

Club Pro 1 Certification Course

Workbook #1

(Pre-Course)

March 2007

Version 6.1

Name: _____

Date: _____

Status: Successfully Completed

Additional Work Required

(To be completed by CF: Circle one)

Course Facilitator Initial: _____

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/ provincial/territorial sport federations, and the Coaching Association of Canada.

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Partners in Coach Education



Table of Contents

Summary of Work.....	4
Demonstration and Playing Evaluation	5
Self Reflection Sheet.....	5
Basket Feed Evaluation: Self Reflection Sheet	7
Distance/Speed/Trajectory Test	7
Personal Comments	7
Playing Feed Evaluation: Self Reflection Sheet	8
Commitment to Excellence Contract	9
Professionalism	10
On-Court Skills	11
Chapter 2: Being Successful when Running Teams	12
Chapter 3: Planning a Lesson Program.....	13
Chapter 4: Giving a Private Lesson	18
Chapter 5: Running a Tennis-specific Warm-up	19
Chapter 6: Feeding.....	20
Chapter 7: Drill Organisation.....	20
Chapter 8: Giving Feedback	22
Chapter 9: Singles Tactics	24
Chapter 10: Technical Development	26
Chapter 11: Wheelchair Tennis	31
Chapter 15: Facility Operation.....	33
Chapter 16: Safety.....	35
Appendix B: Actions Method	35
NCCP Making Ethical Decisions Online Evaluation	38
TPA Membership Registration	40
Personal Demonstration Video Project.....	41
Teaching and Playing Profile.....	42
Self-Presentation Assignment.....	44
Being an Excellent Instructor: Teaching.....	46
Being an Excellent Instructor: Leading a Game (Incorporating a Skill)	47
Being an Excellent Instructor: Tennis Specific Warm-Up	48
Footwork and Court Coverage Presentation	49
Progressive Tennis: Running a Team Competition	50
Physical Warm-Up Presentation.....	51
Physical Cool Down Presentation.....	52

Summary of Work

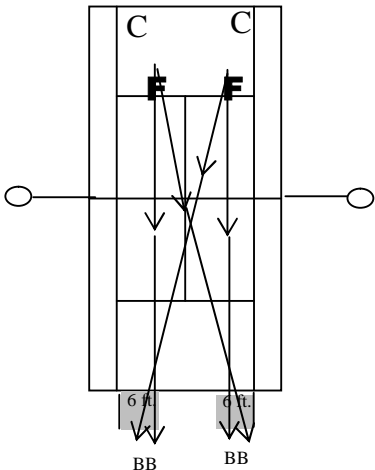
Details	Completed by:	(√)
Orientation and Assessment Reflection Tools <ul style="list-style-type: none"> • Demonstration and Playing Competency • Feeding Competency 	Used during 1 st Module for individual assessment and goal setting	
WRITTEN AND ON-LINE ASSIGNMENTS		
Club Pro 1 Commitment to Excellence Contract <ul style="list-style-type: none"> • Professionalism Criteria 	Signed by beginning of Weekend #1	
Club Pro 1 Manual Pre-Course Evaluation <ul style="list-style-type: none"> • Chapters 1-11, 15-16, Appendix B 	Beginning of Weekend #1	
Making Ethical Decisions Online Evaluation <ul style="list-style-type: none"> • Pre-requisite for CBET Certification • To be completed if not completed as part of previous Instructor certification 	Prior to MED module, Weekend #2	
TPA Registration	Required in order to complete Weekend #1 Presentations	
ON COURT PRESENTATIONS		
Personal Demonstration Video Project <ul style="list-style-type: none"> • For use after completing Initial Demonstration & Playing Evaluation 	Sunday of Weekend #1	
Teaching and Playing Profile	Beginning of Weekend #1	
Self-Presentation Assignment	Beginning of Weekend #1	
Instructor: Teaching Presentation	Beginning of Weekend #1	
Instructor: Leading a Game while Incorporating a Skill Presentation	Beginning of Weekend #1	
Instructor: Tennis Specific Warm-up Presentation	Beginning of Weekend #1	
Footwork & Court Coverage Presentation	Beginning of Weekend #1	
Progressive Tennis: Running a Team Competition	Saturday of Weekend #1	
Physical Warm-up Presentation	Throughout Weekend #1	
Physical Cool Down Presentation	Throughout Weekend #1	

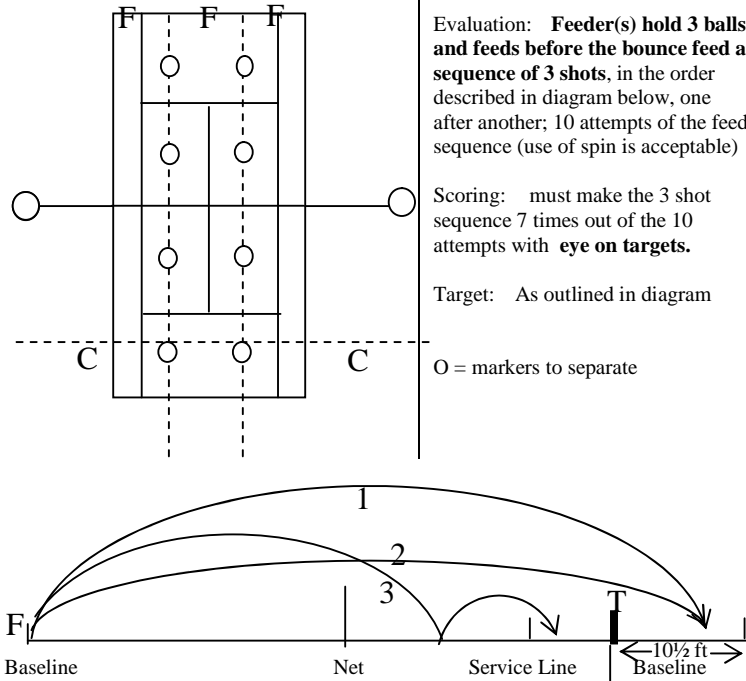
Demonstration and Playing Evaluation Self Reflection Sheet

	Effectiveness	Conformity
Groundstrokes Both Back	<input type="checkbox"/> To be able to send 20 balls (10 balls each) in a row to their student. Regardless of the type of ball the Pro receives, he/she must send a nice easy rally ball to their student. (Easy = flat, medium pace, arching ball – where the bounce and distance allow the player to hit at waist level on the decline).	<input type="checkbox"/> Set-up (judging, footwork, balance) <input type="checkbox"/> Coordination of arm/shoulder (rotation) <input type="checkbox"/> Smooth follow through
	Personal Comments:	
Pro Volley To Player Groundstroke	<input type="checkbox"/> To be able to send 20 balls (10 balls each) in a row to their student. Volleyer must volley with an arc. Regardless of the type of ball the Pro receives, he/she must send a nice easy rally ball to their student. (Easy = flat, medium pace, arching ball – where the bounce and distance allow the player to hit at waist level on the decline).	<input type="checkbox"/> Impact point in front <input type="checkbox"/> Wrist and racquet face open at impact <input type="checkbox"/> Catching action (keep hand in front, then use hand with small catching stroke) <input type="checkbox"/> Use legs on every volley
	Personal Comments:	
Pro Groundstroke To Player Volley	<input type="checkbox"/> Same as other groundstrokes except nice and easy is now defined as medium pace, right to the player's forehand or backhand volley	<input type="checkbox"/> Set-up (judging, footwork, balance) <input type="checkbox"/> Coordination of arm/shoulder (rotation) <input type="checkbox"/> Smooth follow through
	Personal Comments:	

