

UVOD V PSIHOLOŠKI TRENING

V tej predstavitvi bomo...

- Predstavili psihološke značilnosti pri tenisu
- Ugotovili zakaj se psihološki trening redko vključuje v program
- Predstavili mentalne veščine, ki jih potrebujemo pri tenisu
- Predstavili nekaj študij primera.



Psihologija tenisa

Mentalne značilnosti teniške igre

- Individualna igra
- Brez nasvetov trenerja
- Visok odstotek hitrih odločitev
- Med tekmo veliko časa za razmišljanje
- Ne veš kdaj boš začel in kdaj končal
- Ni zamenjav
- Tekmovalni sistem na izpadanje
- Igraš na različnih podlagah, kontintih, z različnimi tekmeci, žogami...
- Vsi udarci so pomembni
- Dolga tekmovalna sezona (brez prehodnega obdobja)
- Ranking je odvisen od rezultatov v eni tekmovalni sezoni
- Ni „time-out-a“
- “Tiha igra”, potrebna koncentracija
- Rekreativni tenis. Tekmec je tudi sodnik

Psihologija tenisa

Mentalni vidik tenisa

- Raziskave kažejo, da je zelo pomemben za:
 - igralce
 - trenerje
 - starše
- Višja je raven igre, bolj je pomemben mentalni vidik.



Zakaj se psihološki trening redko koristi?

- Mentalne veščine se ne da izboljšati
- Ni športnih psihologov, ki poznajo tenis
- Mentalne veščine niso bile potrebne v preteklosti, zakaj bi bile sedaj
- Trenerji nimajo znanj kako razvijati mentalne veščine
- Trenerji menijo, da psihologi ne rešujejo igralčevih problemov
- Pomanjkanje časa
- Igralci niso zainteresirani
- Težko je oceniti napredek mentalnega treninga





Psihologija tenisa

Navodila za trenerje

- Trenerji se zavedajo pomena mentalnih dejavnikov pri tenisu
- V treningu pogosteje uporabljajo mentalne tehnike
- Kaže, da ne vključujejo mentalni trening tako v trening na teniškem igrišču, kot izven njega.



Psihologija tenisa

Trenerji bi potrebovali

- Več praktičnih prikazov
- Več praktičnih vaj, tako na igrišču kot izven njega
- Več konkretnih primerov vaj za različne veščine in starostne skupine
- Več priložnosti sodelovanja s športnim psihologom, ki pozna teniško igro.



Psihologija tenisa

Izkušnje pri delu z igralci

- Igralci in trenerji so nad učinki mentalnega treninga navdušeni
- Igralci vedo mnogo več o tem področju kot si mislimo
- Imamo natančno določene specifične cilje za igralce U10 in U12
- Trenerji lahko delajo dnevno po sistemu za mentalni razvoj.



Psihologija tenis

Navodila za trenerje (1)

- **Komunikacija je ključna!**

- > Spoštuj odkrito mnenje igralca
- > Ne kritiziraj, zasmehuj ali prevladaj nad igralčevim mnenjem
- > Igralec se mora počutiti varno
- > Pokaži razumevanje za vsako mnenje in asociativne misli igralca
- > Predstavi konkretne zgodbe in izkušnje.



Psihologija tenis

Navodila za trenerje(2)

- Spremljaj napredek igralca
- Obseg mentalnih treningov
- Igralci naj pogosto izražajo svoje mnenje, občutke, opažanja...
- Zabavajte se!



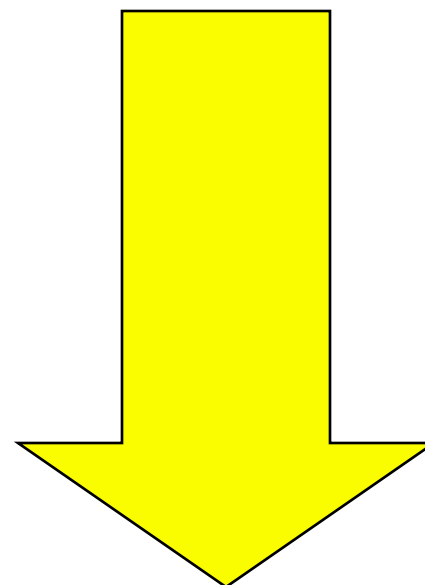
Psihološki
(mentalni)
trening za
naprednejše
igralce



Cilj za napredniješe igralce

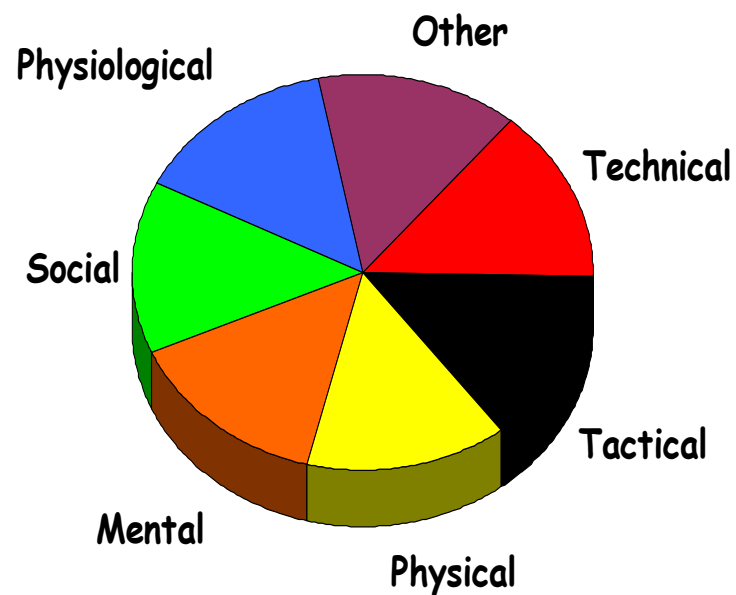


TRENER TENISA B



**IZVEDBA
DOSEŽEK
„PERFORMANCE“**

Dejavniki, ki vplivajo na izvedbo





Psihologija tenisa

Ključni dejavniki uspeha

- „Athleticism“
- Koordincija
- Ambicije „Desire“
- Odgovornost
- Zavedanje
- Odkritost
- Tekmovalni duh
- Sposobnost dvigovanja meja
- Samopodoba
- Vzgoja staršev

Psihologija tenisa

Zadnje ugotovitve

- Psihologija športa je zelo napredovala
- Na voljo je veliko literature (knjige, članki)
- Količina teniško specifičnih informacij počasi narašča
- Pogosto so informacije preveč splošne ali v obliki receptov.



Psihologija tenisa

Zadnje ugotovitve

- Pomembna vloga trenerja pri izvedbi mentalnega treninga
- Interdisciplinarni & integralni pristop
- Praktične trening na igrišču
- Ustvarjanje okolja za visok „performance“.



Psihologija tenisa

Principi pri delu z naprednejšimi igralci

- Mentalni trening mora biti teniško specifičen
- Vse naj se odrazi skozi in v teniški situaciji
- Trenerji in igralci naj govorijo isti jezik, uporabljajo isto terminologijo
- Trenerji in igralci naj mentalni trening izvajajo na in izven igrišča.



(Van Fraayenhoven, 2002)

Psihologija tenisa

Filozofija

‘Developing the individual as well as the player’



Psihologija tenisa

Vpliv na mentalnost

- Starši
- Trenerji
- Drugi igralci
- Razmerje med porazi in zmagami
- Raven tekmovanj (nacionalni, mednarodni TE, ITF/ATP&WTA).

Vloga trenerja

Kaj potrebuje igralec?

- Poišče igralčeve potrebe glede na osebni igralni stil, strategijo
- Razvija samostojnost in neodvisnost
- Povečuje motivacijo za delo na optimalnem nivoju.



Psihološki (mentalni) trening za naprednejše igralce

Mentalni trening

Uvod

- Je eden od elementov trenažnih programov
- Ključni vidik na poti k visokim dosežkom
- Trenerji in igralci ga izvajajo pogosto, čeprav se tega ne zavedajo.



