



International Tennis Federation

# **Coaches Education Programme**

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

## **Candidate Workbook**

**Psychology: Coaching**

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Written by Miguel Crespo  
ITF Coaching  
Bank Lane Roehampton  
London SW15 5XZ  
[coaching@itftennis.com](mailto:coaching@itftennis.com)  
[www.itftennis.com/coaching](http://www.itftennis.com/coaching)  
Tel./Fax. 34 96 34 61 90

### Disclaimer

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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

<b>ACTIVITY</b>	<b>7</b>
<b>Title</b>	Psychology: Coaching
<b>Unit</b>	1. Coaching advanced players
<b>Sub-units</b>	1.2 Training theory – Sport science – Psychology 1.3 Training practice - Individual & group – Psychology
<b>Resources</b>	ITF Manual Coaching advanced players – Chapter 7
<b>Content title</b>	Psychology: Coaching
<b>Competencies</b>	<p><b>Psychological skills basic knowledge and application of relevant tennis contents to the session:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the fundamental aspects of psychological skills needed for advanced players' tennis.</li> <li>• Understand how psychological skills are learned.</li> <li>• Identify the basic psychological skill characteristics of competitive tennis.</li> <li>• Identify the important fundamental psychological skills for tennis.</li> <li>• <u>Motivation</u>: Through drills and games demonstrate a basic understanding of appropriate motivational techniques and strategies for advanced players depending on the age of the player, etc.</li> <li>• <u>Emotional control</u>: Understand and apply through drills and games appropriate emotional control techniques and strategies for advanced players depending on the age of the player, etc.</li> <li>• <u>Concentration</u>: Understand and apply through drills and games appropriate concentration and focusing techniques and strategies for advanced players depending on the age of the player, etc.</li> <li>• <u>Self-confidence</u>: Understand and apply through drills and games appropriate self-confidence techniques and strategies for advanced players depending on the age of the player, etc.</li> <li>• <u>Goal-setting</u>: Understand and apply through drills and games appropriate goal-setting techniques and strategies for advanced players depending on age of the player, etc.</li> <li>• <u>Visualisation</u>: Understand and apply through drills and games appropriate visualisation techniques and strategies for advanced players depending on age of the player, etc.</li> <li>• <u>Psychological preparation for a match</u>: Understand and apply through routines, drills and games the basic appropriate psychological match preparation strategies for advanced players depending on age of the player, etc.</li> </ul>
<b>Time allocated</b>	120 minutes
<b>Materials needed</b>	Pen and paper

**1. In your own words define Sport Psychology and its role in player development?**

**2. Do you currently have a psychology skills training program with your pupils/program? If yes give a brief outline, if no explain your reasons for not having one?**

**3. Is a tennis coach able to implement a psychology skills training program or should it be only done by a qualified sports psychologist? Justify your answer!**

- 4. List the intrinsic and extrinsic motivational factors that cause you to be involved in the tennis coaching profession.**

Intrinsic motivational factors

Extrinsic motivational factors

- 5. Relating the concept of player 'drop out.' Explain with the help of extrinsic and intrinsic motivational factors why this would happen and what measures you would implement to prevent 'drop out'**

- 6. Intrinsic motivation is largely regarded at the most important type of motivation. How would you improve this with your competitive/tournament tennis player**

**7. Define the following types of goals and give a practical example**

a) Performance

b) Outcome

c) Dream goals

d) Short term

e) Medium term goals

f) Long term goals

**8. When setting goals there are certain principles to adhere to. They can be explained using the acronym SMARTER, give the characteristic of each one and an example.**

**Specific**

**Measureable**

**Agreed**

**Realistic**



Time phased

Evaluated

Recorded

**9. Make a list of all of the psychological demands of competitive tennis.**

**10. After making a list of all of the psychological demands of competitive tennis now list the psychological skills required to meet the demands.**

**11. Give an example of an elite/professional tennis player that is 'mentally tough' Give reasons for your answer.**

**12. Define 'ideal performance state'**

**13. Define situational stress and give two strategies you would use to improve situational stress with one of your tournament players.**

**14. Define personal stress and give two strategies you would use to improve personal stress with one of your tournament players.**

**15. Explain the relationships between arousal and performance.**

16. Give two physical and two psychological strategies to increase a player's arousal on and off court

17. Define each type of attentional focus and provide a tennis example for each type.  
Broad internal/external, Narrow internal/external.

Broad internal

Broad external

Narrow internal

Narrow external

**18. Concentration is sometimes referred to as the most important mental skill. Do you agree with this if so justify your answer or if not explain why and what is the most important mental skill?**

**19. What is in your opinion the most common concentration problems with your tournament players and link the feedback relative to narrow/broad, and internal/external?**

**20. What mental skills are developed by having a between the point routine? How would you implement a between point routine with one of your tournament players`**

**21. Identify the four phases of between the point routine.**

**22. Video one of your tournament player that has a weakness of between point routine. List the specific weaknesses. After 4 weeks video the player again and note any differences/improvements.**

**23. Conduct a four week psychological skills training program with your tournament players. Give details of the implementation of the program, what were the major strengths and weaknesses of the players from a mental point of view and how you developed these into your training.**