



International Tennis Federation

Coaches Education Programme

**Coach of beginner -
intermediate players**
(former ITF Level 1)

Candidate Workbook

Psychology

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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 beginner and intermediate 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 beginner and intermediate 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 BEGINNER - INTERMEDIATE PLAYERS COURSE UNIT CONTENTS

Coach of beginner - intermediate players		Contents	
Unit N°	Unit Title	Content title	Content general description
Unit 1	<i>Coaching beginner - intermediate players</i>		
Sub Unit 1.1.	Level of play	Level of play	Show competency at ITN 7-8
Sub Unit 1.2.	Training theory (Sport Science)	Philosophy of coaching Biomechanics Teaching methodology Motor learning Psychology Physiology Growth and development First aid Physical conditioning Planning and organisation Tactics	Understand and apply the basic training theory principles to coaching beginner – intermediate players
Sub Unit 1.3.	Training practice (individual & group)	Communication Biomechanics Teaching methodology Motor learning Tactics Psychology	Understand and apply the basic training practice principles to coaching beginner – intermediate players
Sub Unit 1.4.	Equipment and facilities	Balls Racquets Courts Teaching aids	Understand and apply the basic equipment and facilities to coaching beginner – intermediate players
Unit 2	<i>Organising competitions for beginner - intermediate 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 beginner – intermediate players
Unit 3	<i>Managing and marketing tennis programmes for beginner – intermediate 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 beginner – intermediate players
Unit 4	<i>Educating beginner - intermediate 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 beginner – intermediate players

ACTIVITY	12
Title	Psychology for beginner and intermediate tennis players
Unit	1. Coaching beginner and intermediate players 2. Organising competitions
Sub-unit	1.1. Training theory – sport science 2.1. Plan competition for beginner players
Resources	ITF Manual Coaching beginner and intermediate players – Chapter 9 –
Content title	Psychology of coaching and competition
Competencies	<p>Understanding the players:</p> <ul style="list-style-type: none"> • Consider the fundamental different elements affecting the long-term development of tennis players as related to beginner - intermediate players. • Collect relevant information from players to plan the session. • Get to know the players' fundamental characteristics, motivations, etc. • Demonstrate basic knowledge of the fundamental aspects of psychological skills needed for beginner - intermediate' tennis. • Understand the basic fundamentals of how psychological skills are learned. • Identify the basic psychological skill characteristics of the sport of tennis. • Demonstrate key knowledge of the fundamental aspects of psychological skills needed for beginner - starter' tennis. • Understand the fundamentals of how psychological skills are learned. • Identify the fundamental psychological skill characteristics of the sport of tennis. • Identify the key important fundamental psychological skills for tennis. • <u>Motivation</u>: through drills and games demonstrate a fundamental understanding of appropriate motivational techniques and strategies for beginner - starter players depending on age of the player, etc. • <u>Emotional control</u>: Understand the fundamentals and apply through drills and games appropriate emotional control techniques and strategies for beginner - starter players depending on age of the player, etc. • <u>Concentration</u>: Understand and apply through drills and games appropriate fundamental concentration and focusing techniques and strategies for beginner - starter players depending on age of the player, etc. • <u>Self-confidence</u>: Understand and apply through drills and games appropriate fundamental self-confidence techniques and strategies for beginner - starter players depending on age of the player, etc. <p>Sportsmanship issues:</p> <ul style="list-style-type: none"> • Ensure fundamental sportsmanship and fair play behaviours are used by players, coaches and players at all times. <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 beginner - intermediate players. • <u>Healthy competition</u>: Research and document basic healthy competition perspectives for beginner - intermediate players. • <u>Formats</u>: Understand the need for and accommodate different competition formats. • <u>Adaptation</u>: Plan competitions adapted to the level of the beginner - intermediate players. • <u>Goals</u>: Help players plan simple goals for the competitions of beginner - intermediate players. • <u>Contact</u>: Contact other coaches to organise club-team competitions. • <u>Knowledge</u>: demonstrate knowledge of sport science principles related to the planning of competition for beginner - intermediate players (awareness of competitive standards).
Time allocated	120 minutes
Materials needed	Pen and paper

1. Write down a short story of a personal experience you had in which the importance of the mental side of tennis was shown.

2. What is mental toughness? Find the definition and write it down. Include several elements or characteristics that determine it and the name of a professional player that best shows it.

