

Club Pro 1 Certification Course  
*Workbook #2*  
*(Observation & Reflection)*

**March 2007**

Version 6.1

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Status:**                      Met Standard                      Did Not Meet Standard  
*(Circle one)*

\_\_\_\_\_  
**Course Facilitator Signature**

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# **Professionalism**

## Professionalism: Self-Evaluation

The purpose of this is to help you establish a process of self-reflection on your professional practice (i.e., valuing and modeling; leading and communicating). At the completion of each weekend, circle the number which you feel best describes your understanding of the descriptor.

*1. Not at all    2. Developing    3. Often/Satisfactory    4. Quality    5. Outstanding*

<b>Competency</b>	<b>Weekend 1</b>	<b>Weekend 2</b>	<b>Weekend 3</b>
I am well rested prior to each weekend of the course	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I am well prepared for each weekend by completing assignments, readings and other requirements	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I have worked diligently on the personal and professional goals that I set for myself	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I have responded in a timely manner to all email and phone communication from the course facilitator(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I have responded in a timely manner to all email and phone communication from other course participants	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I am dressed and groomed in a professional manner	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I am on time to the course and all its activities	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I am focused on the course material and the learning activities throughout the weekend	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I manage my well being (nutrition, hydration and rest) throughout the weekend	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I use non-discriminatory, non-sexist and inclusive language	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I am personable, friendly and smile when greeting and speaking with others	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I make eye contact when speaking or being addressed by others	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I listen effectively and actively by engaging others with questions and appropriate body language	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I make sure to greet people with a smile	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I know the names of other course participants and use them when interacting	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I am attentive and engaged when role modeling as a student and/or coach	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I am willing to be evaluated and accept constructive feedback from other course participants	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I provide other course participants with constructive feedback when required	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I have a good working relationship with the course facilitator(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I have a good working relationship with other course participants	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
I am willing to be evaluated and accept constructive feedback from the course facilitator(s)	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

## Competency Self-Evaluation: Weekend 1, Day 1

### Taking Responsibility for Learning — A Self-assessment/Evaluation Tool

	Always	Sometimes	Never
Do you judge your behaviour when someone else points out concrete evidences to you?			
Do you expect the Course Facilitator to take the initiative in recognizing your problems and approaching you about them?			
Do you recognize that your attitudes affect your work?			
Do you recognize that evaluations of your work can be contradictory?			
When faced with divergent values do you respond by reflecting on yours?			
Do you sense when your own performance in a given situation is essentially competent or incompetent?			
Are you aware that the learning process for a competency-based model requires a change in your approach to learning?			
Do you know your strengths?			
Do you reflect on a given performance as representative of a pattern of your behaviour?			
Do you see your abilities as frameworks for your performance?			
Do you see criteria as a picture of the ability for performing and evaluating?			
Do you see criteria as a framework for feedback?			
Do you compare self to self, rather than just self to others?			
Do you achieve sufficient awareness of self to assess your own abilities and how it contributes to a situation?			
Do you see your own ability apart from a given situation?			
Do you rely on self-assessment and self-evaluation?			
Are you consistently self-aware leading you to be more knowledgeable of your abilities and to act accordingly?			
Do you shape your goals realistically and in line with your abilities?			
Is the outcome of your self-assessment reflected in your daily work?			
Do you show interest in your abilities relative to other coaches?			
Do you set personal standards for your expectations of your professional needs?			
* Adapted by Diane Oigny (Coaching Association of Canada)			
From the Alverno College Assessment Committee who created this framework from research on Alverno students completed by the College's Office of Research and Evaluation (Much & Mentkowski, 1984) and the Department of Business and Management.			

#### Scoring:

Shaded area items: Always = 0 pts, Sometimes = 1 pt., Never = 2 pts.

White area items: Always = 2 pts, Sometimes = 1 pt., Never = 0 pts.

**Results:** 0–12: Beginning Student    13–28: Developing Student    29–40: Advanced Student

## Competency Self-Evaluation: Weekend 1, Day 2

From your previous experience in private or group lessons, what did you like about your coach (es) and why? What did you dislike and why?

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What things have (or would) inspire your loyalty, and make you return to a coach for regular, ongoing lessons?

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From your experience in the course, what personal value statements (e.g., "getting to the ball on the first bounce") do you recognize to be of importance to the course facilitator (s)?

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In what way(s) did the course facilitator communicate her/his "love" for coaching and the game?

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Did the course facilitator(s) individualize her/his feedback to your personal needs? How did she/he "inspire" you when presenting their findings and reaching agreement on course content?

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## Competency Self-Evaluation: Weekend 1, Day 3

What personal value statements (e.g., "getting to the ball on the first bounce") are of importance to you? List 2 or 3.

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Based on each of your personal value statements listed above, rate yourself on your performance or adherence. (e.g., poor, satisfactory, most of the time ...)

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What three (3) insights into your coaching or into your own game did you gain this weekend?

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For the next weekend of the course, I will prepare/think through/practice the following:

Demonstration and Feeding Competencies

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Teaching Competency

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Professional Competency

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## Competency Self-Evaluation: Weekend 2, Day 1

In each of the following areas, how did your goal setting and between course weekend work (i.e., between weekend 1 and weekend 2) prepare you for this weekend? Rate yourself in each area both in terms of the time and quality of your preparation and also in terms of its effectiveness (i.e., the difference it made to your performance).

### Demonstration and Feeding Competencies

1 ( ) Poor	2 ( ) Average	3 ( ) Good	4 ( ) Very Good	5 ( ) Excellent
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### Teaching Competency

1 ( ) Poor	2 ( ) Average	3 ( ) Good	4 ( ) Very Good	5 ( ) Excellent
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### Professional Competency

1 ( ) Poor	2 ( ) Average	3 ( ) Good	4 ( ) Very Good	5 ( ) Excellent
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Based on your reflection on these questions, what might you have done differently? Would you have changed anything?

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What challenges to preparation did you face? How did you deal with them?

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## Competency Self-Evaluation: Weekend 2, Day 2

Competency	Understood	Grooved	Automated
Safety: As a student, always clearing the balls and reminding others.			
Safety: When teaching, keeping the court safe at all times.			
How to Be: Maintaining appropriate voice while feeding or demo-ing			
How to Be: Demanding and positive and encouraging			
Feeding: Comfort with hopper placement and use			
Feeding: Retrieving, holding and drilling with two balls at a time			
Feeding: Retrieving, holding and drilling with three balls at a time			
Feeding: Using continental grip and feeding flat or with underspin			
Feeding: Keeping eyes on targets while maintaining precision of feed			
Feeding: Maintaining appropriate tempo and precision of feed			
Feeding: Observing ball controls while animating the drill			
Feeding: Observing ball controls while maintaining temp and precision			
Feeding: Observing outcome and giving feedback to improve			
Demo: Athletic and focused look when being a student/player			
Demo: Word and image, together, quick and correct			
Demo: Word and image, at appropriate speed for student to learn			
Demo: Maintaining conformity while teaching/hitting with student			

Competency (CF may choose to add other competencies in the space provided)	Unconsciously Incompetent	Consciously Incompetent	Consciously Competent	Unconsciously Competent
I make and maintain eye contact when leading or demonstrating.				
I use names when giving feedback.				
I listen effectively by repeating the comments and questions of others.				
I raise awareness of students by first asking about their observations.				
I smile when speaking.				
I convey my passion and excitement for tennis and teaching.				
I walk my talk (i.e., I "do" my personal value statements)				

## Competency Self-Evaluation: Weekend 2, Day 3

Over the course of this weekend, what personal value statements (e.g., "getting to the ball on the first bounce") were of importance to the course facilitator (s)? How were these values reinforced?

