



Australian Government

SISSTNS513 Coach tactics for high performance

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 tactics for high performance tennis players. It requires the ability to plan, conduct and evaluate activities which focus on player development of high performance tennis 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/centre, regional, state or national tennis centre or travelling coach working internationally with 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

SISSTNS411 Coach tactics for intermediate tennis 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.
1. Undertake a match analysis.	1.1 Select appropriate match charting system. 1.2 Chart relevant match statistics for player. 1.3 Analyse charting data to determine player strengths and weaknesses and opponent strengths and weaknesses. 1.4 Review player performance against player game plan. 1.5 Determine areas of improvement for the player. 1.6 Scout and chart matches of potential opponents.
2. Plan session to develop tactics for high performance players.	2.1 Identify <i>developmental readiness</i> and current tactical knowledge of players to plan tailored session. 2.2 Identify player <i>strengths, weaknesses</i> and <i>game styles</i> . 2.3 Identify the <i>tennis tactics</i> to be developed. 2.4 Determine session objectives. 2.5 Select an <i>organisational layout</i> to support maximum participation of players. 2.6 Develop and document a <i>plan</i> to meet player needs for specific tournaments or competitions. 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> . 2.8 Access and select location, equipment and resources and check to ensure safety and suitability.
3. Conduct session to develop tactics for different game situations and court surfaces.	3.1 Communicate instructions clearly to players. 3.2 Conduct warm-up activities for players. 3.3 Demonstrate and explain tennis tactics for specific <i>game situations</i> and for different court surfaces. 3.4 Provide opportunities for players to practice tennis tactics. 3.5 Use appropriate <i>coaching approaches</i> and <i>coaching styles</i> . 3.6 Observe and monitor player progress and <i>modify</i> activities if required to ensure players are appropriately challenged. 3.7 Liaise with other <i>coaches and support personnel</i> to monitor and deliver high performance tennis activities.

- 3.8 Use drills and activities to promote skill transfer to specific competitive situations.
- 4. Analyse and improve tennis tactics for high performance players.
 - 4.1 Identify player game style.
 - 4.2 Identify player tactical strengths and weaknesses.
 - 4.3 Use **match charting techniques** to analyse match tactics and performance.
 - 4.4 Analyse individual performance and provide appropriate corrective strategies.
 - 4.5 Provide specific constructive feedback for players to improve tennis tactics.
 - 4.6 Identify links between player stroke production and tactical skills.
- 5. Prepare high performance players for competition.
 - 5.1 Observe player during match play.
 - 5.2 Assist player to identify opponent game style and strengths and weaknesses.
 - 5.3 Assist player to develop a **match plan** for specific opponents.
 - 5.4 Conduct activities to build player's winning plays and implement game plan.
 - 5.5 Conduct pre-match and post-match briefings.
- 6. Review coaching session.
 - 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 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
 - explain and demonstrate tennis tactics for high performance players
 - provide instructions for activities for high performance players
 - consult with other coaches and support personnel
 - provide feedback to players
- observation skills to:
 - identify learning needs
 - identify developmental readiness of players
 - analyse movement, tennis and tactical skills of players
 - monitor individual progress
 - select appropriate corrective strategies
- personal high performance tennis skills and tactics to a high level of technical correctness to:
 - plan progressive skill acquisition
 - demonstrate and explain tennis tactics for high performance players
 - feed ball 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 tactics
 - determine most appropriate game style for players
 - determine strengths and weaknesses of opponent players
 - modify coaching session to improve tactics of players
 - develop match plans for specific opponents
- numeracy skills to:
 - support effective time management to deliver coaching activities within timeframes
 - interpret basic 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's 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 high performance tennis players to plan appropriate activities
- game styles
- five game situations
- relationship between tactics and stroke production for high performance players
- tactics and match plans for high performance players
- progressions for tactical development to determine next points of progression
- tactical and technical errors and related correction strategies or activities
- player positions and strategies relevant to singles and doubles
- equipment and resource requirements to ensure suitability to high performance players
- rules of tennis
- key characteristics and use of tennis game statistics
- match charting techniques.

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 high performance players and promote skill transfer to tournament play
- analyse player performance under match conditions and determine appropriate improvement strategies for different game situations and court surfaces
- observe and monitor player progress and modify activities if required to ensure players are appropriately challenged
- use and modify coaching approaches, coaching styles and activities to cater for a range of individual learning styles
- prepare players for competition by assisting with development of match plans and providing pre- and post-match briefings
- 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 multiple sessions for high performance level players that are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also include access to:

- individual players to take part in high performance tennis activities and competitions
- 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 high performance players
- observation of monitoring player development of tactics and modifying activities where required

- observation of player-coach interaction before and after competition
- portfolio of session plans and self reflections
- oral or written match analysis report
- oral or written questioning to assess knowledge of tactics for high performance players
- 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:

- SISSTNS512 Coach stroke production 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.

Developmental readiness may include:

- gender
- age
- ability
- personality
- previous tennis experience
- knowledge of tennis tactics
- current tactical skills
- developmental characteristics (e.g. physical, cognitive, psychological, social)
- fitness levels and physical capabilities
- emotional capability to deal with competing in a high performance tactical game
- history of past, current or recurring injuries and illnesses.
- physical (e.g. fitness, speed, agility, endurance, strength, power)
- tennis skills
- tactical skills
- psychological characteristics.

Strengths and weaknesses may relate to:

Game styles may include:

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

Tennis tactics may include:

- adapt tactics for different court surfaces (e.g. clay, grass, hard courts)
- relationship between court geometry, patterns of play and tactics
- consistent percentages
- directional change
- centre the ball
- winning plays
- defensive-neutral-offensive
- low volleys vs high volleys
- changing gears (changing tactics and rhythm during a match)
- advanced tactics in all five game situations
- patterns of play
- anticipation of opponent shot tendencies based on court position
- identify opponent strengths and weaknesses and modify tactics accordingly

- ball control (height, direction, distance, speed, spin)
 - similarities and differences in tactics between men's and women's tennis.
- Organisational layout** may include:
- set-up of activities on court
 - position of players and coach
 - role of coach (feeding, roaming, rallying)
 - type of activity (individual, partner or combination).
- Plan** may include:
- session plan
 - session aims and 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
 - 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 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

- Game situations** may include:
- code of ethics.
 - 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 changing environment, task or reduce decision-making related to tactical outcomes
 - progress activities by changing environment; task or 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.
- Match charting techniques** may include:
- software programs
 - pencil and paper
 - charting of:
 - momentum changes
 - forced and unforced errors
 - winners
 - serve percentage and placement
 - serve return success and placement
 - break point conversions
 - points won at net
 - patterns of play
 - psychological skills.
- Match plan** may include:
- serving
 - returning serve
 - winning plays
 - patterns of play
 - maximising player strengths
 - countering opponent strengths and exposing weakness

- psychological approaches
- specific round and tournament plans
- plans according to opponents
- contingency plan
- plans for delays and inclement weather.

Unit Sector(s)

Sport

Competency Field

Tennis