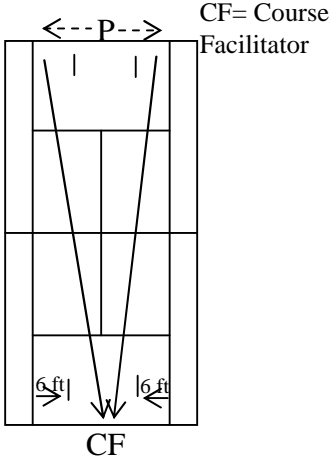
	Effectiveness	Conformity
Pro Lobs – Player hits overhead	<input type="checkbox"/> To be able to send 5 lobs in a row to their student. Regardless of the type of ball received, the Pro must send a nice easy ball to their student. (Easy = a lob which requires minimal movement by the player).	<input type="checkbox"/> Set-up (judging, footwork, balance) <input type="checkbox"/> Coordination of arm/shoulder (rotation) <input type="checkbox"/> Smooth follow through
	Personal Comments:	
Pro Overhead – Player hits lob (block technique)	<input type="checkbox"/> To be able to send 5 overheads in a row to their student. Regardless of the type of ball received, the Pro must send a medium pace ball to their student which will bounce to their shoulder level and which will require minimal movement by the player.	<input type="checkbox"/> Sideways body position <input type="checkbox"/> Impact point in front <input type="checkbox"/> Coordination of arm and upper body <input type="checkbox"/> Extension and a little hit feeling
	Personal Comments:	
Forehand Topspin from a Self Fed Ball	<input type="checkbox"/> Must have an arched trajectory with a medium amount of topspin to your partner who catches the ball with their hand; use targets for direction, distance is to the partner after a bounce; 3 in a row, 3 chances	<input type="checkbox"/> Must have a smooth rhythmic stroke
	Personal Comments:	
Backhand Underspin from a Self Fed Ball	<input type="checkbox"/> Must have a straight trajectory with a medium amount of underspin to your partner who catches the ball with their hand; use targets for direction, distance is to the partner after a bounce; 3 in a row, 3 chances	<input type="checkbox"/> Must have a smooth rhythmic stroke
	Personal Comments:	

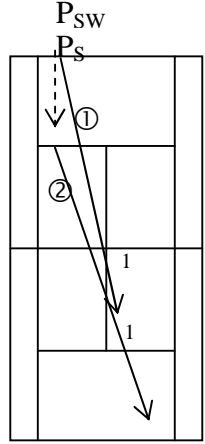
Basket Feed Evaluation: Self Reflection Sheet

Basket Feed Evaluation: Direction and Volume Test	Personal Comments
 <p style="margin-top: 10px;"> C = Player counting F = Feeder T = Target (goal which ball must pass through) B = Players picking up balls </p> <p style="margin-top: 10px;"> Evaluation: Feeder (s) alternate targets; hitting 20 total balls with a maximum of 35 seconds (only have 20 balls in the basket); 2 balls at a time before the bounce (boom-boom); 2 players being evaluated at a time; each feeder has a counter </p> <p style="margin-top: 10px;"> Scoring: must make 14 targets out of 20 attempts with a 35 second maximum time allotment, with eyes on targets </p> <p style="margin-top: 10px;"> Target: The ball must go through the target area (hence the success is dependent on the rebound of the ball not on the bounce), the second bounce must be beyond the baseline </p>	

Distance/Speed/Trajectory Test	Personal Comments
 <p style="margin-top: 10px;"> Evaluation: Feeder(s) hold 3 balls and feeds before the bounce feed a sequence of 3 shots, in the order described in diagram below, one after another; 10 attempts of the feed sequence (use of spin is acceptable) </p> <p style="margin-top: 10px;"> Scoring: must make the 3 shot sequence 7 times out of the 10 attempts with eye on targets. </p> <p style="margin-top: 10px;"> Target: As outlined in diagram </p> <p style="margin-top: 10px;"> O = markers to separate </p> <p style="margin-top: 10px;"> 1 = high arcing slow ball which must land beyond target 2 = hard drive which must land beyond target 3 = slow, short ball which bounces a second time before target </p> <p style="margin-top: 10px;"> Target for 3 - 10½ feet from the baseline </p>	

Playing Feed Evaluation: Self Reflection Sheet

Maintaining the Rally	Personal Comments
<p>Groundstrokes both back: maintain the rally when being moved around (play ball even if it is out): While being moved from corner to corner maintain a nice easy ball down the centre. Must get 10 balls in a row. 2 attempts.</p> <div style="text-align: center; margin-top: 20px;">  <p style="margin-left: 100px;">CF= Course Facilitator</p> <p style="margin-left: 100px;">6 ft</p> <p style="margin-left: 100px;">6 ft</p> <p style="margin-left: 100px;">CF</p> </div>	

Serve and Volley in Doubles	Personal Comments
<p>Serve and volley in Doubles, deuce court: Serve to the “t” (backhand of a right-handed returner), then approach volley crosscourt to returner (volley should not require returner to move more than a couple of steps). Must succeed 6/10 attempts.</p> <div style="text-align: center; margin-top: 20px;">  <div style="margin-left: 100px; margin-top: 10px;"> <p>Ps – Pro Serve</p> <p>PR – Pro Return</p> </div> <p style="margin-left: 100px; margin-top: 20px;">PR</p> <p style="margin-left: 100px;">PRW</p> </div>	

Commitment to Excellence Contract

I, _____, fully understand and appreciate that to be an effective Club Professional at this level I must be able to role model the values of the NCCP, Tennis Canada, and the club environments in which I would like to coach. I undertake to constantly demonstrate a commitment to excellence in coaching and club programming, a passion for the sport of tennis and a dedication to continuing professional development.

1. I understand that the competencies related to communication, playing, demonstration and feeding (i.e., possessing demonstration skills commensurate with a 4.0 level and being able to work with players up to a 3.5 level) will be considered prerequisites for taking this course and although will not prevent me from taking the course, will be a requirement for attaining certification. (**Initial:** _____)
2. I have read and agree with the criteria for the Professionalism Competency on the following page of this document. (**Initial:** _____)
3. I agree to complete all assignments in the prescribed timeframe. I also agree to be prepared to engage in all course activities by learning the course material beforehand and participating during activities to the best of my ability. (**Initial:** _____)
4. I agree to participate fully in work groups (created in order to complete course materials and assignments) both during course time and in-between course weekends. (**Initial:** _____)
5. I agree to respond to both phone calls and email communication from the course facilitator and from other participants in a timely manner (i.e., in two business days). (**Initial:** _____)