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Did the course facilitator(s) individualize her/his feedback to your personal needs? How did she/he "inspire" you when presenting their findings and reaching agreement on course content?

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This weekend, what personal value statements (e.g., "perspiration leads to inspiration", "getting to the ball on the first bounce") were of importance to you as a player and as a coach? How did you communicate these values to others?

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Based on each of your personal value statements listed above, rate yourself on your performance or adherence. (e.g., poor, satisfactory, most of the time ...)

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How do I "show" my "love" for the game?

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## Competency Self-Evaluation: Weekend 3, Day 1

In each of the following areas, how did your goal setting and between course weekend work (i.e., between weekend 1 and weekend 2 prepare you for this weekend? Rate yourself in each area both in terms of the time and quality of your preparation and also in terms of its effectiveness (i.e., the difference it made to your performance).

### Demonstration and Feeding Competencies

1 ( ) Poor	2 ( ) Average	3 ( ) Good	4 ( ) Very Good	5 ( ) Excellent
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### Teaching Competency

1 ( ) Poor	2 ( ) Average	3 ( ) Good	4 ( ) Very Good	5 ( ) Excellent
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### Professional Competency

1 ( ) Poor	2 ( ) Average	3 ( ) Good	4 ( ) Very Good	5 ( ) Excellent
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Based on your reflection on these questions, what might you have done differently? Would you have changed anything?

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What challenges to preparation did you face? How did you deal with them?

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# **In Course Presentations**

## Instructor Leading a Game While Incorporating a Skill: Observation Sheet

Candidate Observed: \_\_\_\_\_ Observer: \_\_\_\_\_

<b>Competency</b> <small>(Note: Mark "√" for "met standard" and "x" for "did not meet standard")</small>	<b>Comments</b>
<b>Leadership: Does the Instructor...?</b> <input type="checkbox"/> Get and keep the attention of the group when required <input type="checkbox"/> Maintain discipline within the group <input type="checkbox"/> Maintain Safety	
<b>Does the game have?</b> <input type="checkbox"/> A name <input type="checkbox"/> Simple rules <input type="checkbox"/> A goal that relates to the skill <input type="checkbox"/> A way to "win" or be "successful"	
<b>Communication: Does the Instructor...?</b> <input type="checkbox"/> Learn and use the names of students <input type="checkbox"/> Smile while talking <input type="checkbox"/> Project her/his voice and vary tone <input type="checkbox"/> Circulate during the game to make contact with all students <input type="checkbox"/> Use enthusiasm to stimulate and excite students <input type="checkbox"/> Provide feedback on the game <input type="checkbox"/> Provide feedback on the skill <input type="checkbox"/> Challenge the skill by introducing a new rule or goal	

<b>STOP</b>	
<b>START</b>	
<b>CONTINUE</b>	

# Instructor Teaching Competencies: Observation Sheet

Candidate Observed: \_\_\_\_\_ Observer: \_\_\_\_\_

Competency (Note: Mark "√" for "met standard" and "x" for "did not meet standard")	Comments
<b>1. Present the Topic:</b>  <input type="checkbox"/> “Selling” the topic by connecting it to a tactical story while presenting image <input type="checkbox"/> Stimulating a desire to learn with rational & emotional reasons <input type="checkbox"/> Eye contact	
<b>2. Emphasize the Skill/Teaching Point:</b> _____  <input type="checkbox"/> Good visual demonstration (correct, proper #, placement) <input type="checkbox"/> Concise verbal highlights (word & image together) <input type="checkbox"/> One highlight at a time	
<b>3. Set-up a Drill:</b>  <input type="checkbox"/> Used a “representative grouping” to explain and demonstrate the drill so participants understood <input type="checkbox"/> Instructor was properly positioned <input type="checkbox"/> Set-up respected drill organization outlined in Lesson Plan	
<b>4. Run a Drill:</b> <b>Ensure Drill is well done:</b> <input type="checkbox"/> Safety – ensures drill is safe from risk factors <input type="checkbox"/> Proper use of targets, markers <input type="checkbox"/> Respect of Topic and organization outlined in Lesson Plan <b>Ensure Drill is Fun (Enjoyment):</b> <input type="checkbox"/> Optimal Challenge <input type="checkbox"/> Maximum Activity <b>Appropriate Feedback on Drill:</b> <input type="checkbox"/> Make adjustments if required <input type="checkbox"/> Clarify as required	
<b>5. Feedback to improve a Skill:</b>  <input type="checkbox"/> Feedback respects topic <input type="checkbox"/> Ensure feedback to <u>each</u> individual while circulating <input type="checkbox"/> Praise when skill is being performed correctly <input type="checkbox"/> Correction is appropriate <input type="checkbox"/> Provide a correction in an encouraging manner if skill is not being performed correctly <input type="checkbox"/> Performance has improved	

<b>STOP</b>	
<b>START</b>	
<b>CONTINUE</b>	



## Footwork and Court Coverage Presentation: Observation Sheet

Candidate Observed: \_\_\_\_\_ Observer: \_\_\_\_\_

Competency (Note: Mark "√" for "met standard" and "x" for "did not meet standard")	Comments
<b>1. "Lateral Positioning at the Net"</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Selling" the topic by connecting it to a realistic playing situation (player and ball position)</li> <li><input type="checkbox"/> Good visual demonstration and concise verbal highlights (word &amp; image together)</li> <li><input type="checkbox"/> Proper use of ropes, markers and appropriate language from all 3 ball placement situations</li> </ul>	
<b>2. "Lateral Positioning at the Backcourt"</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Selling" the topic by connecting it to a realistic playing situation (player and ball position)</li> <li><input type="checkbox"/> Good visual demonstration and concise verbal highlights (word &amp; image together)</li> <li><input type="checkbox"/> Proper use of ropes, markers and appropriate language from all 3 ball placement situations</li> </ul>	
<b>3. "Up/Back Positioning from the Backcourt"</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Selling" the topic by connecting it to a realistic playing situation (player and ball position)</li> <li><input type="checkbox"/> Good visual demonstration and concise verbal highlights (word &amp; image together)</li> <li><input type="checkbox"/> Proper use of ropes, markers and appropriate language from all 3 ball placement situations</li> </ul>	
<b>4. "Up/Back Positioning at the Net"</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Selling" the topic by connecting it to a realistic playing situation (player and ball position)</li> <li><input type="checkbox"/> Good visual demonstration and concise verbal highlights (word &amp; image together)</li> <li><input type="checkbox"/> Proper use of ropes, markers and appropriate language from all 3 ball placement situations</li> </ul>	
<b>5. "General Footwork Skills"</b> <p><b>Attitude and Footwork Cycle</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Selling" the topic by connecting to competitive success</li> <li><input type="checkbox"/> Good visual demonstration and concise verbal highlights (word and image together)</li> <li><input type="checkbox"/> Proper use of targets, markers and court space</li> </ul> <p><b>Lively feet and split step (appropriate terminology and logic for use)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shuffle steps</li> <li><input type="checkbox"/> Running steps</li> <li><input type="checkbox"/> Cross over steps when moving backwards</li> <li><input type="checkbox"/> Cross behind or shuffle to run around to hit a forehand</li> </ul> <p><b>Placement (appropriate terminology and logic for use)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Wide balanced base</li> <li><input type="checkbox"/> Open stance</li> <li><input type="checkbox"/> Semi-open stance</li> <li><input type="checkbox"/> Neutral stance</li> <li><input type="checkbox"/> Closed stance</li> </ul>	