Mentalni trening

Definicija

- Mentalni trening koristi:
 - Psihološke tehnike
 - Teorije.
- za:
 - Povečanje izvedbe „performance“
 - Osebnostno rast teniških igralcev.



Mentalni trening

Kaj je?

- Čudežno zdravilo?
- Rešitev v težkih situacijah
- Sposobnost reševanja in preprečevanja težav
 - Razvija sposobnosti za življenje
 - Sposobnost pokazati največ
 - Izkoristiti priložnosti, ki se ti ponudijo (začetniki in naprednejši igralci))
- Vpliva na metodološki pristop.



Mentalni trening

Zahteve za igralca

- Želja po izboljšanju
- Odprt za novo
- Treniranje.



Mentalni trening

Pomembnost

- 13 od 16 značilnosti vrhunškega dosežka so izključno vezani na rituale med točkami
- Večina značilnosti je povezana s čustvi
 - Naučiti se oceniti svoja čustva
 - Naučiti se nadzorovati svoja čustva
 - Sprejeti, da čustva ne bodo nikoli 100% stabilna.



Mentalni trening

Kaj dobijo igralci?

- *... maximize athletes performance and personal development...*

– Razvijejo:

- Kognitivne sposobnosti
- Emocionalne sposobnosti,
- Strategije obnašanja.



TRENING

Mentalni trening

Ali res deluje?

- Od 45 študij, ki so obravnavale psihološko intervencijo, 38 (85%) jih je imelo pozitiven vpliv na dosežke.

(Vealey, 1994; Weinberg & Gomar, 1994; Meyers, Whelan, & Murphy, 1996, see Weinberg and Williams, 1998))



Mentalni trening

Za koga in kdaj?

- Trenerja
 - Vedno
 - Na igrišču
 - Izven igrišča
 - Vsaka beseda je del mentalnega treninga
- Psiholog
 - Pomaga trenerju in igralcu
 - V specifičnih situacijah.



Mentalni trening

Komponente

- Specifični cilji
- Delo s skupino
- Prepoznavanje individualnih razlik
- Upoštevaj igralčevo stopnjo razvoja
- Sodeluj (teniški psiholog).

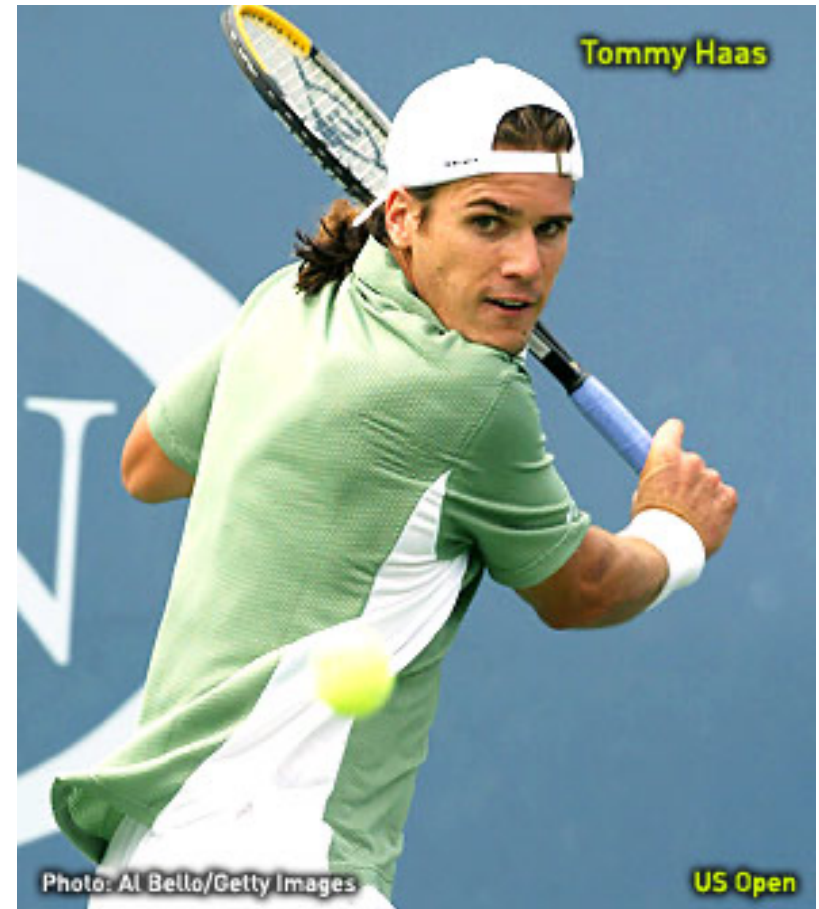


Mentalni trening

Cilji

POMAGATI IGRALCU, DA:

- Izboljšajo svoje dosežke (igrajo boljši tenis)
- V igri bolj uživajo
- So vključeni v dodatne teniške aktivnosti.



Mentalni trening

Cilji na najvišjem nivoju



**DOSEČI
IDEALNO
PSIHOLOŠKO
STANJE
(IPS).**

Mentalni trening

“Idealno psihološko stanje”

– “Ideal Performance State”

- The optimal condition of mental and physical arousal for the execution of motor skills (Loehr, 1983, 1986, 1989).

1. Telesna sproščenost
2. Mentalna mirnost
3. Nizka raven anksioznosti
4. Visoka raven energije
5. Optimizem
6. Užitek (notranja motivacija)
7. Občutek nenaprežanja
8. Avtomatičnost (izguba samozavedanja)
9. Budnost
10. Mentalni fokus
11. Samozaupanje
12. Kontrola in jasni cilji.

Mentalni trening

Stanje najvišjega dosežka



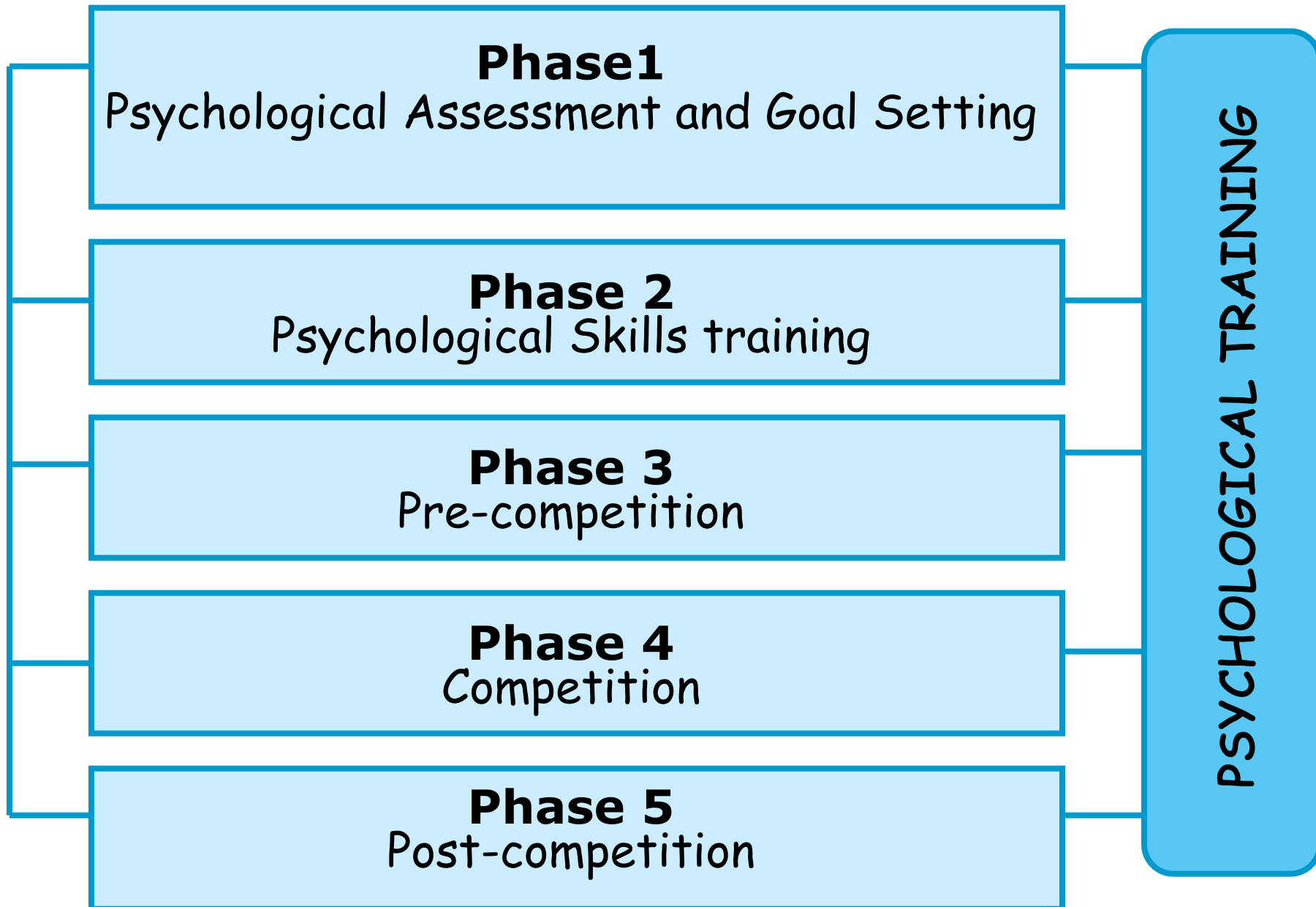
- Ravnovesje med veščinami in izzivi
- Povezava aktivnosti in zavestnih odločitev
- Visoka raven samozaupanja
- Usmerjena koncentracija
- Jasni cilji
- Izguba samozavedanja
- Užitek
- Visoka raven motivacije.

