



**Australian Government**

# **SISSTNS411 Coach tactics for intermediate tennis players**

**Release: 1**

## SISSTNS411 Coach tactics for intermediate tennis players

### Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Release	Comments
1	New unit

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coach tennis tactics for intermediate tennis players. It requires the ability to plan, conduct and evaluate activities which focus on player development of intermediate players.

Tennis Australia governs the sport of Tennis in Australia through its affiliated network of member associations.

### Application of the Unit

This unit applies to those working as tennis coaches who operate in clubs and centres in metropolitan and regional areas. This may include those undertaking a role in the planning and implementation of tennis activities for players of all ages. Coaching may be conducted with groups or individual players. Intermediate players are those playing regular tennis competitions at a club or association level and may also be participating in local tournaments.

### Licensing/Regulatory Information

Tennis Australia has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with Tennis Australia, acting as the industry occupational registration body, to determine any specific arrangements for courses, trainers and assessors and any partnership arrangements which will facilitate RPL for individuals to achieve Tennis Australia coach member status as a Club Professional Coach.

### Pre-Requisites

SISSTNS205 Interpret and apply rules and regulations of tennis

## **Employability Skills Information**

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

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|--|---|
| <p>1. Undertake a match analysis.</p>  | <p>1.1 Select appropriate match charting system.</p> <p>1.2 Chart relevant match statistics for player.</p> <p>1.3 Analysis charting data to determine player strengths and weaknesses and opponent strengths and weaknesses.</p> <p>1.4 Review player performance against player game plan.</p> <p>1.5 Determine areas of improvement for the player.</p>  |
| <p>2. Plan sessions to develop tennis tactics for intermediate players.</p>    | <p>2.1 Identify <b><i>developmental readiness</i></b> and current tactical knowledge of players to plan tailored session.</p> <p>2.2 Identify player <b><i>strengths and weaknesses</i></b> and <b><i>game styles</i></b>.</p> <p>2.3 Identify the <b><i>tennis tactics</i></b> to be developed.</p> <p>2.4 Determine session <b><i>objectives</i></b>.</p> <p>2.5 Select an <b><i>organisational layout</i></b> to support maximum participation of players.</p> <p>2.6 Develop and document a <b><i>plan</i></b> to meet player needs.</p> <p>2.7 Identify risks and incorporate <b><i>safety procedures</i></b> to manage the risks associated with <b><i>activities</i></b> including <b><i>relevant legislation</i></b> and <b><i>organisational policies and procedures</i></b>.</p> <p>2.8 Access and select location, equipment and resources and check to ensure safety and suitability.</p> |
| <p>3. Conduct sessions to develop tennis tactics for intermediate players.</p> | <p>3.1 Communicate instructions clearly to players.</p> <p>3.2 Conduct warm-up activities for players.</p> <p>3.3 Demonstrate and explain tennis tactics for different <b><i>game situations</i></b>.</p> <p>3.4 Provide opportunities for players to practice tennis tactics in different game situations.</p> <p>3.5 Use training aids and technology to assist in analysis of tactics.</p> <p>3.6 Use appropriate <b><i>coaching approaches</i></b> and <b><i>coaching styles</i></b>.</p> <p>3.7 Observe and monitor player progress and <b><i>modify</i></b> activities if required to ensure players are appropriately challenged.</p>  |
| <p>4. Analyse and improve tennis</p>   | <p>4.1 Identify player game style.</p> <p>4.2 Identify player tactical strengths and weaknesses.</p>  |

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| tactics for intermediate players.                | 4.3 Identify links between player stroke production and tactical skills.   |
|  | 4.4 Provide progression and regression activities to improve tennis tactics of individuals and group.  |
|  | 4.5 Provide specific constructive feedback for players to improve tennis tactics.  |
| 5. Prepare intermediate players for competition. | 5.1 Observe players during match play.   |
|  | 5.2 Assist players to identify an opponent game style and strengths and weaknesses.  |
|  | 5.3 Assist players to develop a game plan.   |
|  | 5.4 Conduct activities to build winning plays and implement game plan.   |
| 6. Review coaching sessions.                     | 6.1 Provide opportunities for players to identify personal progress and satisfaction with the session, and encourage feedback and questioning. |
|  | 6.2 Evaluate activities based on feedback from players, parents and personal reflection.   |
|  | 6.3 Review own performance and identify potential improvements.  |

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- communication and interpersonal skills to:
  - interact and engage with players and parents
  - explain and demonstrate tennis tactics for intermediate players
  - provide instructions for activities for intermediate players
  - provide feedback to players
- observation skills to:
  - identify learning needs
  - identify developmental readiness of players
  - analyse movement, basic tennis and tactical skills of intermediate players
  - analyse match tactics and chart match statistics
  - monitor individual and group progress
  - select appropriate corrective strategies
- personal intermediate tennis skills and tactics to a high level of correctness to:
  - plan progressive skill acquisition
  - demonstrate and explain tennis tactics for intermediate players
  - feed ball and rally with intermediate player
- problem-solving skills to:
  - plan suitable activities for intermediate players according to player needs and characteristics
  - address player difficulties in developing tactics
  - determine most appropriate game style for players
  - analyse the strengths and weaknesses of opponent players
  - modify coaching session to improve tactics of players
- numeracy skills to:
  - support effective time management to deliver coaching activities within timeframes
  - chart and interpret basic match statistics
- literacy skills to develop a session plan
- analytical skills to evaluate performance of players
- coaching approaches and coaching styles to suit a range of player needs, characteristics and learning styles.

### Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- physical and psychological needs of intermediate tennis players to plan developmentally appropriate activities

- game styles
- five game situations
- relationship between tactics and stroke production for intermediate players
- tactical fundamentals for intermediate players
- progressions for tactical development to determine next points of progression
- tactical and technical errors and related correction strategies or activities
- player positions and tactics relevant to singles and doubles
- equipment and resource requirements to ensure suitability to intermediate players
- rules of tennis
- key characteristics and use of tennis game statistics.

## Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- undertake a match analysis
- plan and deliver information, explanations and demonstrations for tennis sessions to ensure activities are conducted safely according to the needs and characteristics of intermediate players
- use and modify coaching approaches, coaching styles and activities to cater for a range of individual learning styles
- observe and monitor player progress and modify activities if required to ensure players are appropriately challenged
- analyse player performance and determine appropriate improvement strategies
- structure and deliver coaching activities to prepare players tactically for competition
- evaluate and reflect on own coaching performance to identify areas that need improvement.

#### Context of and specific resources for assessment

Assessment must ensure:

- coaching of a minimum of three sessions for intermediate level players that are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also include access to:

- individual and groups of players to take part in intermediate tennis activities
- a tennis venue with courts suitable for the conduct of tennis activities
- equipment for tennis activities.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of explaining and demonstrating tactics for intermediate players
- observation of monitoring player development of tactics and modifying activities where required



- oral or written match analysis report
- oral or written questioning to assess knowledge of tactical fundamentals
- oral or written questioning to assess knowledge of the application of legislation and organisational policies and procedures required to maintain participant safety
- third-party reports from a supervisor or leader detailing performance
- review of portfolios of evidence and third-party workplace reports of on- the-job performance by the individual.

**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

Industry has determined that this unit should be assessed with the following units:

- SISSSCO101 Develop and update knowledge of coaching practices
- SISSTNS410 Coach stroke production for intermediate tennis players.

## Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the individual, accessibility of the item, and local industry and regional contexts) may also be included.

***Game plan*** may include:

- tactical objectives
- one or two main goals
- winning plays
- patterns of play
- maximising player strengths
- countering opponent strengths and exposing weakness.

***Developmental readiness*** may include:

- gender
- age
- ability
- personality
- stage of learning
- previous tennis experience
- knowledge of tennis tactics
- developmental characteristics (e.g. physical, cognitive, psychological, social).

***Strengths and weaknesses*** may relate to:

- physical (e.g. fitness, speed, agility, endurance, strength, power)
- tennis skills
- tactical skills
- psychological characteristics.

***Game styles*** may include:

- all-court player
- aggressive baseliner
- counter puncher
- serve-volleyer.

***Tennis tactics*** may include:

- consistent percentages
- know the zones of the court
- understand the court
- directional change
- centre the ball
- the short ball
- winning plays
- defensive-neutral-offensive
- basic tactics in all five game situations
- anticipation of opponent shot tendencies based on court position
- observe opponent strengths and weaknesses and modify tactics accordingly

- Objectives** may include:
- ball control (height, direction, distance, speed, spin).
  - cognitive
  - psychomotor
  - affective
  - social.
- Organisational layout** may include:
- set-up of activities on court
  - position of players and coach
  - role of coach (feeding, roaming, rallying)
  - type of activity (whole group, partner or combination).
- Plan** may include:
- session plan
  - session objectives
  - date, time and duration
  - coach and player roles
  - resources required
  - equipment required
  - activities.
- Safety procedures** may include:
- court set up
  - prevention, symptoms and first aid treatment of common tennis injuries
  - sunsmart procedures
  - equipment checking and usage
  - court safety
  - safe and clear communication systems.
- Activities** may involve:
- warm-ups and cool-downs
  - progressive skill acquisition
  - whole or part skill drills
  - game-centred rallies
  - whole group
  - station work
  - partner
  - coach
  - competition
  - singles
  - doubles.
- Relevant legislation** may include:
- Occupational Health and Safety (OHS) and Work Health and Safety (WHS)
  - working with children
  - equal opportunity
  - privacy
  - environmental regulations.
- Organisational**
- work health and safety

***policies and procedures*** may include:

- risk management
- communication protocols
- supervision requirements
- use and maintenance of equipment and procedures
- first aid procedures
- code of ethics.

***Game situations*** may include:

- serving
- returning serve
- both players at baseline
- approaching or at net with opponent at baseline
- passing opponent at baseline.

***Coaching approaches*** may include:

- on continuum from technique-centred to game-centred
- combination of technique centred and game-centred.

***Coaching styles*** may include:

- on continuum from direct (i.e. coach makes most of the decisions and learner makes limited decisions, such as command) to indirect (i.e. learner makes most of the decisions and coach makes limited decisions, such as discovery)
- combination of direct and indirect.

***Modify*** may include:

- regress activities by simplifying equipment and/or environment (low compression balls, reduce playing space); break down skill into parts and progressively add more parts; reduce decision-making related to tactical outcomes
- progress activities by changing equipment and/or environment (change ball, increase playing space); encourage use of whole skill; increase decision-making related to tactical outcomes.

## **Unit Sector(s)**

Sport

## **Competency Field**

Tennis