## Explanation and Demonstration of Ball Controls: Observer Checklist

TOPICS	RESULT		FEEDBACK
<b>1. Direction: Demonstrate &amp; Explain</b>	<b>YES</b>	<b>NO</b>	(Note: Mark "√" for "met standard" and "x" for "did not meet standard")
a) What directly determines the direction of the ball?	<input type="checkbox"/>	<input type="checkbox"/>	<b>Observer:</b> _____
b) List any compensating factors.	<input type="checkbox"/>	<input type="checkbox"/>	
c) What influences the direction of the ball?	<input type="checkbox"/>	<input type="checkbox"/>	
d) What is the hitting zone?	<input type="checkbox"/>	<input type="checkbox"/>	
e) What are three (3) elements that contribute to a longer hitting zone?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2. Height: Demonstrate and Explain</b>	<b>YES</b>	<b>NO</b>	
a) Using PAS, what directly determines the height of the ball? Apply these PAS variables to explain the possible reasons and associated solutions for the following errors:	<input type="checkbox"/>	<input type="checkbox"/>	<b>Observer:</b> _____
• for a flat spinless ball	<input type="checkbox"/>	<input type="checkbox"/>	
• for top spin	<input type="checkbox"/>	<input type="checkbox"/>	
• for sidespin	<input type="checkbox"/>	<input type="checkbox"/>	
• for underspin	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3. Distance: Demonstrate &amp; Explain</b>	<b>YES</b>	<b>NO</b>	
a) What are the three (3) elements that directly determine the distance of the ball?	<input type="checkbox"/>	<input type="checkbox"/>	<b>Observer:</b> _____
b) On a groundstroke, what are the 3 keys for rallying at the same distance from ball to ball?	<input type="checkbox"/>	<input type="checkbox"/>	

<b>STOP</b>	
<b>START</b>	
<b>CONTINUE</b>	

TOPICS	RESULT		FEEDBACK
<b>4. Spin: Demonstrate and Explain</b>	<b>YES</b>	<b>NO</b>	(Note: Mark "√" for "met standard" and "x" for "did not meet standard")
A) Topspin a) Use PAS to present what directly determines topspin? b) Provide 2 ways how you can hit a topspin forehand higher over the net (only change 1 variable at a time) B) Underspin a) Same as above except underspin b) Provide 3 ways how can you hit an underspin backhand higher over the net (only change 1 variable at a time) C) Sidespin a) Same as above except sidespin b) Provide 2 ways to increase / decrease sidespin	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<b>Observer:</b> _____
<b>5. Speed: Demonstrate and Explain</b>	<b>YES</b>	<b>NO</b>	
a) What are the four variables that directly determine the speed of the ball? b) How can the use of the wrist provide difficulty in the control of the speed of the ball? c) How does the racquet path affect the speed of the ball? d) For 2.5 level players, the issue for groundstrokes is often how to maintain the same speed of ball from shot to shot. What are the important segments to stabilise a medium speed ball?	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>	<b>Observer:</b> _____

<b>STOP</b>	
<b>START</b>	
<b>CONTINUE</b>	

# **Club Pro 1**

## **Teaching Competencies**



# Run the Game Situation in "Breaking Down a Playing Situation": Observation Sheet

Observer 1: \_\_\_\_\_

SKILL	Yes	No	Comments
<ul style="list-style-type: none"> <li>• Well done:                             <ul style="list-style-type: none"> <li>- Ensure safety</li> <li>- Respect the topic</li> </ul> </li> <li>• Fun:                             <ul style="list-style-type: none"> <li>- Optimal challenge:</li> <li>- Maximum activity</li> </ul> </li> <li>• Feedback on task</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____

Observer 2: \_\_\_\_\_

SKILL	Yes	No	Comments
<ul style="list-style-type: none"> <li>• Well done:                             <ul style="list-style-type: none"> <li>- Ensure safety</li> <li>- Respect the topic</li> </ul> </li> <li>• Fun:                             <ul style="list-style-type: none"> <li>- Optimal challenge:</li> <li>- Maximum activity</li> </ul> </li> <li>• Feedback on task</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____
	<input type="checkbox"/>	<input type="checkbox"/>	_____

<b>STOP</b>	
<b>START</b>	
<b>CONTINUE</b>	



## Cooperation in "Breaking Down a Playing Situation": Observation Sheet

**Observer 1:** \_\_\_\_\_

a) Set-up the cooperation drill • Word and image and player	<input type="checkbox"/>	<input type="checkbox"/>	
b) Running the cooperation drill: • Does the drill respect the final skill in the playing situation? • Is the feed realistic and consistent? • Is the position and movement of the player realistic? • Does the Pro maintain the teaching tip during drill?	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

**Observer 2:** \_\_\_\_\_

a) Set-up the cooperation drill • Word and image and player	<input type="checkbox"/>	<input type="checkbox"/>	
b) Running the cooperation drill: • Does the drill respect the final skill in the playing situation? • Is the feed realistic and consistent? • Is the position and movement of the player realistic? • Does the Pro maintain the teaching tip during drill?	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	

<b>STOP</b>	
<b>START</b>	
<b>CONTINUE</b>	









# Finding Out the Needs of the Student in "Private Lesson": Observation Sheet 1

Observer 1: \_\_\_\_\_

SKILL	Yes	No	Comments
1) Finding out the needs of the student - use an interactive approach to find out what the student would like to work on or improve in order to find out which type of lesson you will be providing	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____ _____
2) Warm-up - be enthusiastic, praise and encourage - be consistent	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____ _____

Observer 2: \_\_\_\_\_

SKILL	Yes	No	Comments
1) Finding out the needs of the student - use an interactive approach to find out what the student would like to work on or improve in order to find out which type of lesson you will be providing	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____ _____
2) Warm-up - be enthusiastic, praise and encourage - be consistent	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____ _____

Observer 3: \_\_\_\_\_

SKILL	Yes	No	Comments
1) Finding out the needs of the student - use an interactive approach to find out what the student would like to work on or improve in order to find out which type of lesson you will be providing	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____ _____
2) Warm-up - be enthusiastic, praise and encourage - be consistent	<input type="checkbox"/>	<input type="checkbox"/>	_____ _____ _____ _____

<b>STOP</b>	
<b>START</b>	
<b>CONTINUE</b>	

## Finding Out the Needs of the Student in "Private Lesson": Observation Sheet 2

Observer 1: \_\_\_\_\_

SKILL	Yes	No	Comments
Be Friendly			
- Smile	<input type="checkbox"/>	<input type="checkbox"/>	
- Make eye contact	<input type="checkbox"/>	<input type="checkbox"/>	
- Use the name of your student	<input type="checkbox"/>	<input type="checkbox"/>	
- Show interest	<input type="checkbox"/>	<input type="checkbox"/>	
Be Professional			
- Dress like a professional	<input type="checkbox"/>	<input type="checkbox"/>	
- Have energetic body language	<input type="checkbox"/>	<input type="checkbox"/>	
Pro's effectiveness during warm-up	<input type="checkbox"/>	<input type="checkbox"/>	
Pro's conformity/technique during warm-up	<input type="checkbox"/>	<input type="checkbox"/>	
Pro's ability to observe and evaluate during warm-up	<input type="checkbox"/>	<input type="checkbox"/>	