Participant: _____

Signature

Date: _____

Professionalism

Competency	Outcome	Criteria	
		1= Not at all 2 = Developing 3 = Consistent/Satisfactory 4 = Quality 5= Outstanding	
Valuing And Modeling	Exemplifies Professionalism	<ul style="list-style-type: none"> Dresses in a professional manner (e.g., appropriate tennis attire) 	Rating: Comments:
		<ul style="list-style-type: none"> Is punctual to all activities 	
		<ul style="list-style-type: none"> Is focused and well prepared throughout the duration of the course 	
		<ul style="list-style-type: none"> Models behaviour that values sport and physical fitness 	
	Models behaviours consistent with NCCP Code of Ethics	<ul style="list-style-type: none"> Understands clearly, articulates and models the NCCP Code of Ethics and philosophy 	Rating: Comments:
		<ul style="list-style-type: none"> Uses non-discriminatory language 	
		<ul style="list-style-type: none"> Uses non-sexist language 	
		<ul style="list-style-type: none"> Uses inclusive language 	
	Willing to contribute to the development of other candidates and of herself/himself	<ul style="list-style-type: none"> Is willing to be evaluated, accept constructive criticism, and improve 	Rating: Comments:
<ul style="list-style-type: none"> Takes leadership roles when requested 			
<ul style="list-style-type: none"> Self-assesses fairly and accurately 			
<ul style="list-style-type: none"> Provides constructive feedback to other course candidates when required 			
<ul style="list-style-type: none"> Takes the role of student seriously when other course candidates are teaching/leading 			
<ul style="list-style-type: none"> Respects other course candidates' attempts at teaching/leading 			
Leading And Communicating	Communicates effectively	<ul style="list-style-type: none"> Contributes fully to working group assignments 	Rating: Comments:
		<ul style="list-style-type: none"> Learns the names of all other course candidates 	
		<ul style="list-style-type: none"> Addresses each candidate using her/his name 	
		<ul style="list-style-type: none"> Makes eye contact and is personable (i.e., makes other course candidates feel at ease) 	
		<ul style="list-style-type: none"> Communicates in a caring manner (e.g., positive body language, dynamic presence) 	
		<ul style="list-style-type: none"> Communicates clearly and loud enough for all to hear (e.g., uses appropriate tone of voice, projects voice in large court areas) 	
		<ul style="list-style-type: none"> Listens effectively and actively 	
		<ul style="list-style-type: none"> Uses, recognizes and responds to non-verbal communication 	
		<ul style="list-style-type: none"> Is approachable, whether in group or individual settings 	
<ul style="list-style-type: none"> Responds to phone calls and email communication in a timely manner (i.e., two business days) 			

On-Court Skills

Chapter 1: Being Successful in Giving Lessons

1. List 5 expectations of a student who takes a private lesson?

2. List 5 keys to making your lessons enjoyable?

3. List the 2 critical things you can do to ensure students return after their first lesson or program?

4. Why is it important to keep a record of your work with a student? Give 2 reasons.

Chapter 2: Being Successful when Running Teams

5. List 5 criteria you can use in selecting players for a team?

6. Why do **YOU** think it is important to have a team captain? Of what benefit(s) does having a team captain serve?

7. A typical team practice session should have 3 stages. What are they, and why is each important?

8. Why is it important to evaluate your team's performance league matches? How do you evaluate your team's performance?

Chapter 3: Planning a Lesson Program

9. What is the purpose of a program with a *physical* focus? List of few of the things **YOU** can do to ensure this purpose is achieved.

10. What is the primary goal of a program which has a *tactical* focus?

11. What is the primary goal of a program which has a *technical* focus?

12. What are the 2 important questions that you should ask when planning the content of a tactical program?

13. List 3 *broad* tactical themes that can be useful when planning a tactical training program for recreational players?

14. Once you've chosen a general theme for a tactical training program, the 5 *game situations* provide one useful framework you can use to determine the specific *patterns of play* you'll cover in your program. Suppose you've chosen the theme: "taking control of the point from the middle". For each game situation relevant to that theme, describe one pattern of play you could potentially use in your training program.

16. Select one of the patterns of play you've described in either of the above two questions, and design a drill you could use in training players to execute it. Record your drill below on the *Worksheet for Tactical Lesson Planning*.

Worksheet for Tactical Lesson Planning

Situation
(tactical context)

Opponent
(mark movement / recovery on court diagram)

Phase of play: _____

Oncoming ball
(mark path & landing point on court diagram)

Height:

Speed:

Response
(tactical objective)

Student
(mark movement / recovery on court diagram)

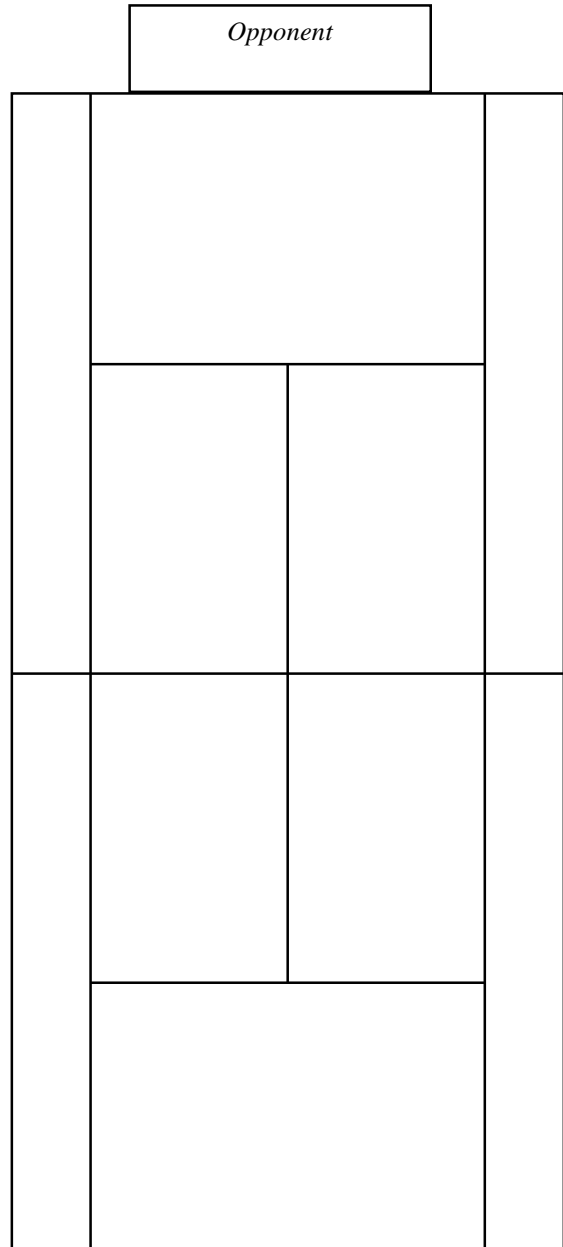
Phase of play: _____

Stroke: _____

Ball to be sent
(mark path & landing point on court diagram)

Height: _____

Speed: _____



17. In evaluating a doubles team in preparation for future tactical training, it can be useful to have a checklist to help you determine the training priorities. List at least 6 items that would be on your checklist. (Place them in rough order of priority.)

18. What are the 3 main challenges in *technical* training? Briefly describe what you need to do to meet those challenges successfully.

19. Improving and grooving a stroke requires a substantial number of quality repetitions. Describe 3 things you can do to add *variety* to this stage of the training in order to maintain your player's interest.

20. What is meant by *gameplay integration*? Why is it such a critical part of every lesson?

Chapter 4: Giving a Private Lesson

21. Why is the first private lesson with a new student so important?

22. How can you determine whether it's more appropriate to give a lesson focused on tactics, or one focused on technique?