Definition of "mental toughness":

Element	Player

3. Do you think that "it is critical that the process of developing mentally tough players begins at the same time at which children are introduced to a formalised tennis programme." If you agree with this statement, give 3 ideas on how this could be done. If no, give 3 reasons why not.

1.

2.

3.

4. The behaviour of significant adults (i.e. coach, parents) is one of the primary factors influencing positive psychological characteristics of players. Elaborate a table with examples of positive and negative behaviours and their possible influence on the beginner-intermediate players.

Positive behaviour	Possible influence on the player	Negative behaviour	Possible influence on the player

5. Commitment is the level of motivation and effort. How can you as a coach increase the commitment of your players? Write down 3 ideas that can help you to do it.

1.

2.

3.

6. Write down 3 competitive formats or on-court activities you can use to develop the appropriate competitive spirit in beginner players.

1.

2.

3.

7. Think of different low self-confidence behaviours and indicate how you can help players to increase their self-confidence.

1.

2.

3.

8. List 3 leadership tasks can be given to beginner and intermediate players to develop independence.

1.

2.

3.

9. Mistakes are a natural part of the learning process. Give 2 examples from your experience on how you can help players deal positively with mistakes.

1.

2.

10. How you would explain a beginner or intermediate player that losing a match does not mean that the player has failed or is worth less as a person?

11. What does it mean that coaches should help players to judge their success based on their achievement and effort? Provide some examples from your experience.

12. What is the relationship between optimal challenge and goal setting when coaching beginner and intermediate players? Provide some examples from your experience.

13. Write down examples of goals for beginner and intermediate players that are:

Specific:

Measurable:

Attainable:

Realistic:

Timed:

Individual:

Recorded:

Clear:

14. How can you ensure that all players achieve some form of success? Elaborate a table which includes success building strategies for both talented and less talented beginner and intermediate players.

Success builders for talented players	Success builders for less talented players

15. How can you help your players provide the adequate reasons for success and failure? Elaborate a table in which you include reasons for success and failure that will help players develop the appropriate approach.

Reasons for success	Reasons for failure

16. What is feedback? Find the definition and write it down. Include different types of feedback and provide several practical examples.

Definition of "feedback":

Type of feedback	Practical example

17. Write down 4 key ideas you would like to share with the parents of your beginner and intermediate players in your initial meeting with them.

1.

2.

3.

4.

18. How would you react if a beginner or intermediate player is not happy because he is always comparing himself with a better peer from his class?

19. Provide practical examples on how you can give positive feedback to beginner or intermediate players on:

1. The performance / not the outcome:

2. The player / not the ball:

3. The style / not the result:

20. Write down a drill in which you can help your beginner or intermediate players to praise themselves.

21. Explain how you could use occasional and extrinsic rewards to increase intrinsic motivation in your beginner and intermediate players.

22. Write down 4 ways you can increase enjoyment and reduce anxiety in your tennis lessons with beginner and intermediate players.

1.

2.

3.

4.

23. Give 3 examples of effective questioning in the following situations:

1. After a tactical mistake:

2. After a technical error:

3. After an inappropriate behaviour:

24. Write down a short story of a personal experience you had in dealing with misbehaviour of a beginner or intermediate player.

25. Give examples of the advantages and disadvantages of using punishment to deal with misbehaviour:

1. Advantages:

2. Disadvantages:

26. Situation: What would you do if in a group lesson of 8 players there is one that continuously misbehaves?

I would...

27. Your competitive philosophy:

1. What I like from competition is...

2. What I dislike from competition is...

28. Give examples of the advantages and disadvantages of introducing early competition to beginner and intermediate children:

1. Advantages:

2. Disadvantages:

29. How would you explain to the parents of beginner players the relationships between effort and success in tennis? Provide several examples

30. Give some examples on how a beginner and intermediate player can learn from the result of a match

1. What you can learn from a won match...

2. What you can learn from a lost match...

31. How can you foster sportsmanship in a beginner and intermediate player? Provide 2 examples:

1.

2.

32. Give examples of competition formats that will help players develop a healthy competitive approach. Justify your examples.

1.

2.

33. What is new? Write 3 new ideas you have learned from this chapter and indicate how you will apply them in your coaching.

1.

2.

3.

34. Write down where you can access information that will help you continue your knowledge on this area when working with beginner and intermediate tennis players.

1.

2.

3.