Observer 2: \_\_\_\_\_

SKILL	Yes	No	Comments
Be Friendly			
- Smile	<input type="checkbox"/>	<input type="checkbox"/>	
- Make eye contact	<input type="checkbox"/>	<input type="checkbox"/>	
- Use the name of your student	<input type="checkbox"/>	<input type="checkbox"/>	
- Show interest	<input type="checkbox"/>	<input type="checkbox"/>	
Be Professional			
- Dress like a professional	<input type="checkbox"/>	<input type="checkbox"/>	
- Have energetic body language	<input type="checkbox"/>	<input type="checkbox"/>	
Pro's effectiveness during warm-up	<input type="checkbox"/>	<input type="checkbox"/>	
Pro's conformity/technique during warm-up	<input type="checkbox"/>	<input type="checkbox"/>	
Pro's ability to observe and evaluate during warm-up	<input type="checkbox"/>	<input type="checkbox"/>	

<b>STOP</b>	
<b>START</b>	
<b>CONTINUE</b>	

# Evaluation and 1<sup>st</sup> Training Topic in "Private Lesson": Observation Sheet

Observer 1: \_\_\_\_\_

SKILL	Yes	No	Comments
a) Evaluation (Set up and Run) <ul style="list-style-type: none"> <li>• Summarise the elements that your student has requested to ensure that you have understood their needs correctly</li> <li>• Feeding (related to tactical context):                             <ul style="list-style-type: none"> <li>- find out what type of feed your student wants (this should be related to the situation in which the student would like to work)</li> <li>- appropriate choice of basket, live, basket-live or play feed</li> <li>- ensure proper volume</li> </ul> </li> <li>• Target (related to tactical objective):                             <ul style="list-style-type: none"> <li>- clearly establish the expectation of the stroke/situation: target, trajectory, percentage of success</li> <li>- be sure it is realistic for level of the student</li> </ul> </li> <li>• Drill or Points                             <ul style="list-style-type: none"> <li>- do the evaluation by drilling (live or basket) or by playing points within a specific situation requested by the student</li> </ul> </li> </ul>	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
b) 1 <sup>st</sup> Training Topic <ul style="list-style-type: none"> <li>• Provide a training topic to improve performance (should be either a reception or projection teaching point)                             <ul style="list-style-type: none"> <li>- provide an explanation and demonstration of the teaching point/training topic                                     <ul style="list-style-type: none"> <li>- together</li> <li>- correct (emphasis, clear, professional)</li> <li>- quick</li> </ul> </li> <li>- provide a reason for the teaching point for the conformity-effectiveness</li> </ul> </li> </ul>	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Observer 2: \_\_\_\_\_

SKILL	Yes	No	Comments
a) Evaluation (Set up and Run) <ul style="list-style-type: none"> <li>• Summarise the elements that your student has requested to ensure that you have understood their needs correctly</li> <li>• Feeding (related to tactical context):                             <ul style="list-style-type: none"> <li>- find out what type of feed your student wants (this should be related to the situation in which the student would like to work)</li> <li>- appropriate choice of basket, live, basket-live or play feed</li> <li>- ensure proper volume</li> </ul> </li> <li>• Target (related to tactical objective):                             <ul style="list-style-type: none"> <li>- clearly establish the expectation of the stroke/situation: target, trajectory, percentage of success</li> <li>- be sure it is realistic for level of the student</li> </ul> </li> <li>• Drill or Points                             <ul style="list-style-type: none"> <li>- do the evaluation by drilling (live or basket) or by playing points within a specific situation requested by the student</li> </ul> </li> </ul>	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
b) 1 <sup>st</sup> Training Topic <ul style="list-style-type: none"> <li>• Provide a training topic to improve performance (should be either a reception or projection teaching point)                             <ul style="list-style-type: none"> <li>- provide an explanation and demonstration of the teaching point/training topic                                     <ul style="list-style-type: none"> <li>- together</li> <li>- correct (emphasis, clear, professional)</li> <li>- quick</li> </ul> </li> <li>- provide a reason for the teaching point for the conformity-effectiveness</li> </ul> </li> </ul>	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

<b>STOP</b>	
<b>START</b>	
<b>CONTINUE</b>	

# Observation Sheets

## Coaching Observation and Feedback 1: Instructor Competencies

1= Poor 2 = Fair 3 = Good 4 = Very Good 5= Outstanding		1	2	3	4	5
<b>Present the Topic &amp; Emphasize the Skill</b>	Sells the topic by connecting it to a tactical story					
	Executes technical elements of the demonstration correctly					
	Maintains eye contact with students during the demonstration					
	Directs the attention of students to a particular focus (e.g., technique, process, outcome)					
	Checks participants for understanding and agreement					
	Amount of information provided by the coach was appropriate (e.g., clear, short, accurate)					
<b>Set-up &amp; Run the Learning Activity</b>	Uses a representative grouping to begin to form the learning activity					
	Organizes activities in a manner which maximizes activity and participation					
	SMART goals with student self-evaluation					
	Optimal challenge and maximum activity					
<b>Feedback &amp; Skill Transformation</b>	Uses names when providing feedback					
	Circulates while providing feedback					
	Praises the skill when being performed correctly					
	Provides a correction in an encouraging manner when the skill is not being performed correctly					
<b>Seal the Skill</b>	Progresses to a game that respects the topic and the sell					
	Learning activities flow logically, respecting proper progression of the material					
	Wraps-up the lesson by repeating the teaching point and connecting it to tactical success					

1= Poor 2 = Fair 3 = Good 4 = Very Good 5= Outstanding		1	2	3	4	5
<b>Present the Topic &amp; Emphasize the Skill</b>	Sells the topic by connecting it to a tactical story					
	Executes technical elements of the demonstration correctly					
	Maintains eye contact with students during the demonstration					
	Directs the attention of students to a particular focus (e.g., technique, process, outcome)					
	Checks participants for understanding and agreement					
	Amount of information provided by the coach was appropriate (e.g., clear, short, accurate)					
<b>Set-up &amp; Run the Learning Activity</b>	Uses a representative grouping to begin to form the learning activity					
	Organizes activities in a manner which maximizes activity and participation					
	SMART goals with student self-evaluation					
	Optimal challenge and maximum activity					
<b>Feedback &amp; Skill Transformation</b>	Uses names when providing feedback					
	Circulates while providing feedback					
	Praises the skill when being performed correctly					
	Provides a correction in an encouraging manner when the skill is not being performed correctly					
<b>Seal the Skill</b>	Progresses to a game that respects the topic and the sell					
	Learning activities flow logically, respecting proper progression of the material					
	Wraps-up the lesson by repeating the teaching point and connecting it to tactical success					



## Coaching Observation and Feedback 2: Timed Interventions

Specific Areas of Feedback	Name:	Name:	Name:	Name:
Time spent on explanation and demonstration				
Number of interventions with the entire group				
Number of interventions with particular participants				
Total Time of Activity				

Specific Areas of Feedback	Name:	Name:	Name:	Name:
Time spent on explanation and demonstration				
Number of interventions with the entire group				
Number of interventions with particular participants				
Total Time of Activity				

<b>STOP</b>	
<b>START</b>	
<b>CONTINUE</b>	

### Coaching Observation and Feedback 3: Type and Quality of Feedback

Areas of Feedback	Name:	Name:
Feedback on drill (e.g., walking through, intensity or attitude, movement and footwork)		
What is first teaching point?		
Number of times teaching point mentioned during drill?		
Is teaching point reinforced with every student?	( ) Yes ( ) No	( ) Yes ( ) No
What is the second teaching point?		
Number of times teaching point mentioned during drill?		
Is teaching point reinforced with every student?	( ) Yes ( ) No	( ) Yes ( ) No