23. In your first lesson with a new student, there are 5 important things **YOU** need to do before beginning work on the first training topic. List them, and briefly state why each is important.

24. What you need to do in the *evaluation* stage is different for tactical and technical lessons. In one or two sentences describe the basic difference.

25. What does the acronym "SMART" stand for? Briefly elaborate on the meaning of each letter.

26. In working with a student, it is important to look at both *outcome* and *process*. What is the difference? (Include an example of each.)

Chapter 5: Running a Tennis-specific Warm-up

27. What is the difference between a pre-match warm-up and a pre-training warm-up?

28. What 4 areas can be emphasized during a quality tennis-specific warm-up? Describe each briefly.

Chapter 6: Feeding

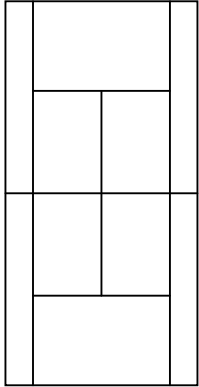
29. What energy system is primarily used in tennis? What are the implications of this for drilling?

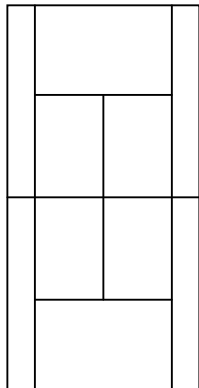
30. When training students to execute a particular shot, the feeding must be increasingly realistic, simulating what students will actually encounter in a live gameplay situation. List 5 ways in which you can make **YOUR** feeds increasingly realistic.

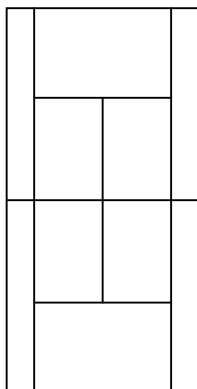
Chapter 7: Drill Organisation

31. What does it mean to have players “walk through” a drill?

32. Imagine you are working with a group of four players. The lesson topic is “dealing with a high ball on the backhand side” in a “both back” game situation. Design a 3-drill progression (basket feed => combined basket & live feed => point playout) that **YOU** could use to train players in this area. Use the attached court diagrams to record the 3 drills.







33. What does research say about the optimal number of repetitions for learning a new motor skill, e.g., a tennis stroke/shot?

34. “Once the basic motor pattern has been acquired, the coach should use drills of high physical intensity to rapidly accelerate development of the skill. For example, an appropriate drill might consist of 5 sets of repetitions. In each set, the player should hit to the point of near exhaustion. Sets should be separated by a rest period of approximately 1 minute.” True or false? Explain.

Chapter 8: Giving Feedback

35. What is the difference between internal and external feedback?

36. When giving feedback, why is it important to address both the mind and body?

37. What are the 3 phases of learning and how do they relate to consciousness and competence?

38. Well-chosen keywords can greatly accelerate the development of tennis skills. Explain.

39. Although keywords can be very useful in improving a player's execution of shot, they are of little use in developing perception and decision-making skills. True or false? Explain.

40. List the 5 words suggested by Tennis Canada's Actions Method to describe the feeling of a stroke. Briefly describe each.

41. What does it mean to “automate” a skill?

42. List 3 things you can do to help a player develop a kinaesthetic feel for a shot?

Chapter 9: Singles Tactics

43. There are a number of important principles that underpin all strategy and tactics in singles play. List 5 principles that **YOU** feel are especially important for players at the 3.0 skill level.

44. What are the 4 main *gamestyles*? List a few characteristics of each.

45. There are a variety of things a player can do to counter an aggressive baseliner. List 5 things that would be high on **YOUR** personal list of priorities as a player.

46. One useful way of organising one’s thoughts with respect to tactics is to think in terms of the 5 game situations. List 10 general tactical considerations relevant to the “approaching or at the net” game situation.

47. Anticipating what an opponent will do — prior to their racquet making contact with the ball — is a key element of tennis. Its importance increases with the level of play. List any 3 pieces of information that can be useful in determining where and how an opponent will return a ball.

48. When playing *into* the wind, there are a number of things players can do to improve their chances of winning points. List any 5.

Chapter 10: Technical Development

49. When a ball leaves a player's racquet, its path, speed and spin are largely determined by what happened between the ball and racquet at the impact point. List the 3 racquet variables that players have control over at the impact point.

50. *Directional control:* You're training a player to return a crosscourt ball deep down-the-line. At the impact point, the player's racquet face is pointing directly at the target you've set up near the sideline, but the ball consistently flies wide of the sideline and out of play. What is happening? List 2 things your player can do to hit the target and keep the ball in play.

51. *Height control:* You're training a player to hit a defensive (spinless) lob. The player consistently sends the ball too low, allowing the opponent to attack it by hitting an overhead. List 2 ways your player can send the ball higher by changing the racquet work at the impact point.

52. *Speed control:* The pace of a shot is determined solely by the racquet speed a player is able to generate at the impact point. The speed of the oncoming ball has no effect. True or false? Explain your answer.

53. You're training a group of players at the 2.5 skill level to hit their groundstrokes with greater pace. One "high-tech" way of quantitatively measuring the speed of the ball is to use a radar gun. List 2 "low-tech" ways you might use to measure ball speed.

54. *Spin control*: Spin affects both the *trajectory* (path) and *bounce* of a ball. Briefly explain how each spin generally affects (i) the trajectory and (ii) the bounce of a groundstroke:

55. You're teaching a student to hit with greater topspin. What 2 changes to the racquet work at the impact point will generate more topspin?

56. List and briefly explain 3 advantages of hitting a topspin groundstroke.

57. Underspin groundstrokes are generally easier to time than topspin groundstrokes. Why?

58. Changing the ball toss (impact point) can make it easier for players to hit spin serves. (a) What change could a right-handed player make to the toss to facilitate hitting a *sidespin* serve? (b) Is there any potential disadvantage to changing the ball toss, and if so, what is it?

59. You're working on a *left-handed* player's serve. Would spin be of any use to the "lefty" in pulling a right-handed opponent wide when serving from the ad court? If not, why not? If so, what kind of spin should be used?

60. When assessing a player's technique, coaches have traditionally focused on *conformity*. There is another element that is often ignored by coaches, but should actually be the first thing a coach looks at. What is it?

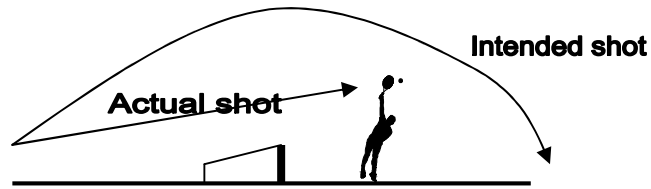
61. In assessing conformity of a shot, you need to consider both the player's reception and projection. With respect to *reception*, list the 3 critical areas you need to look at.

62. Intending to hit a short angled topspin groundstroke, a player hits the ball two feet wider than the sideline. Which ball control is the problem? What key points need to be corrected? (Use the P.A.S. principles to explain. For example, which must change and which must remain constant?)

63. Intending to hit an overhead deep to the baseline, the player hits it onto the serviceline, where it bounces up and his opponent runs it down. Which ball control is the problem? What key points need to be corrected? (Use the P.A.S. principles to explain. For example, which must change and which must remain constant?)

