



Australian Government

SISSTNS512 Coach stroke production for high performance tennis players

Release: 1

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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 stroke production for high performance tennis players. It requires the ability to plan, conduct and evaluate activities which focus on player development of high performance 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 high performance tennis coaches who may operate in a club, facility, regional, state or national tennis centre or be a travelling coach working internationally with semi-professional and professional players. Coaching is generally conducted with individual players. High performance coaches include national coaches and coaches of national and state representative teams. High performance applies to those players competing in state, national and international tournaments. These players would hold national and international rankings.

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 High Performance Coach.

Pre-Requisites

SISSTNS410 Coach stroke production for intermediate players

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. Conduct a technical analysis of the major tennis strokes of high performance players.</p> | <p>1.1 Select appropriate <i>framework for analysis</i> of stroke production of individual players.</p> <p>1.2 Analyse stroke production of individual player <i>major tennis strokes</i> using the framework.</p> <p>1.3 Use <i>training aids</i> and <i>technology</i> to assist in analysis of stroke production.</p> <p>1.4 Identify primary cause of errors in stroke production.</p> <p>1.5 Identify if stroke production is within recognised biomechanical <i>ranges of acceptability</i> for each major tennis stroke.</p> <p>1.6 Maintain <i>electronic records</i> of technical analysis of major tennis strokes.</p> |
| <p>2. Plan a training block to develop stroke production for high performance players.</p> | <p>2.1 Identify <i>developmental readiness</i> of players to plan tailored <i>training block</i>.</p> <p>2.2 Identify appropriate time to conduct the training block.</p> <p>2.3 Identify <i>high performance tennis skills</i> to be developed.</p> <p>2.4 Identify <i>key aspects of stroke production</i> to be developed.</p> <p>2.5 Determine training block <i>objectives</i>.</p> <p>2.6 Develop and document session <i>plans</i> to meet player needs.</p> <p>2.7 Identify risks and incorporate <i>safety procedures</i> to manage risks associated with <i>activities</i> including <i>relevant legislation</i> and <i>organisational policies and procedures</i>.</p> <p>2.8 Access and select location, equipment and resources and check to ensure safety and suitability.</p> |
| <p>3. Deliver training block to develop stroke production for high performance players.</p> | <p>3.1 Communicate instructions clearly to players.</p> <p>3.2 Demonstrate and explain key aspects of stroke production.</p> <p>3.3 Provide opportunities for players to practice stroke production at intensity equivalent to match play.</p> <p>3.4 Link stroke production practice activities with tactical outcomes and with progression to specific game situations.</p> <p>3.5 Use appropriate <i>coaching approaches</i> and <i>coaching styles</i>.</p> |

- 3.6 Encourage players to seek clarification, information and feedback as required during the session.
 - 3.7 Observe and monitor player progress and *modify* activities if required to ensure players are appropriately challenged.
 - 3.8 Implement corrective strategies to improve stroke production.
 - 3.9 Provide specific constructive feedback for players to improve stroke production.
 - 3.10 Monitor improvement in stroke production over duration of training block.
 - 3.11 Liaise with other *coaches and support personnel* to monitor and deliver high performance tennis activities.
4. Review training block.
 - 4.1 Provide opportunities for players to identify personal progress and satisfaction with training block, and encourage feedback and questioning.
 - 4.2 Evaluate activities based on feedback from players, other coaches and support personnel and personal reflection.
 - 4.3 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 skills and relevant aspects of stroke production for high performance players
 - provide instructions for activities for high performance players
 - provide specific feedback to players
 - consult with other coaches and support personnel
- observation skills to:
 - identify learning needs
 - identify developmental readiness of players
 - analyse movement, stroke production of tennis skills and tactical skills of high performance players
 - monitor individual and group progress
 - select appropriate corrective strategies
- personal high performance tennis skills to a high level of technical correctness to:
 - plan progressive skill acquisition
 - demonstrate and explain tennis skills and specific stroke production for high performance players
 - feed balls and rally with high performance players
- problem-solving skills to:
 - plan suitable activities for high performance players according to player needs and characteristics
 - address player difficulties in developing tennis skills
 - modify coaching session to improve skills of players
- numeracy skills to support effective time management to deliver coaching activities within timeframes
- 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
- technology skills to use vision capture equipment to record stroke production and use movement analysis software.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- technical, tactical, physical and psychological needs of high performance tennis players to

plan developmentally appropriate activities

- basic anatomy and physiology to enable understanding of stroke production analysis
- basic biomechanical and ball flights principles to enable the coaching of stroke production for high performance players
- basic biomechanics of stroke production for high performance players
- ranges of acceptability for key aspects of stroke production
- relationship between tactics and stroke production for high performance players
- progressions for stroke production development to determine next points of progression
- common causes and effects of tactical, technical, physical and psychological errors and related correction strategies or activities
- player positions and strategies relevant to singles and doubles
- equipment and resource requirements for high performance players
- regional, state, national and international tournament and competition programs and pathways for high performance players
- sources of relevant information relating to coaching high performance players.