Areas of Feedback	Name:	Name:
Feedback on drill (e.g., walking through, intensity or attitude, movement and footwork)		
What is first teaching point?		
Number of times teaching point mentioned during drill?		
Is teaching point reinforced with every student?	( ) Yes ( ) No	( ) Yes ( ) No
What is the second teaching point?		
Number of times teaching point mentioned during drill?		
Is teaching point reinforced with every student?	( ) Yes ( ) No	( ) Yes ( ) No

<b>STOP</b>	
<b>START</b>	
<b>CONTINUE</b>	

## Coaching Observation and Feedback 4: Presenting the Tactical Story

Competencies	YES	NO
Did the demonstration include images of the received and projected balls, each from the appropriate court position(s)?		
Did the coach use words and images together during the demonstration?		
Is the demonstration executed from the appropriate place with the appropriate speed?		
Does the coach use their body both in slow motion (so as to highlight a technical concept) and at appropriate tempo (so as to demonstrate proper movement)?		
Does the coach use the appropriate application of SMART goals?		
Does the coach use an interactive approach ensuring agreement from students?		
Is the playing situation realistic?		
Are the coach and the student(s) at the appropriate places on the court during the demonstration?		
Does the coach maintain eye contact with the student(s) at all times?		
Is the amount of time used to present adequate/sufficient?		
Is the explanation clear? Do the student(s) understand(s) the task to accomplish?		

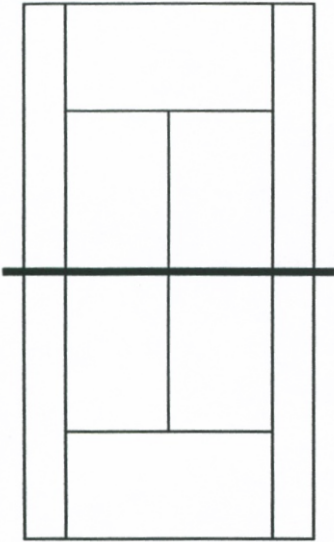
Competencies	YES	NO
Did the demonstration include images of the received and projected balls, each from the appropriate court position(s)?		
Did the coach use words and images together during the demonstration?		
Is the demonstration executed from the appropriate place with the appropriate speed?		
Does the coach use their body both in slow motion (so as to highlight a technical concept) and at appropriate tempo (so as to demonstrate proper movement)?		
Does the coach use the appropriate application of SMART goals?		
Does the coach use an interactive approach ensuring agreement from students?		
Is the playing situation realistic?		
Are the coach and the student(s) at the appropriate places on the court during the demonstration?		
Does the coach maintain eye contact with the student(s) at all times?		
Is the amount of time used to present adequate/sufficient?		
Is the explanation clear? Do the student(s) understand(s) the task to accomplish?		

<b>STOP</b>	
<b>START</b>	
<b>CONTINUE</b>	

# Direction and Distance Observation Sheet

## Direction & Distance

On the chart, mark the intended target area and where the ball landed



### Direction:

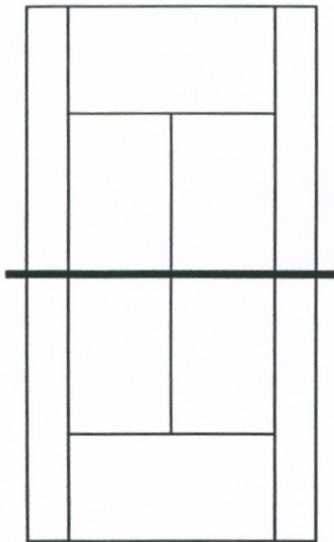
- Correct
- Too much to left
- Too much to right

### Distance:

- Correct
- Too short
- Too deep

## Direction & Distance

On the chart, mark the intended target area and where the ball landed



### Direction:

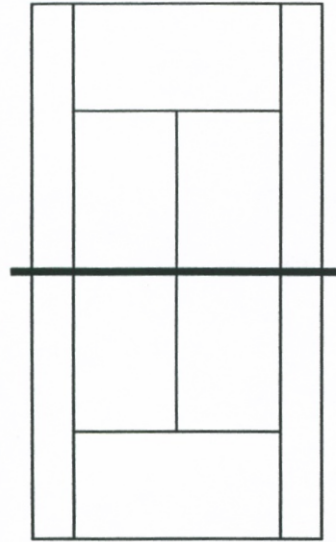
- Correct
- Too much to left
- Too much to right

### Distance:

- Correct
- Too short
- Too deep

## Direction & Distance

On the chart, mark the intended target area and where the ball landed



### Direction:

- Correct
- Too much to left
- Too much to right

### Distance:

- Correct
- Too short
- Too deep

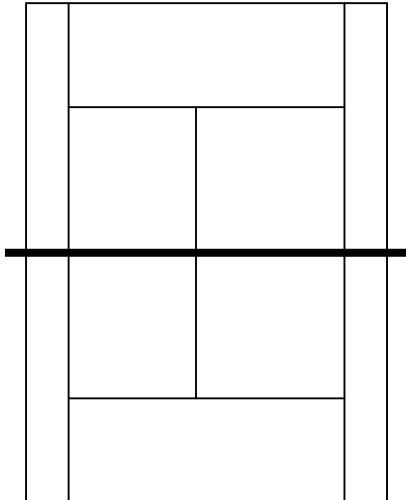
## Timing Evaluation

The following is a chart that can help observe timing and the related effectiveness of the shot. Good timing is related to where the ball went (if the ball went long, in the net, wide, too high, too low, etc).

**SITUATION OF PLAY:**

Serving   
  Returning   
  Both Back   
  Approaching & at Net   
  Passing

**EFFECTIVENESS EVALUATION:**  
 Mark where the player is located, the intended target area and where the balls actually landed.



See the court diagram for **Direction & Distance:**

**Height:**

Too high   
  Too low   
  Fine

**Speed:**

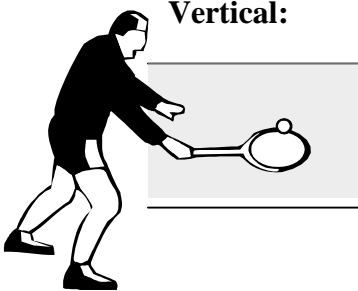
Too fast   
  Too slow   
  Fine

**Spin:**

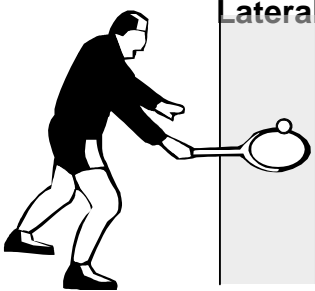
Topspin   
  Flat   
  Underspin

**IMPACT POINT EVALUATION:**  
 Mark an "X" where the player impacted the ball compared to the shaded 'Strike Zone'

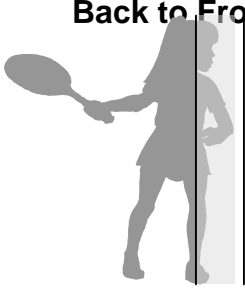
**Vertical:**



**Lateral:**



**Back to Front:**

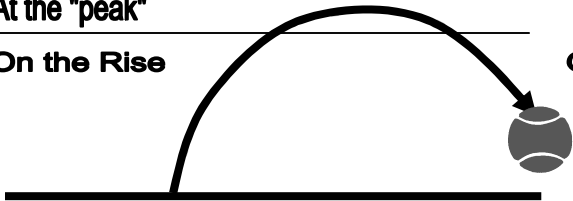


**RISE/PEAK/FALL Evaluation**

Mark an "X" where the player impacts the ball after the bounce.