64. Intending to hit a medium height volley with a straight low trajectory, the ball 'pops-up'. Which ball control is the problem? What key points need to be corrected? (Use the P.A.S. principles to explain. For example, which must change and which must remain constant?)

65. Intending to hit a lob over an opponent at net, the opponent reaches up and hits a winning overhead. What ball control is the problem? What key points need to be corrected?



Chapter 11: Wheelchair Tennis

66. Of what benefit is integrating wheelchair players into existing able bodied tennis programs? What level of wheelchair instruction is the exception to this rule?

67. Using the playing level comparison chart, how many categories are specific to wheelchair players only and why? An ITF/ITN rated 7 wheelchair player should look for what able bodied level of group clinic to participate in and why?

68. List 7 key similarities between wheelchair and able bodied tennis. List 5 key differences.

69. List the 4 components of the Mobility Cycle? What is the goal of each?

70. What is the difference about the recovery of a wheelchair player compared to the recovery of an able bodied player?

71. List the 5 gamestyles of wheelchair tennis and describe one key point of each.

72. What are the two major differences in the basic stroke sequence for wheelchair tennis? Why?

73. In the wheelchair doubles game, what are the two most common playing configurations?
Explain briefly.

74. List and describe 5 considerations when ball feeding to novice wheelchair players.

Chapter 15: Facility Operation

75. List four common areas of off-court responsibility.

76. What types of activities occur at the front desk of your club? Why is it important for YOU to know how the front desk operates?

77. List three common court reservation systems. What is the key that allows a particular court reservation system to work effectively?

78. Why is it important to maintain the tennis grounds? List 3 reasons.

79. List five practical tips for overall court maintenance.

83. What is the philosophy and methodology of the traditional “model” approach?

84. What is the philosophy and methodology of the game-based approach?

85. What is the difference between Tennis Canada’s game-based approach and a “*games*-based” approach?

86. Based on this chapter and your previous knowledge of Actions Method, how (if at all) do your current teaching/coaching practices differ? Explain.

87. Based on your previous learning environments (i.e., as a student in private lessons and clinics), in what ways have you experienced Actions Method from your coaches? Describe one example of a learning moment and/or outcome and link it to your understanding of Actions Method.

88. In your own words, explain what Actions Method?

NCCP Making Ethical Decisions Online Evaluation

TO BE COMPLETED IF NOT COMPLETED AS PART OF PREVIOUS INSTRUCTOR CERTIFICATION

The Coaching Association of Canada (CAC) is pleased to announce the launch of the Make Ethical Decisions online evaluation. The successful completion of this online evaluation is **mandatory in order to attain your Club Pro 1 Certificate**. Before you start the evaluation, you will need:

- Your CC number. The Course Facilitator (or your Provincial Sport Association Technical Director) will provide you with a CC#. Please put the CC# in a safe place as you will require this number in order to take your on-line Ethics Evaluation.
- An account with the NCCP Database. Once you have your CC number, please visit <http://nccpdb.coach.ca/production/>, click on "Sign Me Up" and follow the instructions. If you encounter any problems signing up, please contact the NCCP Database via e-mail at coach@coach.ca. Please remember to include your full name, CC number, and e-mail address in the correspondence.

Please be advised:

- There is no charge for the first two attempts of the evaluation.
- The evaluation can take at least one hour to complete. You may quit the application in order to continue when it's more convenient without losing your place.
- The application only allows two attempts at successfully completing the evaluation. If both attempts are unsuccessful, you will be required to participate in a Make Ethical Decisions module in order to access the online evaluation for another two attempts.
- Once you have successfully completed the online evaluation, your file on the NCCP Database will be automatically updated. To view your transcript online, please visit <http://nccpdb.coach.ca/production/> and login using the same username and password you used to access the online evaluation.

If you experience any technical difficulties or you have any questions about the technology being used, please contact Lesley Brownlee, Coordinator of Information Systems at lbrownlee@coach.ca. Lesley will provide you with technical assistance or will forward your feedback to us to help improve the online evaluation tool.

Now that you are ready to take the Make Ethical Decisions online evaluation, please visit: <http://nccpeval.coach.ca/>.

To better prepare for the “Make Ethical Decisions” on-line evaluation, we suggest the following:

- Download the following resource material available at:
 - http://www.tenniscanada.ca/tennis_canada/Contents/Coaching/Resources/Text/English/EthicsReferenceGuide.pdf
 - http://www.tenniscanada.ca/tennis_canada/Contents/Coaching/Resources/Text/English/MakingEthicalDecisionsworkbook.pdf
- Go online (as per above) and take the practice evaluation.
- If you are successful then we suggest that you attempt the evaluation.
- If you are not successful, we suggest that you do additional preparation with the resource materials or attend the "Make Ethical Decisions" module, which is given as part of the Instructor Course. Contact your Provincial Tennis Association to find out specifically when the ethics module will be offered and the cost of attending.

Coaching Association of Canada

TPA Membership Registration

1. Visit http://www.tenniscanada.ca/tennis_canada/TPA/secure/members_entry.aspx

Secure Registration Page

TPA New Member Registration - Microsoft Internet Explorer provided by Sympatico

http://www.tenniscanada.ca/tennis_canada/TPA/secure/members_entry.aspx

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SECURE REGISTRATION FORM

Fields marked by an asterick (*) are mandatory.

SSL SERVER

LOGIN INFORMATION

Email Address: * Security Question: *
Password: * Security Answer: *

PERSONAL INFO

First Name: * Business Phone: *
Last Name: * Home Phone:
Middle Name: Cell Phone:
Date of Birth: Jan 1 *

PROFESSIONAL INFO

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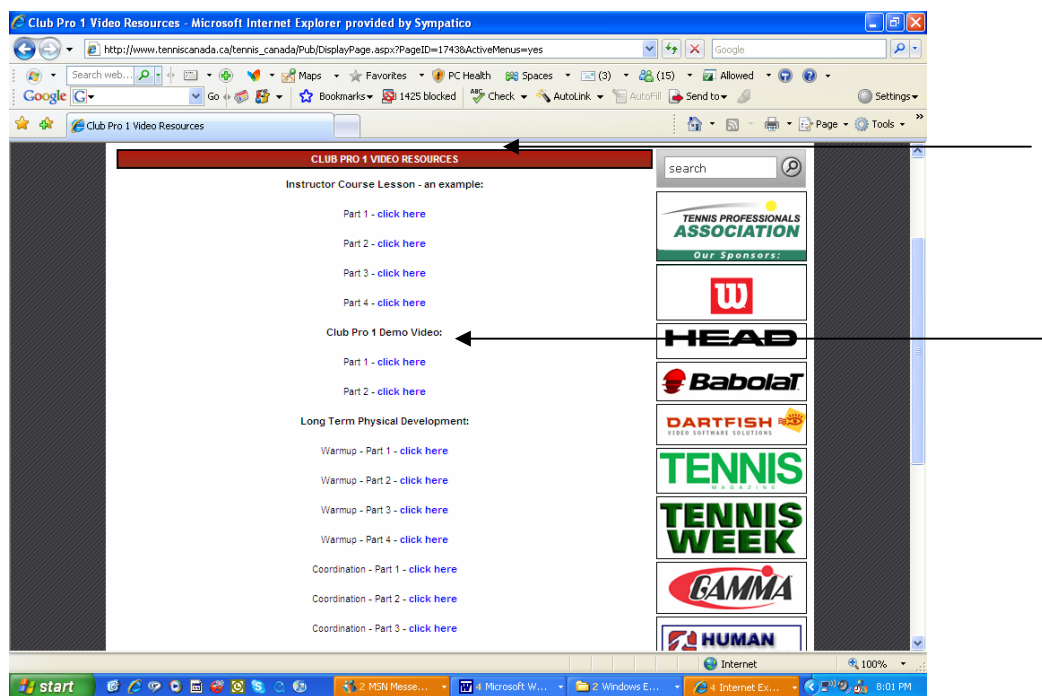
MSN Mess... Windo... CP1 Work... Windows ... TPA New ... 6:35 AM

2. **Print** (and **attach**) a confirmation of your enrolment.

