



International Tennis Federation

Coaches Education Programme

Coach of advanced players *(former ITF Level 2)*

Candidate Workbook

Goal setting for tournament players

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How to use this workbook

This workbook has been designed to assist you on your journey to becoming an ITF Coach of advanced players of the activities you will cover during the course on-court sessions is outlined in this workbook. There are also sections where you can reflect on your coaching knowledge and skills and how you think you are going at different stages of the course.

The ITF Coach of advanced players' course is made up of four units. The assessment tasks for many of the units have been integrated (that is, several performance criteria from several units are assessed at the same time). This **Off-Court Workbook** focuses on all units of competency.

You will be required to bring this workbook to all on- and off-court sessions and it should serve as a useful resource in completing your course assessment tasks and during your coaching career.

PERSONAL DATA

Name:

Contact details:

- e-mail:

- phone:

Course venue:

Course dates:

Course tutors:

COACH OF ADVANCED PLAYERS COURSE UNIT CONTENTS

Coach of beginner - intermediate players		Contents	
Unit N°	Unit Title	Content title	Content general description
<i>Unit 1</i>	<i>Coaching advanced players</i>		
Sub Unit 1.1.	Level of play	Level of play	Show competency at ITN 3-6
Sub Unit 1.2.	Training theory (Sport Science)	Philosophy of coaching Biomechanics Teaching methodology Motor learning Psychology Physiology Growth and development Sports Medicine and First aid Physical conditioning Planning and organisation Tactics	Understand and apply the basic training theory principles to coaching advanced players
Sub Unit 1.3.	Training practice (individual & group)	Communication Biomechanics Teaching methodology Motor learning Tactics Psychology Planning and organization	Understand and apply the basic training practice principles to coaching advanced players
Sub Unit 1.4.	Equipment and facilities	Balls Rackets Courts Teaching aids	Understand and apply the basic equipment and facilities to coaching advanced players
<i>Unit 2</i>	<i>Organising competitions for advanced players</i>		
	Organising competitions	Rules of tennis Competition formats Code of conduct ITN Scoring systems	Understand and apply the fundamentals of competitions to organise basic competitions for advanced players
<i>Unit 3</i>	<i>Managing and marketing tennis programmes advanced players</i>		
	Managing and marketing tennis programmes	Leadership Management Administration Marketing Planning Ethics and Legal issues	Understand and apply the fundamentals of management and marketing to organise basic programmes for advanced players
<i>Unit 4</i>	<i>Educating advanced players, parents and coaches</i>		
	Education	Well-being Awareness Personal development Anti-doping Educational programmes	Understand and apply the fundamentals of education to organise basic educational programmes for advanced players

ACTIVITY	12
Title	Goal setting for tournament players
Unit	<ol style="list-style-type: none"> 1. Coaching advanced players 2. Organizing competitions for advanced players 3. Managing and marketing programmes for advanced players
Sub-units	<ol style="list-style-type: none"> 1.2 Training theory-sports Science-Goal setting 1.3 Training practice-Individual & Group-Goal setting
Resources	ITF Manual Coaching advanced players – Chapter 12
Content title	Goal setting for tournament players
Competencies	<p>Demonstrate and apply adequate tennis and sports science knowledge in the plan:</p> <ul style="list-style-type: none"> • Demonstrate the appropriate basic sport science knowledge in elaborating the plan. • Identify and document the basic fundamental perceptual, motor and movement skills to be developed (awareness of standards). <p>Plan and prepare for the analysis and evaluation:</p> <ul style="list-style-type: none"> • Consider a number of analysis and self reflection methods (i.e. charting, questionnaires, interviews, etc.). • Select a suitable analysis and self reflection method when coaching advanced players • Organise analysis and self reflection sessions with relevant people, equipment and resources. <p>Conduct the analysis and evaluation:</p> <ul style="list-style-type: none"> • Reflect upon coaching performance/ability in a coaching session. • Conduct an overall analysis of the coach's (and assistant coach) and player's performance. • Basically explain the coaching practice, evaluate the coaching behaviour, recognise own level of competence, evaluate the quality and effectiveness of own coaching practice. • Record areas for improvement. • Record aspects of coaching performance particularly effective for future use in competition. • Record aspects of coaching performance to be avoided in the future. • Understand and conduct ITN on-court assessments if needed. • Decide the best way to follow up after the analysis. <p>Modify coaching performance:</p> <ul style="list-style-type: none"> • Set short-term goals to improve approximately three aspects of coaching performance in consultation with key people. • Undertake additional training in deficient areas to improve performance. • Conduct a coaching session implementing strategies to improve coaching performance. <p>Review coaching performance:</p> <ul style="list-style-type: none"> • Review performance against set short-term goals and in response to feedback from key people. • Employ self reflection methods to assist the self evaluation process. • Obtain feedback from other key people regarding further modifications. <p>Understand and develop the fundamentals of a competition philosophy:</p> <ul style="list-style-type: none"> • <u>General</u>: Understand the key aspects of competitions for advanced players. • <u>Healthy competition</u>: Research and document healthy competition perspectives for advanced players. • <u>Formats</u>: Understand the need for and accommodate different competition formats. • <u>Adaptation</u>: Plan competitions adapted to the level of the advanced players. • <u>Goals</u>: Help players plan simple goals for the competitions of advanced players <p>Plan a competition programme for advanced players:</p> <ul style="list-style-type: none"> • <u>General</u>: Understand the key aspects of planning competitions for advanced players. • <u>Sign in</u>: Sign in the club – team – player (s) to organised competitions (affiliation to the Federation). • <u>License</u>: Ensure all players have the appropriate competitive license. • <u>Knowledge</u>: Demonstrate knowledge of sport science principles related to the planning of competition for advanced players (awareness of competitive standards). • <u>Contact</u>: Contact other coaches to organise club-team competitions. • <u>Programme</u>: Elaborate an appropriate competitive programme for advanced players. • <u>Budget</u>: Understand and consider budgetary issues in the planning of the competitive

schedule of advanced players.

The coach is able to effectively plan the basic management and marketing of programmes for advanced players.

- Promotion of the game of tennis for advanced players: Plan basic promotional programmes to develop the game of tennis for advanced players.
- SWOT analysis: Perform a basic SWOT analysis of the situation.
- Strategic framework: Know and understand the basic vision, mission, areas of emphasis, and goals of the plan.
- Development plan: Establish a basic development plan for the tennis organisation.
- Operational plan: Determine the timetable, resource allocation, and cost.
- Competition: Understand how to direct the management and marketing plan to the competitive and developmental needs of advanced players.
- Implementation strategies: Know and apply basic marketing and management strategies to attract and retain players.

Time allocated 120 minutes

Materials needed Pen and paper

1. In your own words define goal setting and the importance of goal setting for tournament players?

2. We have four different types of goals namely: objective/subjective, general/specific, outcome/performance, and short-term/Intermediate/long term. Give some characteristics of each type of goal and a practical example that is different to the manual.

3. In your opinion do we need goals and if so how significant is goal setting working with advanced players?

4. For the follow principles of goal setting give some characteristics and a practical example.

Specific

Measurable

Agreed

Realistic

Timed

Evaluated

Recorded

5. In your opinion what the biggest problems to overcome when goal setting?

6. With one of your tournament players fill out the Player Goal Setting Worksheet on pages 225 and 226. By filling out these two worksheets give feedback on experience. Was it easy or difficult, any problems etc.

7. Give one of your tournament players the Matchplay Performance Worksheet on page 227. Compare your observation to your players'.