by both the ATP and the WTA tours to promote the game in cities conducting tournaments. Manufacturers have combined forces to devise programmes to attract new players. However, by far the greatest efforts are being made by the national associations themselves. You are all aware that governing bodies tend to receive more criticism than credit—and that any successes are overlooked in comparison to mistakes. Nevertheless, I continue to be impressed by the number and diversity of the programmes, the effort and the investment being made by our biggest tennis nations to attract people to the game and keep them playing. Obviously, these efforts are bound to pay off in due course. Beyond the most established tennis nations, we are seeing many countries going through an exciting phase of development. More and better players continue to emerge from a variety of countries in different regions of the world.

Our own efforts to stimulate participation have centred around the ITF School Tennis Initiative which began in January, 1996.

The objectives established were to create awareness in tennis, to increase participation in tennis and to provide an effective means of talent identification

The first phase of the School Tennis Initiative is to introduce the game through mini-tennis, a scaled down version of the game which can be played virtually anywhere. The primary target is children aged 6 - 12 but even younger ones can enjoy a few low key exercises and games.

For the School Tennis Initiative to work it must be a joint venture which includes the national association, the ITF, the government and often the private sector.

South and Central American nations have adopted the School Tennis Initiative with incredible enthusiasm. Many nations are treating it as their top priority. In Argentina, an accord was signed with the national association, the ITF and the Minister of Education which made tennis the first sport to become part

of the national curriculum in schools. In Chile, a major international firm has agreed to sponsor the programme on an on-going basis.

The role of the ITF is to supervise the programme primarily through the Development Officers, train physical education teachers, provide educational materials and allocate subsidies for national co-ordinators. Finally the provision of equipment is a key element of the programme.

In virtually all nations where the programme has succeeded there has been a major launch attended by players, educators, government officials and the media. In Chile the programme was initiated in the central square outside the government headquarters (see photo).



In establishing the programme, a target was set to introduce the game to 350,000 children in the first year. I am pleased to report that this goal has been reached in the 60 participating nations. We anticipate considerably higher numbers for 1997. The next step will be to work with national associations on follow-up programmes which provide opportunities for those children eager to continue playing the game and possibly even competitively. Many thanks to the 60 nations which have worked to ensure that the initiative got off to such an encouraging start.

Turning to the development of competitive tennis, there are still many nations where opportunities for young players to compete are simply inadequate. One part of the solution to this problem was to create more regional tournaments. There is particular need at the 14 & Under age group where if players do not have a chance to compete frequently they will lose interest in the game.

In keeping with the principle that the most promising players from these 14 & Under events get the opportunity to test their skills at a higher level, the successful players are selected for teams which compete outside of their immediate region. The

best young players from the different continents may then qualify to play in high level international competitions in Europe. At the 18 & Under level, there are both regional and international teams. Overall in 1997, 148 players from 62 countries earned places on the various ITF junior touring teams.

The top international teams consist of players with outstanding regional results and significant ITF Junior World Rankings. The calibre and records of these teams is quite high and in 1997, ITF Team-members captured 7 out of 10 Grand Slam junior finals that they were involved in. Many graduates have gone on to compete at the Grand Slam level. At the 1996 US Open, 22 junior touring team graduates appeared in main draws of the men's and women's singles events. Our thanks to the Grand Slams for their continued support through the Grand Slam Development Fund which makes these opportunities available.

The professional teams were designed to help talented players from outside the major tennis nations get started on the pro circuit. Our men's teams under the direction of Ivan Molina (Colombia) and Jacques Hivet (France) have had good results for several years, while the women's teams at first proved difficult to organise. I am pleased that in the past year the women's team has worked very well. Under the direction of coach Daria Kopsic (Argentina), the team members have made significant progress. The diversity of backgrounds and cultures represented on this team are a model for international cooperation. Among the nations whose players have participated are Colombia, Nigeria, Kazakhstan, Zimbabwe and Morocco.



There are now 3 training centres in operation. The first centre in Johannesburg is utilised by African nations. The centre in Fiji brings together the most promising players in Pacific Oceania. The newest centre, in Panama, provides training opportunities for players in the Caribbean and Central American region. The centre's programme is supervised by Development Officers, Gustavo Granitto and Frank Couraud.

One of the first development initiatives of the ITF was the West African Junior Championships which has since become the African Junior Championships. This year marked the 20th anniversary of the event. It was held in Senegal which did a fine job of organising what has become a very large festival of African tennis with over 150 players from 33 nations taking part. Our thanks to the Senegalese Tennis Federation President, Diagna N'diaye and his team for their efforts. Valentin Sanon of Côte d'Ivoire won the boys 18 & under title while South Africa retained the team trophy.

Coaches education continues to be a priority. Over 40 nations are now using the ITF Level I syllabus which is available in English, Spanish and French. The certification itself is given by the national association or by the regional association. The first pilot Level II Coaches Course was given in September of this year. Regional workshops involving hundreds of coaches were also held in Asia and South America.