Vprašanja?





PHASES AND CHARACTERISTICS OF A PSYCHOLOGICAL TRAINING PROGRAMME



Phase 1. Psychological Assessment and Goal Setting

General Assessment of the game and the player (s)

- Questionnaires
- Interviews
- Direct observation on court

Specific mental skills assessment: PERFORMANCE PROFILE

- Questionnaires/Interviews
- Direct behavioral observation (practice / matches) on court
- Video recording of practice and matches

Goal-setting

- Long, medium and short term goals

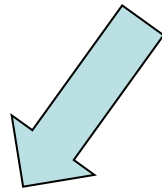
AIM

- **To train psychologically**

Phase1

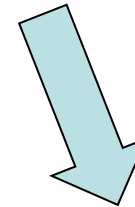
Psychological Assessment and Goal Setting

General Assessment of the game and the player (s)
- Questionnaires, Interviews and direct observation on court



Tennis

- 1 ° Observation: Training and competition.
- 2 ° Match statistics
- 3 ° Players opinions
- 4 ° Research



Player

- 1° Sport vitae and current tennis player status
- 2° Psychological skills questionnaires
- 3° Behavioral observation: Training and competition
- 4 ° Research on other players
- 5 ° Assess Player Commitment

Mental Training

Analysis of the game

- Tennis is a mental game
- Competitive tennis is 95% mental (Jimmy Connors)
- Top performance: mentally strong
- Mental characteristics of tennis are the following:



Tennis Psychology

Psychological skills needed for tennis

- Loehr (1989)
 - Self-confidence
 - Arousal control
 - Attention control
 - Visualization and Imagery control
 - Motivation level
 - Positive energy control
 - Attitude control
- Weinberg (2002)
 - Commitment
 - Motivation (Goal setting)
 - Confidence
 - Understanding and managing emotions
 - Imagery
 - Concentration
 - Self-talk

Tennis Psychology

Mental Factors

- Commitment;
- Intellectual;
- Confidence;
- Fighting spirit;
- Emotional stability;
- Leadership.



Characteristics of Mental Toughness (necessary for optimal performance)

- Fun
- Being determined
- Positive attitude and thinking
- Being motivated
- Good concentration
- Calm
- Ability to adapt to situations
- Relaxed
- No fright
- High energy
- Automatic reactions and attitudes
- Self-confidence
- Right attribution (internal/external)
- Self-control
- Self-knowledge
- Stress control under pressure

(Van Aken, 2000)

What does it mean being mentally Tough? (Top Players views)

- Having an unshakable belief in your ability to achieve your goals
- Bouncing back from performance setbacks as a result of increased determination
- Having an unshakable self-belief that you possess unique qualities and abilities that make you better than your opponent
- Remaining fully focused on the task at hand in the face of competition-specific distractions
- Having a strong desire and internalised motives to succeed
- Regaining psychological control following unexpected, uncontrollable events



Tennis Psychology

Tennis is a Sport of Challenges

- 1. Game Challenge: The challenge set by tennis on any given day
 - a. The challenge set by the scoring system
 - b. The battle against the opponent
- 2. The self challenge: The battle with yourself



(Dent, 2002)

Phase 1: Psychological Assessment and Goal Setting

General Assessment of the player (s)

- Questionnaires, Interviews and direct observation on court

Sport vita and current status of the player

- Attitudes and beliefs
- What is the player's commitment?
- Family dynamic
- Information about studies, friends and principal "hobbies".
- Relationship with coach, other players and other staff members.
- Explore possible pressures (parents, grants, etc.).
- Etc.

Sport vita and current status of the player

- Goal: Know where you are.
- What are your strengths and weaknesses – physically, mentally, technically and tactically?
- Are you in the best shape?
- Are you eating nutritional foods to ensure good performance?
- What do you need to do to be able to play your best?
- How committed are you to your tennis?
- What has helped you play your best in the past?
- What has caused you not to play your best?
- What is holding you back right now?
- What technical aspects do you need to work on in your game?
- Do you have any beliefs that might be hindering you – any doubts about your ability?

(Quinn, 2003)

Factors that increase player commitment

- History of making promises a reality
- Recent “peak performance” experiences
- Mastering difficult skills
- Being around others who make commitments to change
- Making a commitment leads to immediate benefits
- Actual change not required until the future



(Weinberg, 2002)

Excuses to avoid commitment

- I am too tired
- I have more important things to do
- I am too busy
- I'll do it tomorrow
- I don't feel like playing
- I need to just recuperate
- I am not motivated
- I just want to take the day off



(Weinberg, 2002)

Phase 1: Psychological Assessment and Goal Setting

Specific Tennis Psychological Skills Assessment : Performance Profiling - Questionnaires



Psychological skills

- - Self-confidence
 - Arousal control
 - Attention control
 - Motivation
 - Visualisation and Imagery control
 - Behaviour control

Player Performance Profiling Questionnaires

- SELF-CONFIDENCE:
 - Sport Confidence State (SSCI) and Trait (TSCI) (Vealey, 1988)
- SELF-EFFICACY:
 - Self-efficacy (Bandura)
- MOTIVATION (GOAL SETTING/ GOAL PERSPECTIVE) AND MOTIVATIONAL CLIMATE:
 - TEOSQ (Duda, 1989);
 - PMCSQ-2 (Walling & Duda, 1993).
- ANXIETY:
 - CSAI-2 (Martens, Vealey, & Burton, 1990)
 - STAI (Spielberger)
- ATENTION:
 - Test of Attentional and Interpersonal Style (TAIS, Nideffer, 1976).
 - Tennis test of Attentional and Interpersonal Style (Van Schoyck & Grasha, 1981)
- Etc.



Phase 1: Psychological Assessment and Goal Setting

Specific Tennis Psychological Skills Assessment : Performance Profiling

- Interviews

- Identify mental characteristics of top tennis players
- Identify/Rate (1-10) your mental characteristics
- Compare both lists



Performance Profiling Interview

Comparison to the role model

- Identifying the mental qualities of their preferred tennis player
- Give an example of a mentally tough player
- How can you see this toughness?
- Rate your mentality (and what do think would be the rating by your parents/coach?)
- Why is the rating not higher/lower?



Performance Profiling Interview

What it takes to be a complete player

- Pick a number of top tennis players and ask the players to give each of them a score out of 10 for each of the following:
 - Physical
 - Mental
 - Skills
- Select a player whom they consider to score highly on all three.
- Select a player who may be strong on two areas but weak in another.

