

THE ARCHITECTURE OF QUALITY TENNIS COACHING

Miguel Crespo, Ph.D. (International Tennis Federation)

In this presentation several key fundamentals that define quality tennis coaching will be addressed. The main goal of the session is to provide some ideas to coaches on how they can use research based findings on tennis psychology that will help them to attract and retain tennis players. A player centered, coach driven philosophy will underpin the principles that will be introduced together with some games and drills as examples. Crucial concepts such as adopting the right approach, creating the adequate motivational climate, setting the correct goals, fostering self-confidence, striving for success, aiming for inclusion of all players, generating engagement, building the will, engineering mental toughness, fast tracking recovery, learning error tolerance, prioritizing effort, “automatizing” motivation and giving the personal best will be covered in an attempt to describe the architecture of quality coaching in tennis. It is hoped that the information in this session will assist coaches in deliver a better tennis experience to the players.

IMPLEMENTING PSYCHOLOGICAL SKILLS IN TENNIS COACHING:

A BRAINSTORMING SESSION

Miguel Crespo, Ph.D. (International Tennis Federation)

This session will try to reflect on several relevant issues related to the mental side of tennis performance. During the presentation, some of the following questions will be put forward to the audience: Is it true that “tennis is a mental game”? What are mental or psychological skills? Can they be clearly identified and defined? How important are they for tennis performance and satisfaction? How do they relate to technical, tactical and conditioning skills specific to tennis? Can they be classified and grouped for better understanding? Are they mainly innate or can they be improved? If yes, how can they be trained? Are there special “mental” drills that should be used or anything will do? Should they be practiced just “off-court”, or they also need to be worked “on-court”? How much? How often? Who should introduce them to the players? A sport psychologist? The coach? What about the parents? Can and should they all work together? You can’t be serious!