**At the "peak"**

---



**Notes:**

# PAS and Racquet Work Observation Sheet

## P.A.S. PRINCIPLES

PATH	<b>Racquet work observation</b>  TRAJECTORY: <input type="checkbox"/> Low to high <input type="checkbox"/> Level <input type="checkbox"/> High to low  HITTING ZONE: <input type="checkbox"/> Long <input type="checkbox"/> Circular
ANGLE (at impact)	HORIZONTAL: <input type="checkbox"/> Angled left <input type="checkbox"/> Angled straight <input type="checkbox"/> Angled right  VERTICAL: <input type="checkbox"/> Open <input type="checkbox"/> Perpendicular <input type="checkbox"/> Closed
SPEED	<input type="checkbox"/> Fast  <input type="checkbox"/> Medium  <input type="checkbox"/> Slow
<b>ANALYSIS:</b> What was the cause of error? Was it the Path, Angle or Speed or a combination of 2 or more?	

## P.A.S. PRINCIPLES

PATH	<b>Racquet work observation</b>  TRAJECTORY: <input type="checkbox"/> Low to high <input type="checkbox"/> Level <input type="checkbox"/> High to low  HITTING ZONE: <input type="checkbox"/> Long <input type="checkbox"/> Circular
ANGLE (at impact)	HORIZONTAL: <input type="checkbox"/> Angled left <input type="checkbox"/> Angled straight <input type="checkbox"/> Angled right  VERTICAL: <input type="checkbox"/> Open <input type="checkbox"/> Perpendicular <input type="checkbox"/> Closed
SPEED	<input type="checkbox"/> Fast  <input type="checkbox"/> Medium  <input type="checkbox"/> Slow
<b>ANALYSIS:</b> What was the cause of error? Was it the Path, Angle or Speed or a combination of 2 or more?	

## P.A.S. PRINCIPLES

PATH	<b>Racquet work observation</b>  TRAJECTORY: <input type="checkbox"/> Low to high <input type="checkbox"/> Level <input type="checkbox"/> High to low  HITTING ZONE: <input type="checkbox"/> Long <input type="checkbox"/> Circular
ANGLE (at impact)	HORIZONTAL: <input type="checkbox"/> Angled left <input type="checkbox"/> Angled straight <input type="checkbox"/> Angled right  VERTICAL: <input type="checkbox"/> Open <input type="checkbox"/> Perpendicular <input type="checkbox"/> Closed
SPEED	<input type="checkbox"/> Fast  <input type="checkbox"/> Medium  <input type="checkbox"/> Slow
<b>ANALYSIS:</b> What was the cause of error? Was it the Path, Angle or Speed or a combination of 2 or more?	

## P.A.S. PRINCIPLES

PATH	<b>Racquet work observation</b>  TRAJECTORY: <input type="checkbox"/> Low to high <input type="checkbox"/> Level <input type="checkbox"/> High to low  HITTING ZONE: <input type="checkbox"/> Long <input type="checkbox"/> Circular
ANGLE (at impact)	HORIZONTAL: <input type="checkbox"/> Angled left <input type="checkbox"/> Angled straight <input type="checkbox"/> Angled right  VERTICAL: <input type="checkbox"/> Open <input type="checkbox"/> Perpendicular <input type="checkbox"/> Closed
SPEED	<input type="checkbox"/> Fast  <input type="checkbox"/> Medium  <input type="checkbox"/> Slow
<b>ANALYSIS:</b> What was the cause of error? Was it the Path, Angle or Speed or a combination of 2 or more?	



# Observation, Detection and Correction Summary

<p><b>First Observe...</b></p> <p><i>(Reception Fundamentals)</i></p>	<p><b>Task?</b></p> <p><b>Athletic Look?</b></p> <p><b>Focused Look?</b></p>	<p style="text-align: center;"><i>Observations</i></p>
---	--	--

**Then Observe: Set-Up (Reception) and Timing (Projection)**

a) **EFFECTIVENESS EVALUATION:**  
Mark where the player is located, the intended target area and where the balls actually landed.

See the court diagram for Direction & Distance.

**Height:**

Too high    Too low    Fine

**Speed:**

Too fast    Too slow    Fine

**Spin:**

Topspin    Flat    Underspin

b) **IMPACT POINT EVALUATION:**  
Mark an "X" where the player impacted the ball compared to the shaded 'Strike Zone'

Vertical:

Lateral:

Back to Front:

c) **RISE/PEAK/FALL Evaluation**  
Mark an "X" where the player impacts the ball after the bounce.

**At the "peak"**

**Then Observe: PAS & Racquet Work (Projection)**

P.A.S. PRINCIPLES

PATH	<p><b>Racquet work observation</b></p> <p>TRAJECTORY:   <input type="checkbox"/> Low to high  <input type="checkbox"/> Level  <input type="checkbox"/> High to low</p> <p>HITTING ZONE:   <input type="checkbox"/> Long  <input type="checkbox"/> Circular</p>
ANGLE (at impact)	<p>HORIZONTAL:   <input type="checkbox"/> Angled left  <input type="checkbox"/> Angled straight  <input type="checkbox"/> Angled right</p> <p>VERTICAL:   <input type="checkbox"/> Open  <input type="checkbox"/> Perpendicular  <input type="checkbox"/> Closed</p>
SPEED	<p><input type="checkbox"/> Fast</p> <p><input type="checkbox"/> Medium</p> <p><input type="checkbox"/> Slow</p>
<p><b>ANALYSIS:</b>          What was the cause of error?          Was it the Path, Angle or Speed or a combination of 2 or more?</p>	

**Then Observe...Proper Biomechanics**



## Behaviour Assessment

Player Observed: \_\_\_\_\_

Scale: 1 Poor 3 Average 5 Excellent

Observer 1: \_\_\_\_\_

<b>Body Language</b>	Look for: Head up, confident walk, positive self-talk										
After Winning a Point	1	2	3	4	5	After Losing a Point	1	2	3	4	5
<b>Rituals</b>	Look for: Bouncing ball or adjust clothing before serve Patterned walking, swaying, activating feet										
When Serving	1	2	3	4	5	When Returning	1	2	3	4	5
<b>Relaxation/Preparation</b>	Look for: Controlled breathing, upbeat walk Eyes focused and controlled, adherence to rituals Shorter if winning, longer if losing or winded										
After Winning a Point	1	2	3	4	5	After Losing a Point	1	2	3	4	5

Observer 2: \_\_\_\_\_

<b>Body Language</b>	Look for: Head up, confident walk, positive self-talk										
After Winning a Point	1	2	3	4	5	After Losing a Point	1	2	3	4	5
<b>Rituals</b>	Look for: Bouncing ball or adjust clothing before serve Patterned walking, swaying, activating feet										
When Serving	1	2	3	4	5	When Returning	1	2	3	4	5
<b>Relaxation/Preparation</b>	Look for: Controlled breathing, upbeat walk Eyes focused and controlled, adherence to rituals Shorter if winning, longer if losing or winded										
After Winning a Point	1	2	3	4	5	After Losing a Point	1	2	3	4	5

