



Australian Government

SISSTNS002 Coach intermediate players in tennis

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to coach intermediate tennis players in the tactics and skills of tennis.

This unit applies to individuals working in community based coaching roles in the Australian sport industry. This includes individuals working and volunteering in tennis clubs and centres.

Specific industry accreditation requirements apply to tennis coaching accreditation and information should be obtained from Tennis Australia.

Pre-requisite Unit

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Competency Field

Tennis

Unit Sector

Sport

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Plan tennis sessions for intermediate players.

2. Prepare tennis sessions

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Gather and review tennis player information to assess intermediate player developmental readiness.
- 1.2. Set tennis session objectives to meet intermediate player developmental readiness.
- 1.3. Determine session content to address tennis session objectives.
- 1.4. Select coaching practices to meet tennis session objectives.
- 1.5. Develop and document tennis session plans for intermediate players.
- 2.1. Prepare facilities, equipment and resources to meet

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| for intermediate players. | tennis session plan requirements. |
| | 2.2. Select and set up equipment for safe use by intermediate players. |
| | 2.3. Identify hazards, assess risks and implement risk control strategies to minimise risk to intermediate player safety. |
| 3. Conduct tennis sessions for intermediate players. | 3.1. Communicate and confirm intermediate player understanding of tennis session activity instructions and safe participation requirements. |
| | 3.2. Present, sequence and pace tennis session activities according to tennis session plans. |
| | 3.3. Select and use communication styles to achieve tennis session objectives. |
| | 3.4. Observe intermediate player practice to assess player ability to perform activities. |
| | 3.5. Modify tennis session activities as required to meet intermediate player needs and environmental conditions. |
| | 3.6. Monitor tennis sessions to identify and address risks to intermediate player safety. |
| | 3.7. Analyse player performance and provide feedback to players to improve skills. |
| | 3.8. Conduct end of tennis session review to evaluate tennis session plan and inform future tennis session planning processes. |
| 4. Promote good behaviour. | 4.1. Communicate and model tennis participation behaviour standards. |
| | 4.2. Monitor participation to identify poor behaviour. |
| | 4.3. Use behaviour management strategies to address player poor behaviour in accordance with organisational policies and procedures. |
| 5. Reflect on coaching practice. | 5.1. Seek feedback from others to identify areas to improve own tennis coaching practice of intermediate players. |
| | 5.2. Reflect on own tennis coaching practice of intermediate players to identify areas for improvement. |
| | 5.3. Analyse findings and incorporate learnings in future tennis sessions with intermediate players. |
| | 5.4. Seek opportunities to address identified professional development needs. |

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance

criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret tennis session plans • interpret documents that describe tennis organisational policies and procedures.
Writing skills to:	• record attendance.
Oral communications skills to:	• use age-appropriate language to engage intermediate players • ask open and closed questions and actively listen to determine and meet intermediate player needs • interact with intermediate players in a polite and positive manner • give tennis instructions to intermediate players.
Numeracy skills to:	• estimate time and space requirements for tennis session activities • sequence activities • pace tennis session activities to meet tennis session plan • manage pair and group work for odd and even numbers of intermediate players.
Learning skills to:	• reflect on personal coaching practices and communication styles as part of the review process • set and monitor tennis session objectives.
Problem-solving skills to:	• respond to needs of individual intermediate players • select strategies to address intermediate player poor behaviour • respond to environmental conditions.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guides -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

Assessment Requirements for SISSTNS002 Coach intermediate players in tennis

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role and:

- deliver coaching to intermediate tennis players on three occasions for a duration of at least 30 minutes each.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in the elements and performance criteria of this unit:

organisational policies and procedures applicable to coaching intermediate players in tennis

- tactical and technical fundamentals of tennis for intermediate players
- analysis of movement and stroke production for intermediate players:
 - from ground up
 - from contact point back to ground
 - from ball flight back to contact to ground
 - from key aspects of stroke production including shoulder / trunk on forehand ground stroke
- modifying activities for intermediate players:
 - regress activities by simplifying equipment and environment:
 - smaller racquet
 - 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 environment:
 - change ball
 - increase playing space
 - encourage use of whole skill
 - increase decision making related to tactical outcomes
- organisational layout of tennis activities:
 - set-up of activities on court
 - position of players and coach

- role of coach:
 - feeding
 - roaming
 - rallying
- type of activity:
 - whole group
 - partner station
 - combination
- types of competitions and pathways for intermediate tennis players:
 - local and regional competition pathways:
 - intra-club competition
 - inter-club competition
 - association competition
 - regional competition
 - national tournament pathways:
 - Junior Development Series (JDS)
 - Junior Tournaments
 - ITF (International Tennis Federation) Juniors
 - Australian Money Tournaments (AMT)
 - Australian Pro Tour
- tennis rules, regulations and policies applicable to coaching intermediate players in tennis:
 - International Tennis Federation rules of tennis
 - Tennis Australia:
 - rules and etiquette for non umpired matches
 - dress and equipment regulations
 - code of behaviour
 - roles and responsibilities of tennis officials
- roles and responsibilities of tennis officials:
 - linesperson
 - chair umpire
 - court supervisor
 - referee
- tennis session planning for intermediate players:
 - session objectives
 - progression and regression activities and modified games
 - activities inclusive of all players
 - designing activities that require players to think and make meaningful decisions about tennis situations
 - linking sessions to develop and progress skills
 - group organisation

- tennis equipment and resources:
 - selection
 - safe set-up and layout
 - safe condition
 - safe use
- tennis safe participation requirements for intermediate players:
 - obeying the rules
 - use of protective equipment
 - hydration
- contemporary coaching practices
- coaching communication styles:
 - direct instruction
 - indirect instruction
 - demonstration
 - problem solving
 - active listening
 - open and closed questions
 - non verbal communication
 - giving and receiving feedback
 - tone and level of voice
 - terminology and language
- managing poor behaviour:
 - establishing behaviour standards
 - promoting cooperation and good relationships
 - common causes of poor behaviour of intermediate players
- methods of observation and feedback during tennis sessions with intermediate players:
 - how, what and when to observe
 - timing of feedback
- tennis session review processes
- methods for self reflection.

Assessment Conditions

Skills must be demonstrated in:

- a community based sport environment in tennis. This can be a workplace or simulated environment.

Assessment must ensure access to:

- first aid kit
- drinking water

- organisational safety, emergency response and first aid procedures for tennis
- Tennis Australia rules, regulations and policies applicable to coaching intermediate players.

Assessment must ensure use of:

- session plan template
- tennis facilities, equipment and training aids:
 - marked-out tennis court with a net
 - tennis racquets
 - tennis balls
 - tennis coaching aids
- intermediate tennis players to be coached.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.

Links

Companion Volume Implementation Guides -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>