Personal Demonstration Video Project

You are required to create a video (DVD format compatible with standard DVD player) of yourself which demonstrates your ability to perform a full court warm-up on half court with effectiveness and conformity (4.0 level).

1. **Visit** the TPA Homepage on the Tennis Canada website. Go to <<Resources>> <<Certification Materials>> and then **login** using your TPA membership. You will be brought to a member page where you will be able to go to "Club Pro 1 Resources".



1. **Watch** both parts of the "Club Pro 1 Demo Video". These clips will provide you with an example of the content (e.g., strokes and camera angles required).
2. **Create** your own video must include the following types of rallies, paying attention to the type of ball sent.
 - Groundstrokes (when both players are rallying from the baseline and the person you are rallying with is your student)
 - Your Pro Volley to a groundstroker at the baseline (who is your student)
 - Your Pro Groundstroke to a volleyer at the net (who is your student)
 - Your Pro Lob to a net person hitting overheads (who is your student)
 - Your Pro Overhead
 - Your Pro Serve to the Backhand (of a right handed player in the deuce and ad court)

Teaching and Playing Profile

Name		Age	
Date of Birth		Category	
Years playing		Ranking(s)	

1. My style of play is ... My best shot and/or stroke is...

2. Tennis Accomplishments and Significant Results:

3. Complete the following: I play tennis and/or compete because...

4. Other sports, interests and hobbies:

5. How do you think players/clients would describe you as a teacher/coach?

6. What are you most proud of as it relates to your teaching?

7. What area(s) do you feel you could improve the most in and why?

8. Besides certification courses, what other types of professional development opportunities have you taken to enhance your job performance? In what ways have they made a difference to your practice or your knowledge?

9. Are you currently involved in a club? If so, what type of club and what are your major areas of responsibility?

10. Briefly describe your teaching experience (e.g., age and level of play, private or group, recreational or high performance).

Self-Presentation Assignment

Note: This assignment is to be shared with the group in different activities.

Your Favourite Quote

1. Write your favourite quote (expression, saying) in the space below. This could also be a phrase or expression that relates to your coaching and teaching or to being a professional.
2. Prepare your quote on a 3x5 index card without your name or any identification.

A Positive Teaching Moment

1. Write about a positive teaching, learning or coaching moment. This could be either one that you experienced as the teacher or as the student. It should reflect a "high point" or a time when you felt most effective and engaged. Think about how you felt and what made the situation possible.

Through the Eyes of Others

1. How do you think players/clients/members would describe you as a teacher or as a coach?

Introducing... Yourself

Choose from one of the following:

1. You have recently been hired at an indoor tennis facility and will be introduced to the membership at a formal social event by the Head Tennis Professional. She has asked you to prepare a brief introduction (5-10 lines) of yourself that she can read.
2. You find yourself at a social event with an opportunity to meet a key person at Tennis Canada with whom you would like to work. You realize that you may only have a few moments of their time and want to make the best first impression. Prepare a brief (5-10 lines) introduction of yourself.
3. Write your own obituary.

Being an Excellent Instructor: Teaching

The focus of this task is the demonstration of excellent Instructor competency as it relates to unfolding a portion of a lesson in a systematic manner.

1. Using your TPA membership, login and **visit** the Club Pro 1 Resources.
2. **Watch** the clips of the "Instructor Course Lesson". These clips will provide you with an example of the Instructor competencies which you must demonstrate in your lesson.
3. **Prepare** a 5-7 minute lesson which will use 4-8 of your fellow course participants as students. You will be assigned a topic from the list below (taken from the Junior Lesson Manual).

1. Mini-Court Program: Pg. M7-6 (4. Introduce receiving wide balls)
2. Full-Court Program: Pg. F4-5 (4. Have players practice controlling the height of their groundstrokes)
3. Mini-Court Program: Pg. M4-6 (5. Develop the full, continuous motion serve & return)
4. Mini-Court Program: Pg. M5-3 (2. Review the block volley)
5. Mini-Court Program: Pg. M5-4 (4. Work on receiving short balls)
6. Full-Court Program: Pg. F5-5 (5. Work on receiving deep balls)
7. Mini-Court Program: Pg. M5-6 (7. Serve & return, focusing on ‘arc’ versus ‘straight’ trajectory)
8. Mini-Court Program: Pg. M7-4 (3. Introduce directional control on groundstrokes)
9. Full-Court Program: Pg. F6-3 (2. Introduce high & low volleys)
10. Full-Court Program: Pg. F6-4 (4. Work on sending groundstrokes deep)

Competencies as per Instructor Course Evaluation Criteria

Competency	Criteria
Present the Topic (1 minute)	<ul style="list-style-type: none"> • “Selling” the topic by connecting it to a tactical story while presenting image • Stimulating a desire to learn with rational & emotional reasons • Eye contact
Emphasize the Skill/Teaching Point (1 minute)	<ul style="list-style-type: none"> • Good visual demonstration (correct, proper #, placement) • Concise verbal highlights (word & image together) • One highlight at a time
Set-up a Drill (1 minute)	<ul style="list-style-type: none"> • Used a “representative grouping” to explain and demonstrate the drill so participants understood • Instructor was properly positioned
Run a Drill (4 minutes – concurrent with next competency on Feedback to Improve a Skill)	<ul style="list-style-type: none"> • Set-up respected drill organization outlined in Lesson Plan • Ensure Drill is well done (safety – ensures drill is safe from risk factors and proper use of targets, markers) • Respect of Topic and organization outlined in Lesson Plan • Ensure Drill is Fun (Enjoyment) (optimal challenge and maximum activity) • Appropriate Feedback on Drill (make adjustments if required and clarify as required) • Feedback to improve a Skill • Feedback respects topic • Ensure feedback to each individual while circulating • Praise when skill is being performed correctly • Correction is appropriate • Provide a correction in an encouraging manner if skill is not being performed correctly • Performance has improved

Being an Excellent Instructor: Leading a Game (Incorporating a Skill)

The focus of this task is the demonstration of excellent Instructor competency as it relates to leading a game while incorporating a skill.

Prepare a 3-5 minute game which will use 4-8 of your fellow course participants as students. You will be assigned a topic from the list below or you may choose a game which respects the topic of the criteria below (e.g., games with a ball and no racquet; a ball, a racquet and no rallying, etc). Be sure that your game incorporates a skill that is a FUNdamental technique or tactic.