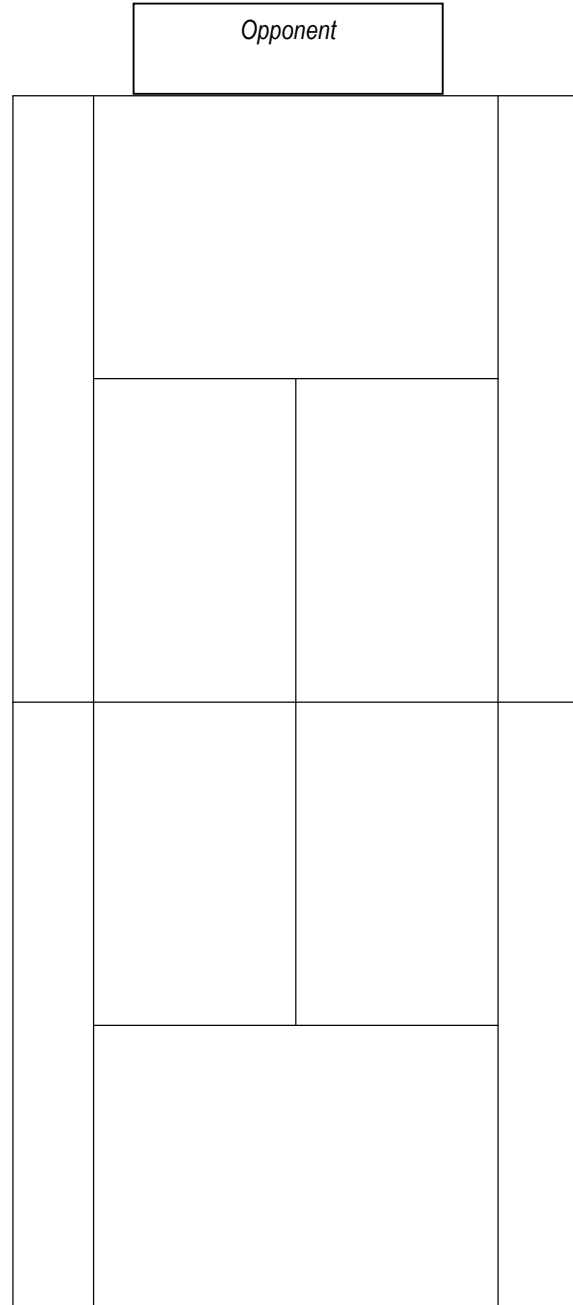
<b>STOP</b>	
<b>START</b>	
<b>CONTINUE</b>	

# **Miscellaneous Planning Sheets**

# Worksheet for Tactical Lesson Planning

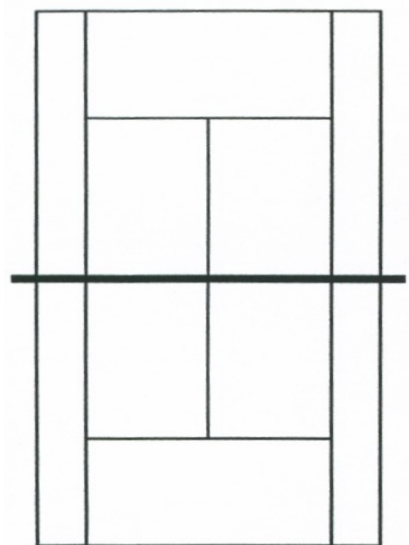
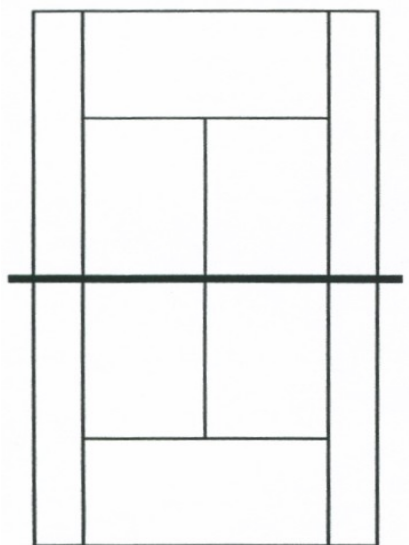
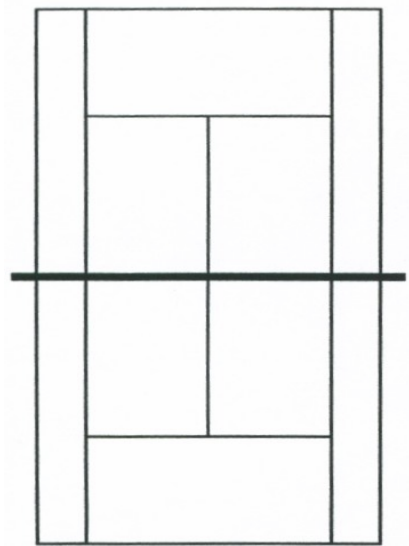
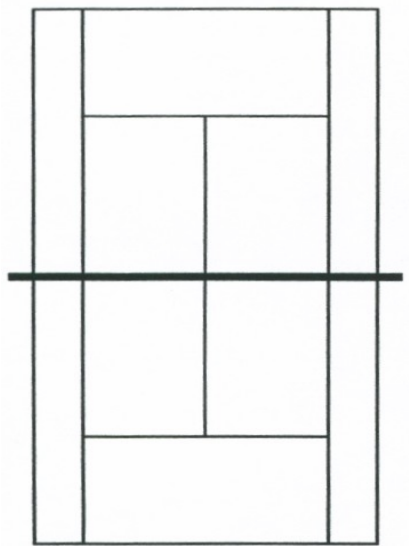
<b>Situation</b> (tactical context)
<b>Opponent</b> (mark movement / recovery on court diagram)
Phase of play: _____
<b>Oncoming ball</b> (mark path & landing point on court diagram)
Height: _____
Speed: _____
Spin: _____

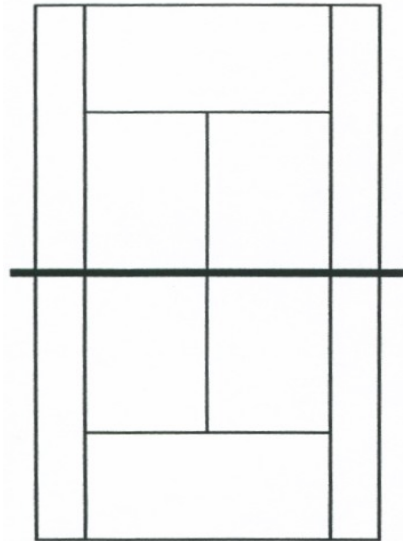
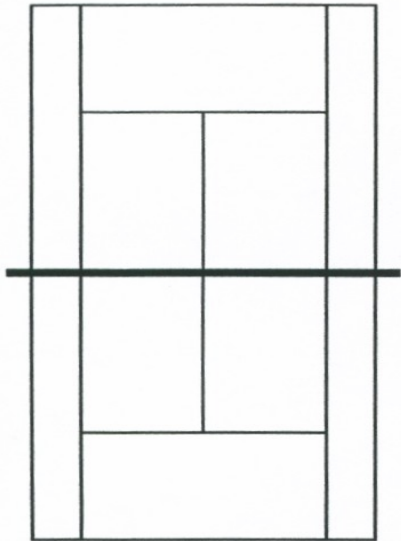
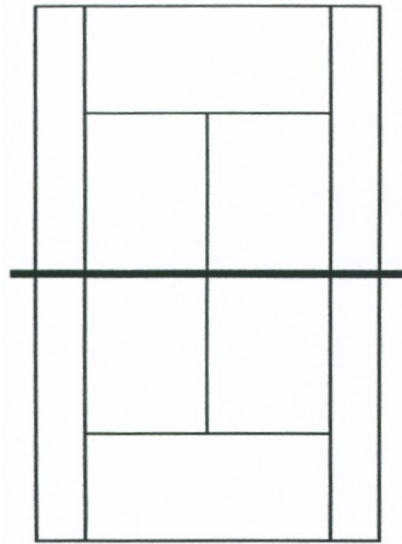
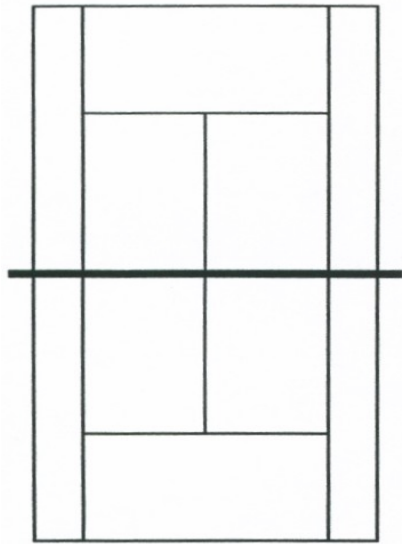
<b>Response</b> (tactical objective)
<b>Student</b> (mark movement / recovery on court diagram)
Phase of play: _____
Stroke: _____
<b>Ball to be sent</b> (mark path & landing point on court diagram)
Height: _____
Speed: _____
Spin: _____