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:

- conduct a technical analysis of major tennis strokes of high performance players
- plan and deliver training blocks to develop stroke production of high performance players
- observe and monitor player progress and modify activities if required to ensure players are appropriately challenged
- analyse player stroke production and determine appropriate corrective strategies
- link stroke production practice activities with tactical outcomes and progression to specific game situations
- ensure activities are conducted safely according to the needs and characteristics of high performance players
- evaluate and reflect on own coaching performance to identify areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure:

- a minimum of two training blocks for high performance players with a minimum of eight sessions in each block that are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also include access to:

- individual sessions with players to take part in high performance 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 stroke production for high performance players
- observation of monitoring player stroke production and modifying activities and providing corrective strategies where required
- observation of delivery of coaching sessions (within

training block) to improve stroke production

- oral or written questioning to assess knowledge of stroke production ranges of acceptability
- portfolio of session plans and self reflections
- portfolio of video files and media books of player stroke production
- oral or written questioning to assess knowledge of the application of legislation and organisation 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 unit:

- SISSTNS513 Coach tactics for high performance 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.

Framework for analysis may include:

- analysis of movement and stroke production:
 - from ground up
 - from contact point back to ground
 - from ball flight back to contact to ground
 - from key aspects of stroke production (e.g.

Major tennis strokes may include:

- forehand
- backhand
- volley
- serve.

Training aids may include:

- cones
- buckets
- drop down markers
- extended net poles
- ropes
- balls of different compressions
- medicine balls.

Technology may include:

- video using camera or phone or tablet
- monitoring software
- analysis software (e.g. dartfish).

Ranges of acceptability may include:

- ranges of acceptability for different aspects of stroke production (e.g. knee flexion on serve, separation angle on forehand groundstroke) as published in research journals and books.

Electronic records may include:

- video files
- media books
- other electronic files.

Developmental readiness may include:

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

Training block may

- series of training or coaching sessions
- outside of tournaments or competition.

include:

High performance tennis skills may

include:

- movement specific to different playing surfaces (e.g. clay, grass, hard court)
- serve (topspin, slice, kick, flat)
- differentiation between first and second serve
- return of serve (first and second serve; offensive, defensive, neutral)
- forehand groundstroke (topspin)
- backhand groundstroke (topspin and slice)
- transition to net
- volley (forehand, backhand, drive)
- overhead
- lob (offensive and defensive)
- drop shot
- competitive rally
- playing on different surfaces (grass, hard court, clay)
- offensive, defensive and neutral play
- changing rally tempo
- routines before serve and serve return and between points, games and sets.

Key aspects of stroke production may

include:

- stance
- footwork
- preparation
- swing
- contact
- follow through.

Objectives may include:

- cognitive
- psychomotor
- affective
- social.

Plans may include:

- session objectives
- date, time and duration
- coach and player roles
- resources required
- equipment required
- activities.

Safety procedures may include:

- court set up
- liaison with support personnel regarding management of injuries and workloads
- 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
 - technique-centered drills
 - game-centered rallies
 - whole group
 - station work
 - partner
 - coach
 - cooperation
 - 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 policies and procedures** may include:
- work health and safety
 - risk management
 - communication protocols
 - supervision requirements
 - use and maintenance of equipment and procedures
 - first aid procedures
 - code of ethics.
- Coaching approaches** may include:
- on continuum from technique-centered to game-centered
 - combination of technique centered and game-centered.
- Coaching styles** may include:
- direct (i.e. coach makes most of the decisions and learner makes limited decisions, such as command)
 - indirect (i.e. learner makes most of the decisions and coach makes limited decisions, such as discovery).
- 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.

- Coaches and support personnel*** may include:
- other high performance tennis coaches
 - physical performance coaches
 - performance analysis specialist
 - physiotherapist
 - dietician
 - sport psychologist.

Unit Sector(s)

Sport

Competency Field

Tennis