Taken from Kids' Tennis Manual

- Step #1: Getting used to the racquet and rolling the ball on the ground (Page 7-9)
- Step #2: Controlling the ball on the racquet (stabilize the hitting plane) (Page 11-20)
- Step #3: Controlling the ball on the racquet after a bounce (catching the ball after a bounce) (23-29)
- Step #4: Hitting upwards (volley) (Page 32-36)
- Step #5: Hitting upwards (groundstrokes) (Page 40-45)
- Step #6: Getting used to receiving the ball (Page 48-51)
- Step #7: Hitting the ball from a self-fed ball (Page 56-62)
- Step #8: Hitting the ball from a fed ball (Page 67-74)
- Step #9: Rallying at a very short distance (Page 78-80)
- Step #10: Towards Mini-Tennis (Page 84-85)

Competencies as per Instructor Course Evaluation Criteria

Competency	Criteria
Leadership: Does the Instructor...?	<ul style="list-style-type: none"> • Get and keep the attention of the group when required • Maintain discipline within the group • Maintain Safety
Does the game have...?	<ul style="list-style-type: none"> • A name • Simple rules • A goal that relates to the skill • A way to "win" or be "successful"
Communication: Does the Instructor...?	<ul style="list-style-type: none"> • Learn and use the names of students • Smile while talking • Project her/his voice and vary tone • Circulate during the game to make contact with all students • Use enthusiasm to stimulate and excite students • Provide feedback on the game • Provide feedback on the skill • Challenge the skill by introducing a new rule or goal

Being an Excellent Instructor: Tennis Specific Warm-Up

The focus of this task is the demonstration of excellent Instructor competency as it relates to leading a tennis specific warm-up.

1. **Read** "Building the Foundation: Developing Great Tennis Habits through an Improved Warm-up Routine," paying particular attention to the Section (3) entitled "Adaptations for Recreational Players Routine". This is in your Club Pro 1 manual and also available as a separate resource with accompanying video.
2. **Prepare** a 5 minute tennis specific warm-up which will use 4-8 of your fellow course participants as students. You will be assigned a topic (groundstrokes-both back, volley to groundstroke, lob to overhead, or serve and return). For the purposes of this exercise, your fellow course candidates will be using their non-dominant hands. You can assume they are able to maintain a rally with the appropriate ball from the $\frac{3}{4}$ court.

Competencies as per Instructor Course Evaluation Criteria

Competency	Criteria
Instructor How To Be	<ul style="list-style-type: none"> • Animated and motivating, walking and talking • Demo the type of rally <ul style="list-style-type: none"> ○ Using a representative grouping (student as a partner) ○ Establish norm • Providing feedback <ul style="list-style-type: none"> ○ First on the intention <ul style="list-style-type: none"> ▪ "Athletic look" (physical) ▪ "Focused look" (psychological) ▪ Basic tactic (achieving consistency with an arching trajectory) ○ Second on the task <ul style="list-style-type: none"> ▪ A clearly defined outcome goal (consistency) ▪ Use of cue words, timed measurement, partner feedback, games that challenge
Scanning elements	<ul style="list-style-type: none"> • Ensure proper court organization (playing areas, use of markers) • Ensure rotation of partners

Footwork and Court Coverage Presentation

The focus of this task is to be able to demonstrate and explain the general logic for positioning and court coverage as well as the fundamentals required for general footwork skills.

1. **Watch** the following parts of the Footwork and Court Coverage Video.

Part 2: General Logic for Positioning and Court Coverage

- “Lateral Positioning at the Net”
- “Lateral Positioning at the Backcourt”
- “Up/Back Positioning from the Backcourt”
- “Up/Back Positioning at the Net”

Part 3: General Footwork Skills (Fundamentals)

- “Attitude”
 - “Footwork Cycle”
 - Positioning
 - Ball Judgement/anticipation
 - Moving to the ball (displacement)
 - Placement (set up)
 - Recovery
 - “Lively feet and split step”
 - Moving to the Ball - “Shuffle steps”
 - Moving to the Ball - “Running steps”
 - Moving to the Ball - “Crossover steps for balls requiring quick movement backwards”
 - Moving to the Ball - “Cross behind or shuffle steps to run around to hit a forehand”
 - “Placement”
 - Placement – when set-up is possible “Wide balanced base”
 - Placement – when set-up is possible “Open Stance”
 - Placement – when set-up is possible “Semi-open Stance”
 - Placement – when set-up is possible “Neutral Stance”
 - Placement – when set-up is possible “Closed Stance”
2. **Prepare** the following topics for presentation (e.g., a clinic for 4-6 students who have no previous knowledge). Use ropes, markers, and appropriate descriptors (language) from all 3 ball placements situations.

- “Lateral Positioning at the Net”
- “Lateral Positioning at the Backcourt”
- “Up/Back Positioning from the Backcourt”
- “Up/Back Positioning at the Net”

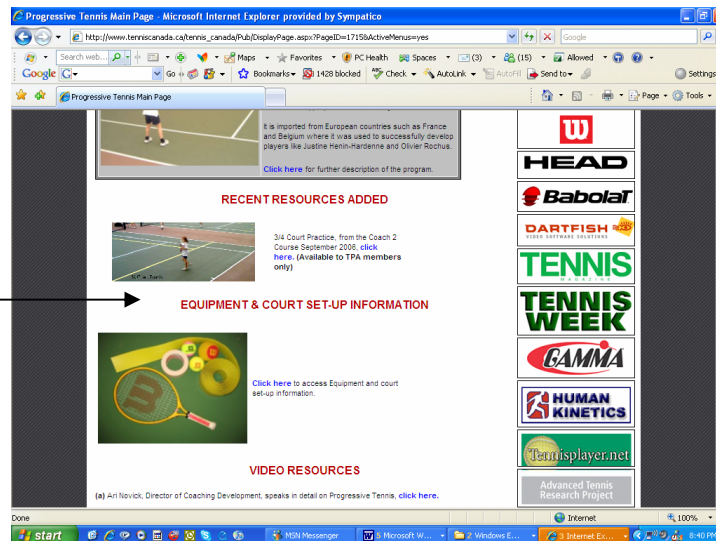
3. **Prepare** to present the following topics to a group of fellow coaches (e.g., in a staff development session) by demonstrating while using appropriate terminology and the logic for use.

- “Attitude”
- “Footwork Cycle”
- “Lively feet and split step”, “Shuffle steps”, “Running steps”, “Crossover steps”
- “Placement” – “Open Stance”, “Semi-open Stance”, “Neutral Stance”, “Closed Stance”

Progressive Tennis: Running a Team Competition

The focus of this task is: (a) to be able to set up the court for both training and competition in progressive tennis environment (b) to be familiar with the scoring system in 1/2 court tennis (c) to be able to set up a competitive experience in progressive tennis and (d) to experience progressive tennis as a competitor and an observing coach.

1. Visit the Progressive Tennis section of the TPA website.



2. **Watch** the following the clips to learn about the court setups for 1/2 court and 3/4 court tennis and **be prepared** to re-create the competition setup of both. (You may also find it useful to read "Progressive Tennis Description".)

- 1/2 court setup:
 - 1/2 court setting up the nets
 - 1/2 court Training Setup
 - 1/2 court Competition Setup
- 3/4 court setup:
 - 3/4 Court marking
 - 3/4 Court training setup
 - 3/4 Court competition setup

3. **Read** the following and **prepare** a competition format based on the number of your fellow participants (include yourself in the competition) and the number of courts allotted for the Club Pro 1 course.