Aim:

Help the players to realize what it takes to be a complete player



Performance Profiling Interview

The ideal tennis player

- Take 5 minutes to DREAM about the tennis player you would like to be.
- Write the skills you would like to have in each area:
 - Physical (for example, strong)
 - Psychological (for example, confident)
 - Technical (for example, big serve)



Fundamental Issues

- Why do you play the game?
- Outcomes do not determine the quality of the person
- Players become what they think most about
- Successful players view a glass as half full rather than half empty
- Rome was not built in a day, simply one day at a time



Fundamentals of the Mental Game

- The toughest part of the achievement is getting started
- Have your players plan their mental peaks
- No excuses
- The score reflects how close the match was
- Success can be habit performing
- The difference between obstacles and opportunities is how players view them



Performance Profiling Interview

Mental toughness checklist

HOW GOOD AM I AT?

Motivate myself (1 – 10):

Prepare for a match (1 – 10):

Focus during the match (1 – 10):

Eyes controlled (1 – 10):

Shoulders back, head up (1 – 10):

High energy walk (1 – 10):

Be in control when playing (1 – 10):

¿ What do I need?

Technical/Tactical skills

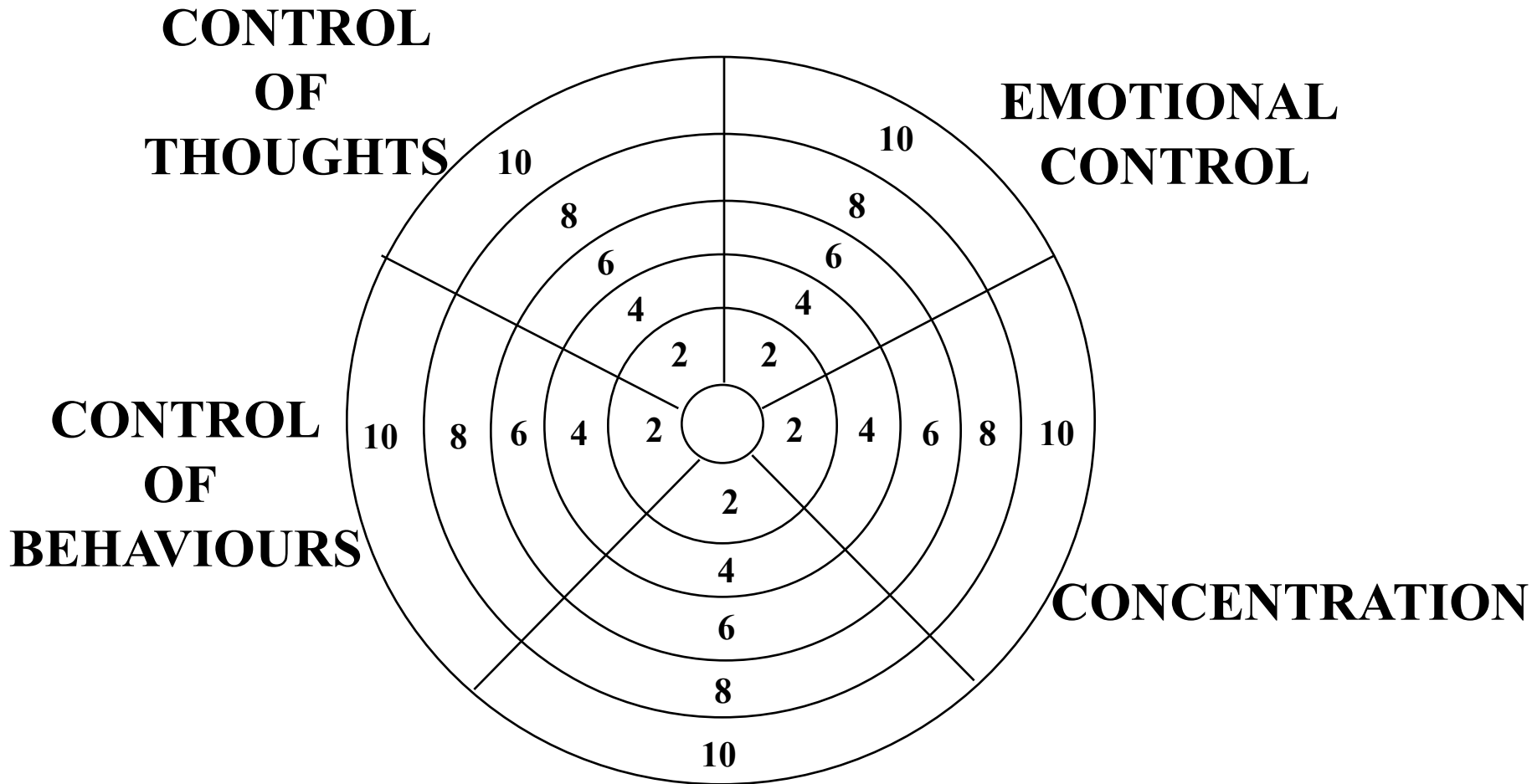
Other skills

Physical skills

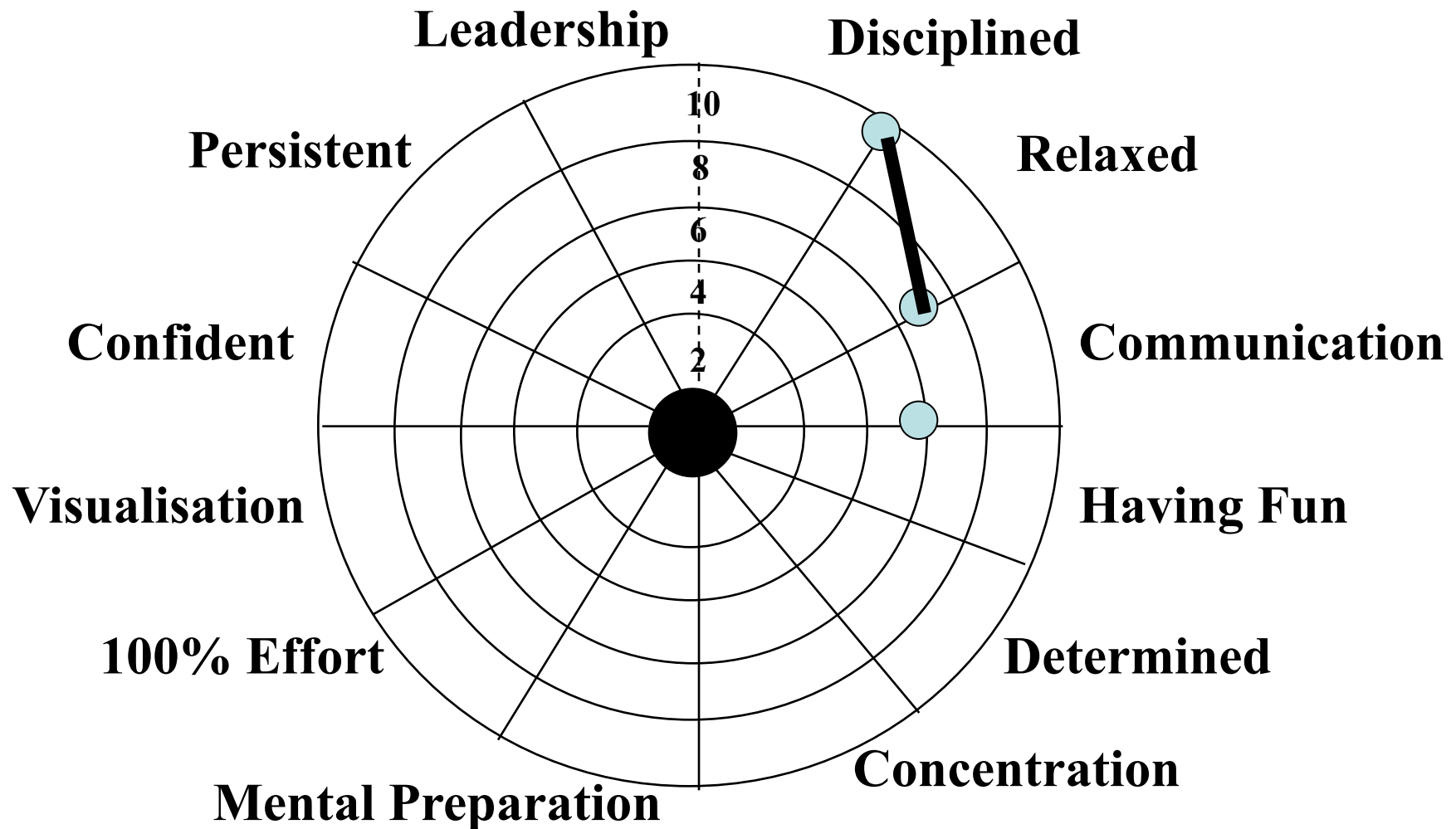
Name of Tennis Player

Psychological skills

Basic Mental Performance Profile



Specific Mental Performance Profile



Specific tennis skills assessment

- Direct behavioral observation (practice / matches)