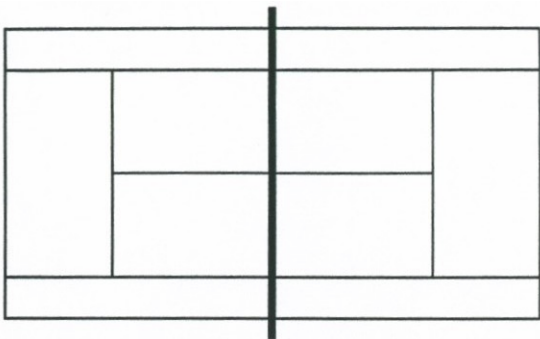
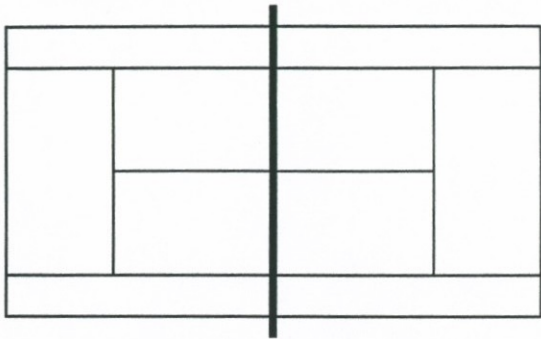
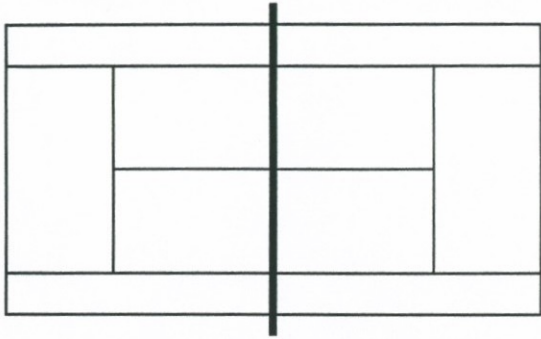
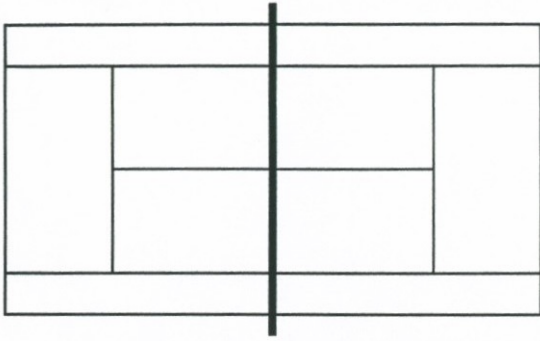












A series of 20 horizontal lines for writing, arranged in four groups of five lines each.

# **Off Court Skills**

## Cover Letter Ratings Activity

<i>Scale 0-Not at all 3-Average 5-Well done</i>	1	2	3	4	5	6	7	8	9	10	11	12
<p><b>Explains why you are sending a resume.</b>            Don't send a resume without a cover letter.            Don't make the reader guess what you are asking for; be specific</p>												
<p><b>Tell specifically how you learned about the position or the organization.</b>            A flyer posted in your department, a web site, a family friend who works at the organization. It is appropriate to mention the name of someone who suggested that you write.</p>												
<p><b>Convinces the reader to look at your resume.</b>            The cover letter will be seen first. Therefore, it must be very well written and targeted to that employer.</p>												
<p><b>Reflects your attitude.</b>            Personality, motivation, enthusiasm, and communication skills.</p>												
<p><b>Provides or refers to any information specifically requested.</b>            In a job advertisement that might not be covered in your resume, such as availability date, or reference to an attached writing sample.</p>												
<p><b>Indicates what you will do to follow-up.</b>            A phone call, visit to the club.</p>												
<p><b>Quality of Presentation</b>            Good stationary, appropriate fonts, well presented.</p>												
<p><b>Overall Impression</b>            Was there something about the letter that spoke to you, moved you, and made you want to pick up the phone and start the interview process now?</p>												
<p><b>Totals</b></p>												

## Interview Checklist

	<i>Poor interviewee: 0</i>	<i>Good interviewee: 3</i>	<i>Excellent interviewee: 5</i>
<b>First Impression</b>	Shows up late for the interview, does not shake hands, and/or chews gum; does not bring a copy of the resume or references.	Shows up on time for the interview with a copy of the resume in hand.	Shows up early for the interview with a copy of the resume in hand.
<b>Preparation</b>	Knows nothing about the company or seems to make up information as she/he goes along.	Knows some general information about the company and/or its purpose.	Has researched the company and the position thoroughly and is apparent by answers given in response to questions.
<b>Personal Appearance</b>	Dressed way below what is expected for someone in that position or "overdoes it" (too much makeup, jewelry, cologne, etc.).	Dressed similar to what employees in that position would wear or in business casual clothes.	Dressed in appropriate business attire; no sandals, tennis shoes, t-shirts, shorts, short skirts, etc.
<b>Personal Attributes</b>	Overbearing, overaggressive, egotistical; or shy, reserved, and overly nervous.	Somewhat nervous, some lapses in eye contact; speaks too loudly or softly.	Good eye contact and poise during interview; confident.
<b>General Attitude</b>	Lack of interest and enthusiasm about the position; passive and indifferent; or overly enthusiastic.	Seems interested in the position but could be better prepared or informed on certain topics.	Interested in the position and enthusiastic about the interview.
<b>Responses</b>	Answers with "yes" or "no" and fails to elaborate or explain; talks negatively about past employers.	Gives well-constructed responses, but sounds rehearsed or unsure.	Gives well-constructed, confident responses that are genuine.

## Interview Rating Sheet

<b>Interviewee</b>	<b>#1</b>	<b>#2</b>	<b>#3</b>	<b>#4</b>	<b>#5</b>
<b>First Impression</b>					
<b>Personal Appearance</b>					
<b>Preparation</b>					
<b>Personal Attributes</b>					
<b>General Attitude</b>					
<b>1<sup>st</sup> Response</b>					
<b>2<sup>nd</sup> Response</b>					
<b>3<sup>rd</sup> Response</b>					
<b>4<sup>th</sup> Response</b>					
<b>5<sup>th</sup> Response</b>					
<b>TOTAL</b>					