- 1/2 Court Team Competition
- 3/4 Court Timed Flight Tournament

4. **Watch** the following two clips from the Progressive Tennis Seminar presented by Ari Novick in order to establish the appropriate scoring system for 1/2 court tennis.

- 12: How does the scoring and rules work for Half Court Tennis?
- 13: Are there ways for kids to compete at such a young age without playing official tournaments?

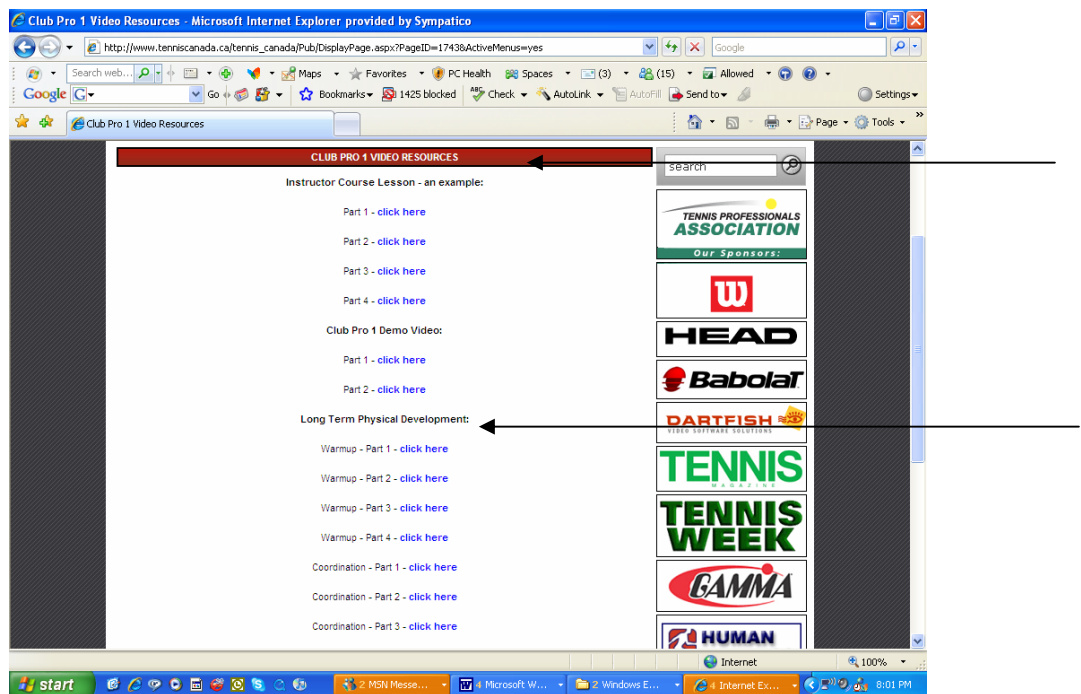
Physical Warm-Up Presentation

The purpose of the physical warm-up is to increase body temperature, to prime the cardiovascular system and get the heart and lungs ready to engage in vigorous activity, to improve joint range, to help engrain proper movement patterns and to wake up the nervous system.

Throughout the duration of the course, you will be called upon to lead a physical warm-up in order to ensure that all course candidates are physically prepared for learning when they step on the court.

Note: You will need to bring an appropriate skipping rope for the duration of the course.

1. **Visit** the TPA Homepage on the Tennis Canada website. Go to <<Resources>> <<Certification Materials>> and then **login** using your TPA membership. You will be brought to a member page where you will be able to go to "Club Pro 1 Resources".



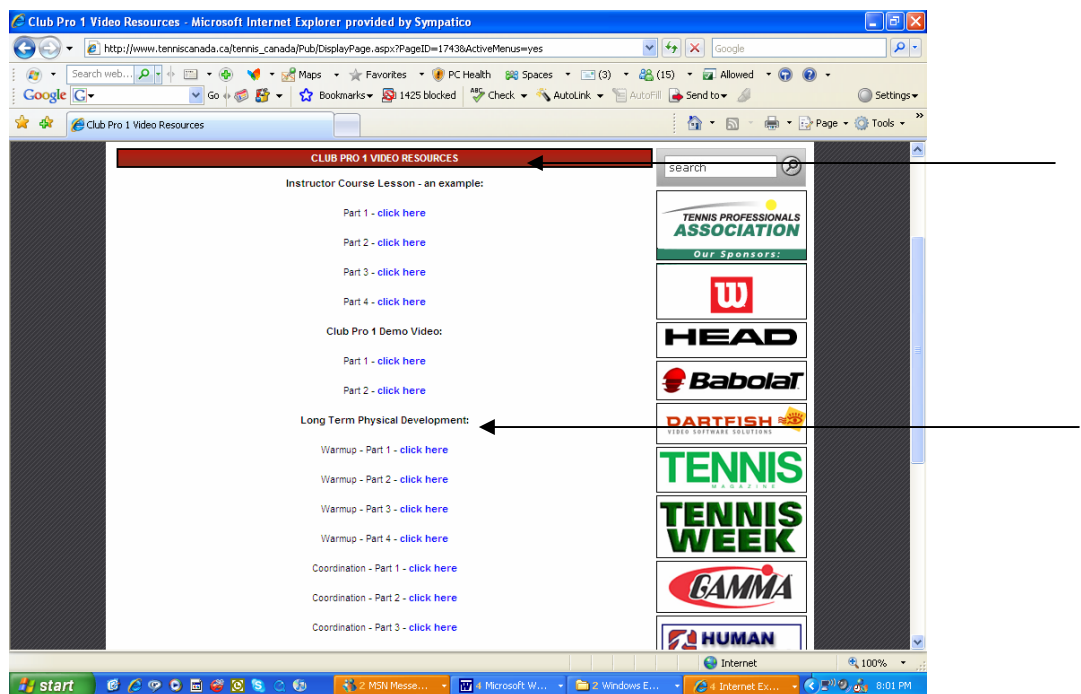
2. **Watch** the "Learning to Train: Warm-Up" and "Learning to Train: Flexibility" videos. These videos will provide you with an example of the both aerobic activity and dynamic stretching content.
3. **Prepare** a 10 minute physical warm-up that includes:
 - a. 5 minutes of aerobic activity
 - b. 5 minutes of ballistic and dynamic stretching

Physical Cool Down Presentation

The purpose of the physical cool down is to help players make a physical and mental transition from the tennis lesson back to their normal world. Light aerobic activity helps the body cool down (it's especially important to do this if the training was intense). Stretching is effective in relaxing muscle and decreasing the severity of delayed onset muscle soreness.

Throughout the duration of the course, you will be called upon to lead a physical cool down at the end of appropriate activities.

1. **Visit** the TPA Homepage on the Tennis Canada website. Go to <<Resources>> <<Certification Materials>> and then **login** using your TPA membership. You will be brought to a member page where you will be able to go to "Club Pro 1 Resources".



2. **Watch** the "Learning to Train: Cool Down" and "Learning to Train: Flexibility" videos. These videos will provide you with information on the importance of the cool down and examples of static stretching activities.
3. **Prepare** a 10 minute physical cool down.