Psychological Performance Checklist



Before the match

During the match

After the match

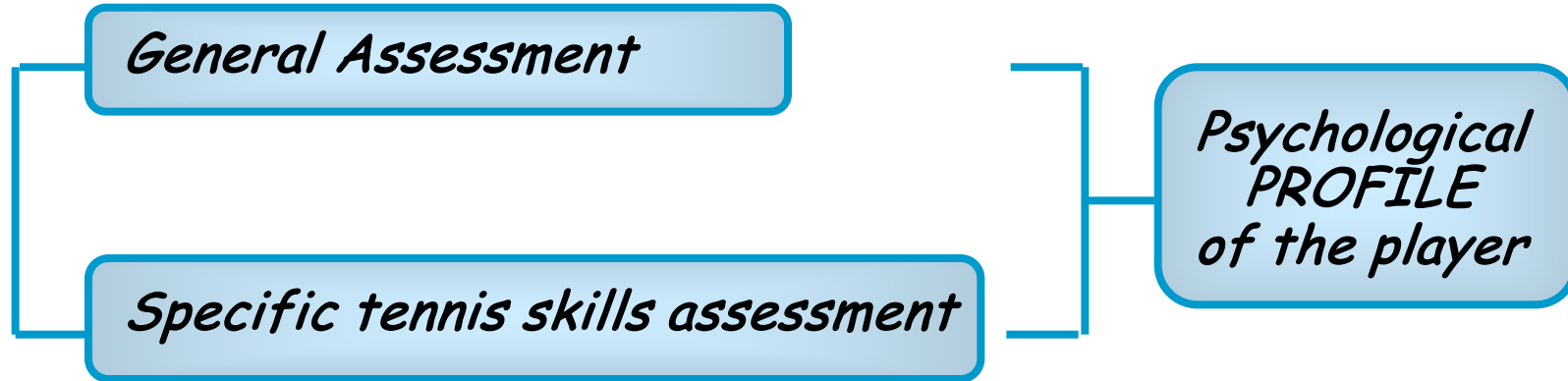
Specific tennis skills assessment

- Video recording of practice and matches

Videotapes

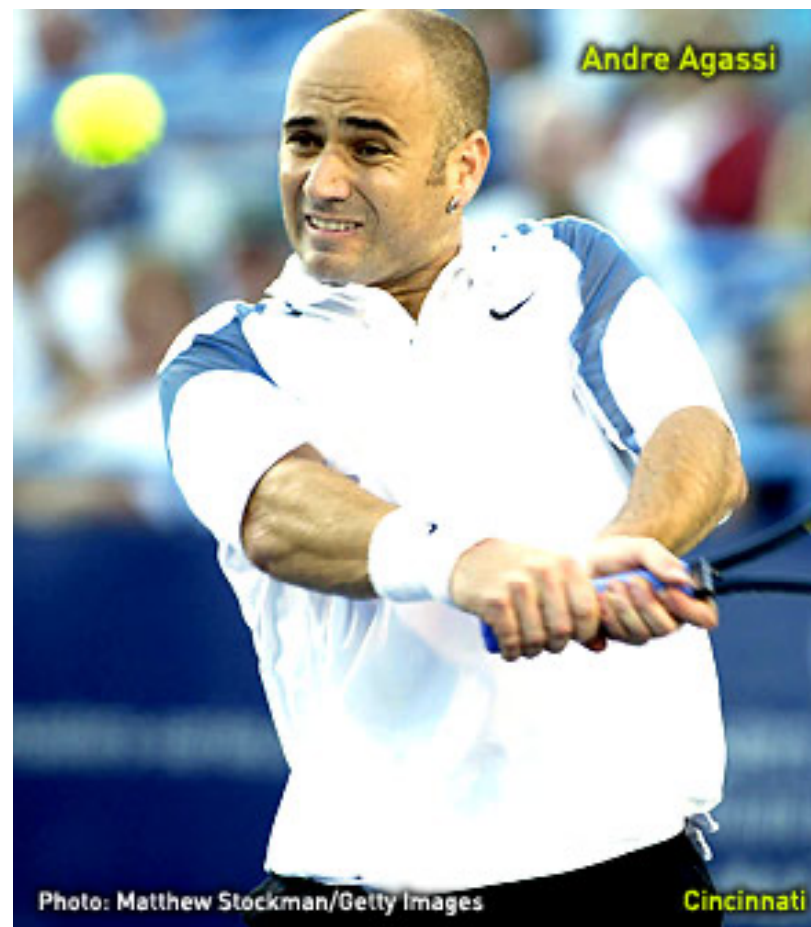
- Videotape of important matches
- Videotapes of training sessions