Before ending, I would like to mention that strong national associations are the backbone of a strong ITF. A new "Leadership, Management, and Administration Manual" has been published. This manual will be useful for anyone involved in tennis administration and can also be used to conduct seminars and consultations. One component of the manual will be a national association activity index which nations can use to evaluate their structure and effectiveness. We hope that you will find it informative and will utilise it regularly to ensure that your officials are well prepared to deal with their responsibilities.

Finally, I would like to thank the Development Advisers, Fathi Farah, Eduardo Moline O'Connor, Eiichi Kawatei and Francesco Ricci-Bitti for their guidance - the regional associations for their cooperation - Manager, Dave Miley and the Development Staff - and finally our ITF President Brian Tobin who continues to take an active interest in the development process.

WHAT REALLY MAKES A GOOD COACH THEN?

Some remarks to the article "What makes a good coach?" contributed by Dr. Svatopluk Stojan (Switzerland)

Note: The article "What makes a good coach?" by Faisal Hassan was published in issue 12 of Coaches Review.

With the words "A coach should be a Committed, Organised, Articulate, Caring and Human being" the author tries to define the qualities needed to be a good coach.

In my opinion, these are only some of many other pre-conditions, which could, I repeat, only COULD influence the work of a coach in a positive way and could make him first of

all a sympathetic coach. I know good coaches, who never had all the five qualities noted above, and many not so good coaches, possessing all these attributes.

It could sound paradoxical, but even if the coach as a player had won the Wimbledon title and possessed the highest trainer-education and the 5 mentioned qualities, there is no guarantee that he will be a good coach. Surely, all these pre-conditions are important, but they are not enough to declare a coach as GOOD.

Therefore, what really makes a good coach then? In my eyes, a good coach is solely and exclusively a coach who has SUCCESS, who produces some good players. Not a Wimbledon winner, but a winner on the level he works - in the club, the region, the junior national squad. Every trainer/coach is in a very delicate situation. His success depends not only on his work, but just exclusively on the work with his pupils. A coach is therefore only successful when his players have success, when they have good results. This is really the ONLY objective criterion!

Every coach, to be successful, also has to have good luck. Some of you will say: "What's he talking about? Good luck - either you have it or not!". But this is the wrong attitude. A

clever coach can and has to help his luck, for example through the intensive search for talented juniors and through learning from his successful colleagues.

In my era as Swiss National Coach, there were in Switzerland more than 1,000 tennis teachers, trainers, coaches and instructors, but only about 20 of them supplied the junior national cadre regularly with their students. Not all of these 20 coaches possessed the 5 above mentioned qualities, but they knew and respected the following important rules of a successful coach's work:

1. Without real talents, even the best qualified and the best armed coach has no real chance of becoming a successful, good coach.
2. Without continuous learning of new development in tennis, the coach will remain an average coach..

The way to become a good coach starts by searching for real talent and with the ability to evaluate correctly and as soon as possible the level of all three talent types of a young player: the development, the co-ordination and, above all, the competitive talent. Then, the coach should develop ALL these three talents in accordance with the most modern methods.

RECOMMENDED BOOKS, SOFTWARE....

Computer Tennis - Practice drills 1.0

Lundgren & Helmersson

Computer Tennis - Practice drills 1.0 is software that contains 800 practice drills for beginners to advanced players of all ages.

The software gives the user the possibility to find the drills that suit their need in a few seconds. A search for a specific drill can be performed with the aid of the 45 categories and subject sections. The drills are shown in both text and graphic. The users can add their own favourite drills and add their own categories. There are four different printing possibilities. Computer Tennis - Practice drills 1.0 contains several functions that make it very useful for the tennis coach.

50% of all the Swedish clubs has bought the software and it is marketed and recommended by the Swedish, Danish, Finnish, Norwegian and Austrian tennis associations.

The price is US\$ 99 excluding VAT and postage. It is available in Swedish, English, French and German.

For more information contact Lundgren & Helmersson
Tel & fax: +46-431 882 87, E-mail: tennis@buller.se
<http://www.buller.se/usr/stefan.lundgren/ell-hs.htm>.

Leadership, Management and Administration Manual

International Tennis Federation

Level: Administration. 231 pages. This manual provides both the philosophical and practical information for tennis leaders to excel. It is an invaluable resource for officials, coaches and individuals involved in tennis.

The contents of the book are as follows: The organisation framework in tennis; The National Tennis Association; Personal skills; Planning; Administration; Meeting Management; Human Resource Management; Marketing and Mass Communication; Financial Resourcing; Appendix: examples of standing orders for meetings, notes on financial management for treasurers, developing players, coaches and officials, wheelchair tennis, ITF member association evaluation form; Useful publications.

Available in English now. Available in Spanish and French by mid-1998. For more information contact the International Tennis Federation.

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