Phase 1. Psychological Assessment and Goal Setting

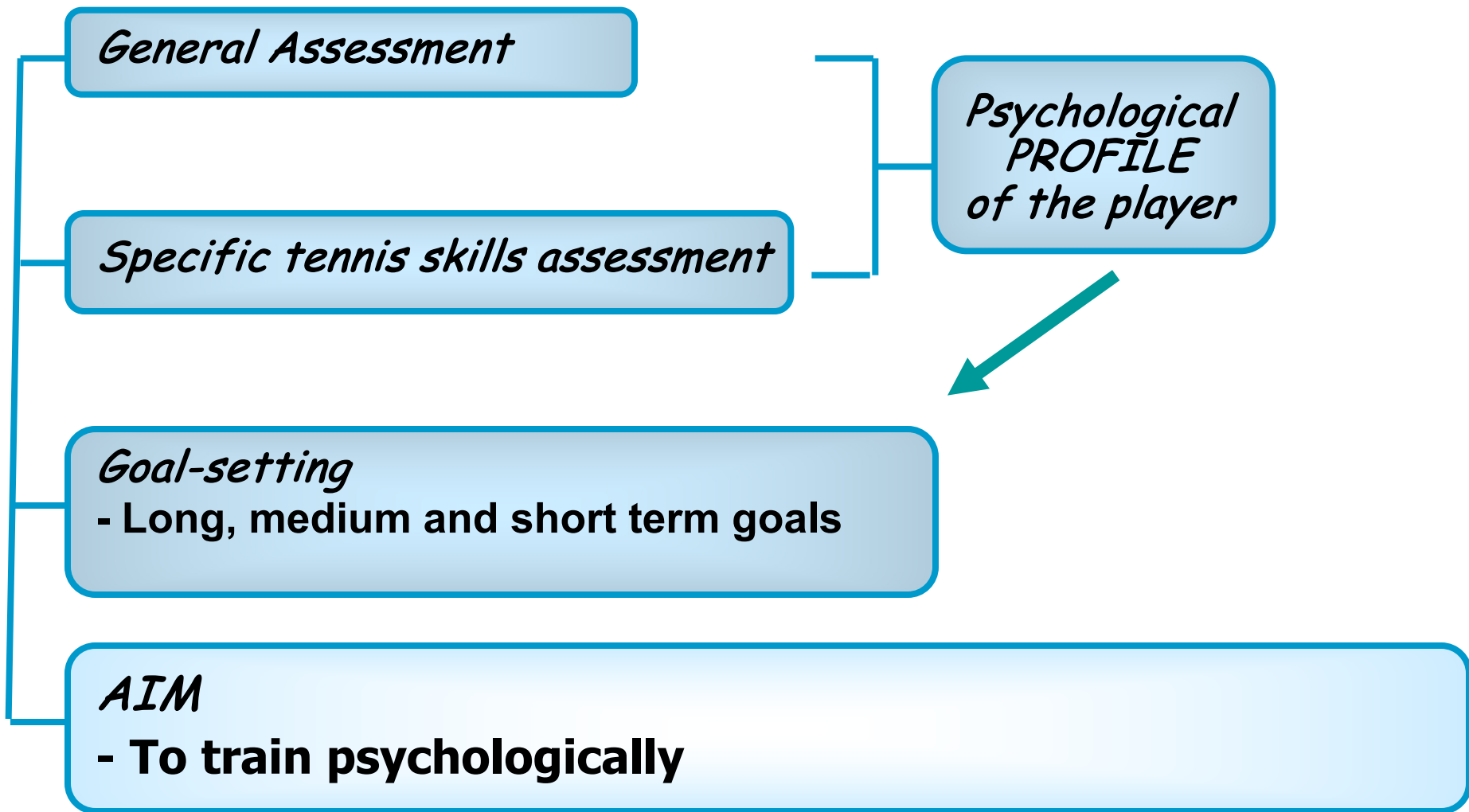


Psychological PROFILE of the player

- On court session
- Analysis of players
- Checklist



Phase 1. Psychological Assessment and Goal Setting



Player Profile: Conclusion

Do your players?

- Veg
- Surrender
- Make Excuses
- Prepare
- Compete
- Learn

Psychological differences

Male-Female

- Females in general:
 - Do not like to compete as much as males do
 - In competition, their warm ups are very long, since they do not want to start playing
 - They are very good at training
 - They seem less ready for the defeat



Psychological differences

Male-Female

- Females in general:
 - They pressure themselves too much
 - They leave tennis at 14, before males who leave at 18
 - They do not accept criticism as much as their males counterparts do
 - It is crucial to have a coach who understands working with female players





GOAL SETTING FOR ADVANCED TENNIS

ITF Development Department



Goal-Setting: Definition and Importance

- Goal: Attaining a specific level of proficiency in a task, usually within a specified time limit.
- Importance: The primary reason for setting goals is to provide direction and focus.

(Weinberg, 2003)

Goal-Setting: Types

- Objective /quantifiable,
- Subjective
- Outcome goals
- Performance goals
- Process goals

(Weinberg, 2003)

Objective goals

- More quantifiable
- Example: Improving one's tennis first serve percentage from 55% to 60%

(Weinberg, 2003)

Subjective goals

- Less quantifiable
- Example: Increasing satisfaction with playing on a team.

(Weinberg, 2003)

Outcome goals

- Usually refer to winning and losing
- Example: Winning the national championship.
- Thus achieving your goal depends, at least in part, on the ability and play of your opponent.

(Weinberg, 2003)

Performance goals

- Refer to one's actual performance in relation to their own standard of excellence
- Example: Reducing unforced errors from 20 a set to 15 a set)
- They are under the control of the performer.

(Weinberg, 2003)

Process goals

- Usually concerned with how a tennis player performs a particular skill and thus oftentimes these are the focus of goals in practice or training
- Example: Keeping your racquet head below the ball on groundstrokes.
- Although cases can be made to focus on one type of goal or another, the research clearly indicates that process and performance goals are particularly important for players to focus on since they are more in their control.

(Weinberg, 2003)

Why Goals Work

- Goals influence performance in four distinct ways:
 - (a) directing attention,
 - (b) mobilising effort,
 - (c) enhancing persistence, and
 - (d) developing new learning strategies.

(Weinberg, 2003)

Why Goals Work

Directing a player's attention

- To the task and the relevant cues in the tennis environment.
- Research has found that the most important reason players and coaches set goals is to focus attention on the task at hand (e.g., improving their passing shots or backhand cross-court).

(Weinberg, 2003)

Why Goals Work

Increasing effort and persistence

- How? by providing feedback in relation to one's own performance.
- For example, a tennis player may not feel like working hard day after day or feel bored with the repetitive routine of practice.
- But by setting short-term goals and seeing progress toward achieving her long-term goals, motivation can be maintained on a day-by-day basis as well as over time.

(Weinberg, 2003)

Why Goals Work

Developing relevant learning strategies

- For example, if a tennis player had a goal to reduce her unforced errors from 15 to 10 per set she:
 - Might hit with more topspin,
 - Aim closer to the centre of the court (away from the lines) or
 - Hit more cross-court shots where the net is lower and there is more court available to hit.
- In any case, new strategies are developed to help the player become more consistent and reduce unforced errors.

(Weinberg, 2003)

Consistent Goal-Setting Findings

Use of goals

- Almost all players employed some type of goal-setting to enhance performance and they found these goals to be moderately to highly effective.

(Weinberg, 2003)

Consistent Goal-Setting Findings

Which goals to use

- Use:
 - Process,
 - Performance, and
 - Outcome goals,
- Process and performance goals should generally be emphasised, since they are under one's control.
- Goals should be:
 - Moderately difficult,
 - Challenging and
 - Realistic.

(Weinberg, 2003)

Consistent Goal-Setting Findings

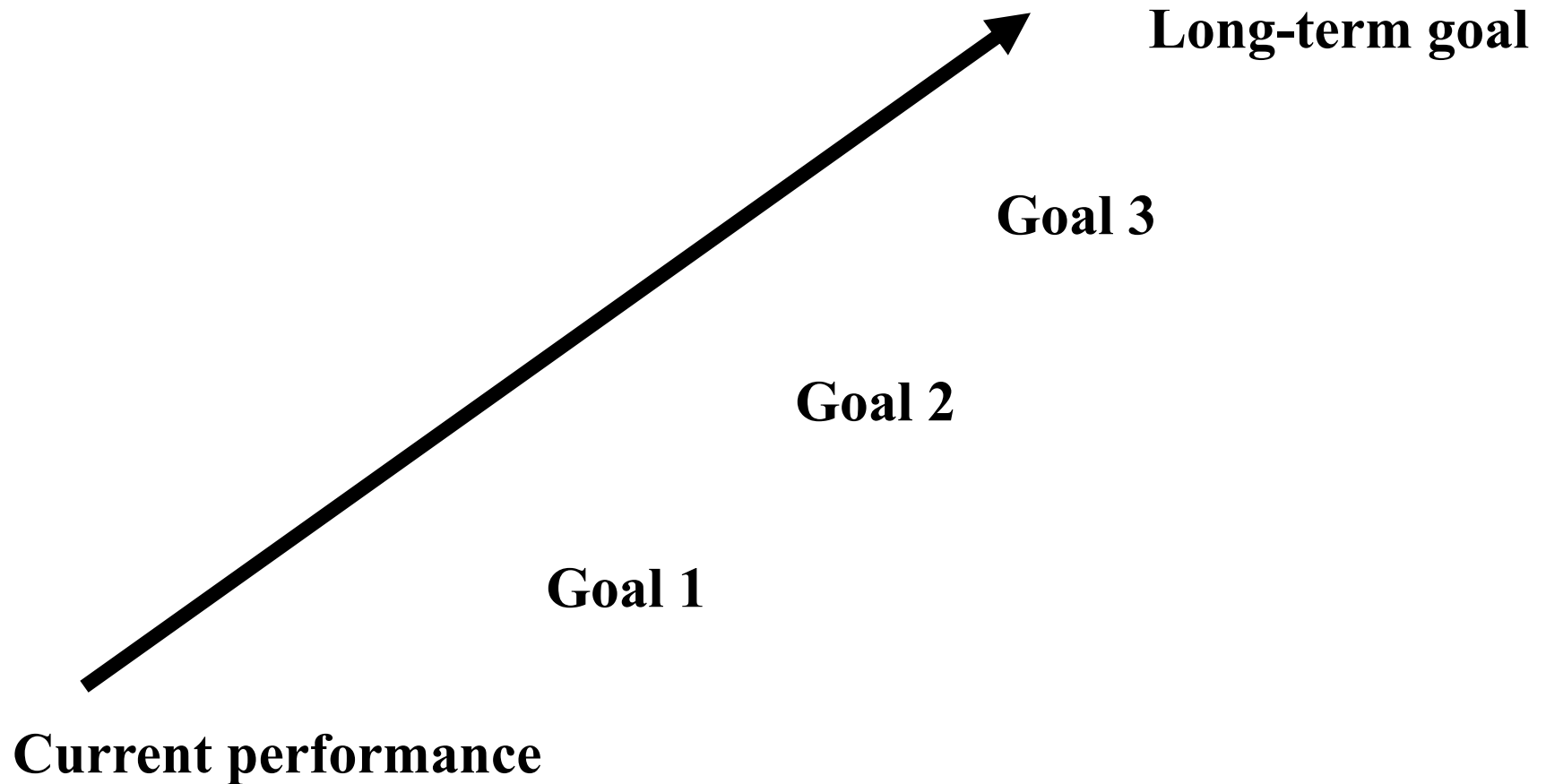
Timing of goals used

- Players should use both short-term and long-term goals.
- Long-term goals provide direction
- Short-term goals:
 - Provide motivation
 - Make long-term goals seem more achievable, since sometimes, the “whole” can be daunting.

(Weinberg, 2003)

GOALS

Long-term / Short-term



Weinberg (2002)

GOALS

Long-term / Short-term

- Long term: Player dream
- Medium term: 6 months to 5 years
- Short term: Daily commitments during the next 3 to 6 months

Consistent Goal-Setting Findings

Ranking of goals?

- Goals should be prioritised based on the situation.

(Weinberg, 2003)

Consistent Goal-Setting Findings

Barriers to use goals

- Major barriers to achieving goals include:
 - Lack of time,
 - Stress,
 - Fatigue,
 - Academic pressures and
 - Social relationships.

(Weinberg, 2003)

Consistent Goal-Setting Findings

Action plans

- Action plans facilitate the effective implementation of goal-setting strategies,
- However oftentimes, tennis players and coaches do not have action plans for how to reach their goals.

(Weinberg, 2003)

Consistent Goal-Setting Findings Commitment & Strategies

- Goal commitment and acceptance is important in keeping motivation high over time.
- Players using multiple goal strategies exhibited the best performance.

(Weinberg, 2003)

Consistent Goal-Setting Findings

Writing the goals

- Tennis players and coaches were not systematic in writing down their goals,
- But they thought about and visualised their goals.

(Weinberg, 2003)

Consistent Goal-Setting Findings

Goals and feedback

- Goals plus feedback produce better performance than either goals alone or feedback alone.
- Coaches should make sure players are given feedback as they progress toward their goals.

(Weinberg, 2003)

Goal Setting Principles

Specific Goals

- Specific goals produce higher levels of task performance than no goals or general "do your best" goals.
- Contrary to popular belief, "going out and doing your best" is not as powerful in enhancing motivation and performance as encouraging players to go out and achieve a specific goal.

(Weinberg, 2003)

Goal Setting Principles

Measurable Goals

- It provides more motivation when you have a way to measure the progress you are making toward achieving your goal.
- For example if you set a goal to improve your groundstroke consistency, how do you know that you are improving this aspect of your game unless you have a way to measure your performance and progress.
- So setting a goal to hit 20 groundstrokes in a row in practice between the service line and the baseline and then recording your performance will provide you with a measure of how much you have improved.

(Weinberg, 2003)

Goal Setting Principles

Action-Oriented Goals

- Unfortunately, goals are set without a solid series of strategies identified to achieve these goals.
- Thus, if a tennis player sets a goal to improve her first serve percentage from 55% to 60%, she needs to develop specific strategies to accomplish this goal (e.g., change her ball toss, increase her racquet speed, impart more topspin).
- Some learning strategy needs to be identified and incorporated into the training so that the player can actively pursue the goal.
- Another way to help keep goals action-oriented is to set both short-term and long-term goals as described earlier.

(Weinberg, 2003)

Goal Setting Principles

Realistic and Challenging Goals

- Goals should be challenging and difficult, yet attainable (Locke and Latham, 1990).
- Goals that are too easy do not present a challenge to the individual, which leads to less than maximum effort.
- Conversely, setting goals that are too difficult and unrealistic will often result in failure.
- This can lead to frustration, lowered self-confidence and motivation, and decreased performance.

(Weinberg, 2003)

Goal Setting Principles

Timely Goals

- All goals should have a specific time frame attached to them.
- In essence, you need to know by when you want to achieve your specific goals.
- Specifically, to use the previous example of hitting 20 consecutive groundstrokes between the service line and baseline, you should have a specific date by which you want to reach this goal.

(Weinberg, 2003)

Goal Setting Principles

Self-Determined Goals

- Tennis players should have some input into setting their goals.
- Players need to feel some ownership in setting goals.
- The tennis coach should act as a “benevolent dictator” in helping players shape their goals while at the same time letting players have input into setting the goals.
- For example, the player should be first asked what she wants to accomplish in terms of goals and then the coach can suggest if the goal needs to be made easier or more difficult.
- For instance, if a player has a 1 to 5 winner to error ratio and wants to set a goal for a 1 to 1 ratio, then the coach might suggest that a 3 to 1 ratio would be more realistic and that it could be changed if the player reached this goal (by a specific date).

(Weinberg, 2003)

Goal-Setting:

Players with different goals

- 1. Performance oriented players
 - = players who want to learn, improve,..
- 2. Result oriented players
 - = players who just think in terms of results
- 3. Looser oriented players
 - = players who are afraid of negative social reactions
 - = players who are afraid that people will tell them about their poor capacity
- Remarks
 - Results have a big influence on the orientation of the player
 - Orientation can be different in training and match
 - The younger the player, the more performance goals there should be chosen

(Van Aken, 1998)

How to set goals daily

- Example, a player might have a long-term goal of getting a college scholarship. But that might be a few years away and hard to imagine.
- Every day in practice, goals can be set and reached in terms of improving on different strokes, which can help maintain motivation, keep the player interested and trying, and keep practices enjoyable (e.g., hitting a certain amount of consecutive groundstrokes past the service line and increasing this amount as time goes on and skill improves).

(Weinberg, 2003)

Goal-Setting: 3 steps

- 1. Planning
 - Determine the goals (individual and group goals)
 - self-evaluation of the player
 - evaluation scorecards by the coach
 - Determine the priority of the goals
 - Determine the methodological approach
- 2. Communicate and explain the goals to player and parents
 - Motivate your approach to goals by presenting the theory about goal-setting
 - Individual goals should be communicated to parents and player in a individual meeting
 - Player, parents and the coach has to sign the contract with the goals
- 3. Follow-up
 - Evaluate on a regular basis
 - Respect goals in all circumstances : Player + Coach + Parents
 - Engagement from player and important people in the environment of the player

(Van Aken, 1998)

Goal-Setting: Most common mistakes

- To many goals at the same time
- Formulation of the goals too general (not concrete enough)
- Adaptation of the goals which are not achieved
- Only eye for result goals

(Van Aken, 1998)

Goal Setting Fundamentals

- Having identified your strengths and weaknesses, the next step is to have a plan of attack, to know where you are going.
- Commit to a plan to improve your skills.
- Clearly define each and every one of your goals.
- Make sure they are challenging goals that are believable and desirable.
- The more detailed and clear they are, the easier it will be to reach them and quicker you will get there.

Goal Setting Fundamentals

- People with goals succeed because they know where they are going.
- Setting goals carefully, so that you continually achieve small but constant success, will enhance your confidence dramatically.
- Kids usually love to be challenged and they love something to aim for.
- The confidence gained in achieving goals along the way will allow you to reach for the stars and realise your potential.
- Success breeds success.

Phase 1. Psychological assesment and goal setting

Goal setting

- Long term,
- Medium term
- Short term



Goal setting

- *Code.....* *Date.....*
- 1. What is your dream in the tennis domain? ¿What would you like to achieve in the future?
— _____
 - Note: Assess from 1 a 10 the possibility to reach this aim -----
- 2. What would you like to achieve the current season? ¿Which one is your principal objective?
- 3. Which ones are your principal objectives for the current season?.
- 4. Which are the principal objectives you want to reach for the next month?

Goal setting

- 1. What is your dream in tennis? ¿What would you like to achieve in the future?
 - To be a professional tennis player (5)
 - To win a Grand Slam (2)
 -
 - To be number 1

- 2. What would you like to achieve the current season? ¿Which is your main objective?

To have regular results, i.e. to win two rounds in each tournament and to move up in the ranking (10)

Winning the National Junior Champs

To improve the ATP/WTA rank

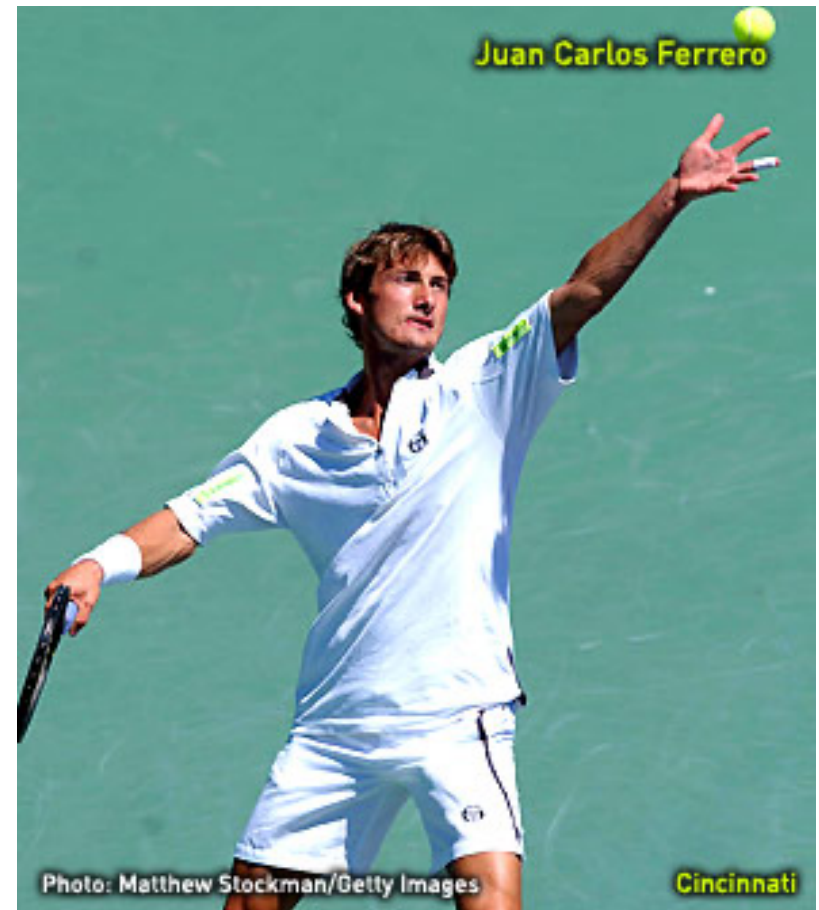
Goal setting

- 3. Which are your main objectives for the current season?
 - Know how to be on court in pressure situations
 - Do not lose concentration
 - Be activated
 - Try to visualise
 - Relax
 - Try to have a fighting spirit-----
 - Visualise the return
 - Use dynamic relaxation
 - Follow a between point routine
 - Set a strategy prior to the match
 - Breathe out the air when hitting the ball



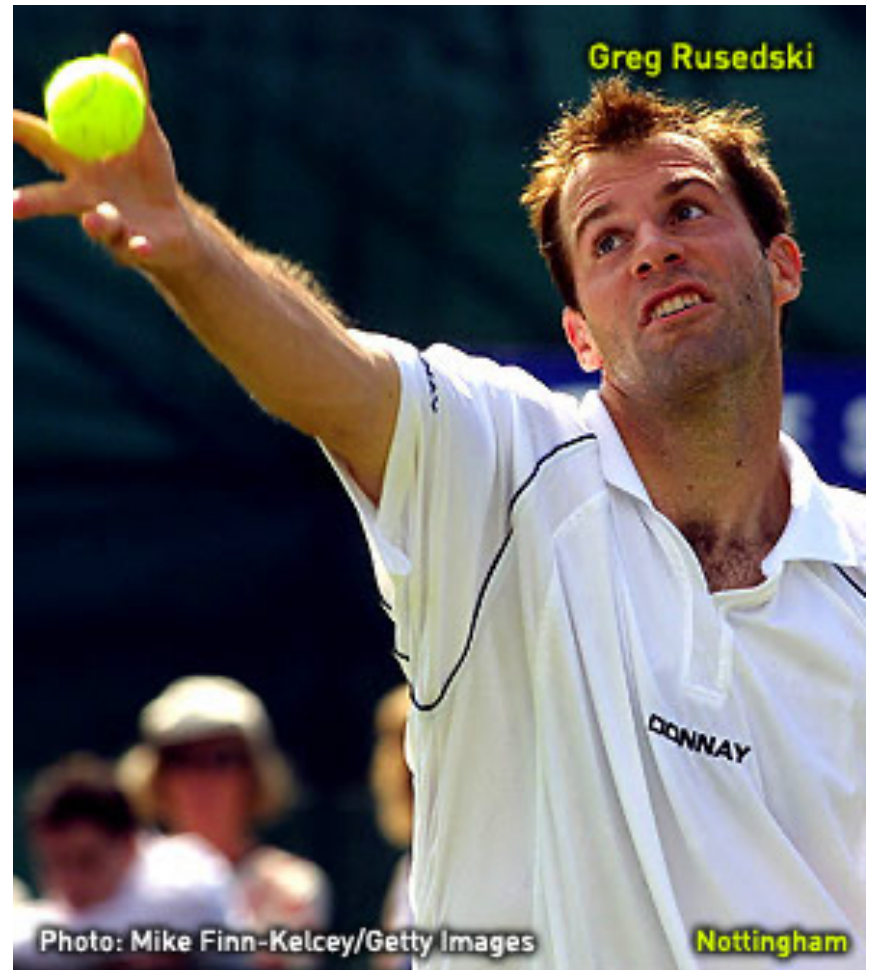
Goal setting

- 3. Which are the main objectives you want to reach for the next month?
 - Concentrate on court
 - Know how to control myself on court
 - Be motivated
 - Know how to behave in pressure situations
 - Know how to breath correctly
 -
 - Visualise the return
 - Breath outh the air
 - Use an automatic routine between points
 - Learn dynamic relaxation



Assessment results

- Psychological skills
 - Self-confidence
 - Anxiety
 - Etc.
- Relationship with staff members
 - Coach
 - Physical coach
- Training assessment
- Competition assessment



Psychological Goal Setting - Group

Learning of basic psychological techniques

First. Level

Relaxation

Concentration

Visualization ...etc...

Routines between points

Second Level

1/ phase

2/ phase

3/ phase

4/ phase

Psychological knowledge of themselves

Third level

Concentration

Self-confidence

Relaxation

Positive attitude

Goal setting: Individual level

- Player A
 -
- Player B
 -
- Player C
 -
- Etc



Summary on Goal Setting

- Misconception: The mere fact that one sets goals would automatically make them effective.
- Goal-setting is a comprehensive process comprising a series of systematic steps and its implementation requires a systematic effort.
- If goal-setting is used consistently and systematically by tennis players and coaches, can help enhance:
 - Performance,
 - Satisfaction,
 - Fun and
 - Intrinsic motivation.

(Weinberg, 2003)



NEUPORABLJENI

Why tennis is so challenging for competitive junior players?

- Individual sport
- No coaching
- Intense pressure at young age
- Nowhere to hide
- No substitutes
- No time-outs
- One-on-one combat
- Competition can be very expensive
- Players lose matches almost every week
- Accuracy of line calling
- Honor scoring system
- Requires touch and finesse
- Constantly changing conditions
- Length of the battle
- Scoring system
- Rankings
- Big against little
- Young against old

USTA (1994)

In this module of the level 3 we will...

- Explain the latests developments in psychology for advanced coaching
- Discuss the coaching implications and principles of psychological training when working with advanced players
- Introduce mental training, its definition, importance, utility, components, characteristics, goals
- Introduce the phases of a mental training programme



Vprašanja?