

# Club Pro 1 Certification Course

## *Workbook #3*

### *Portfolio A*

**March 2007**

Version 6.1

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

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

**Status:**                      Met Standard                      Did Not Meet Standard

*(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.

Programs of this organization are funded in part by Heritage Canada



Printed in Canada

### Partners in Coach Education



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## Summary of Work

Details	(√)
<b>WRITTEN ASSIGNMENTS</b>	
Club Pro 1 Manual Off Court Competencies <ul style="list-style-type: none"> <li>• Chapter 12: Customer Service</li> <li>• Chapter 13: Developing an Overall Club Program</li> <li>• Chapter 14: Running Competitive Club Programs</li> </ul>	
Planning a Lesson Competency <ul style="list-style-type: none"> <li>• Planning 1: Receiving high balls to the backhand</li> <li>• Planning 2: Moving the opponent</li> <li>• Planning 3: Gamestyles</li> </ul>	
Footwork and Court Coverage Video Assignment	
Winning Tennis Tactics Video Assignment	
<b>ADDITIONAL DOCUMENTATION TO INCLUDE</b>	
Effective Club Flyer Advertising a Program	
Master Tournament Scheduling Chart	
Cardio Tennis Plan	
<b>ON COURT PRESENTATIONS</b>	
Problem Solving Using Ball Controls <ul style="list-style-type: none"> <li>• Mini Presentation and Evaluation</li> </ul>	
Leading a Game Activity	
Cardio Tennis Activity	

## Off-Court Skills

### Chapter 12: Customer Service

1. In the final analysis, why is outstanding customer service so important to the success of tennis clubs and programs, and ultimately to **YOUR** success as a tennis professional?

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2. You are working at a tennis club. What are 5 important things **YOU** can do when first saying hello to a member you don't know?

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3. You are answering the telephone at a tennis club. List 7 things **YOU** can do that are likely to create a **BAD** impression and annoy or frustrate the caller.

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4. An angry club member approaches **YOU** and complains about something that has happened at the club and has upset them. List 10 things **YOU** can do to appease their anger, earn their respect, and build a good future rapport with them.

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5. When working with parents, what type of approach should you use and who should it involve?

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6. List 5 things **YOU** can do or should keep in mind when dealing with parents.

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7. List 3 things **YOU** can do each day you are at your club that are “unpaid” duties but will undoubtedly leave a good impression on the general membership and with the management.

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## Chapter 13: Developing an Overall Club Program

8. In designing an overall program for a tennis club or facility, you should try to create a *continuous pathway* for people. What is meant by “continuous pathway” and why is it important?

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9. Before you design an overall program for a club, you need to know several things. List the 2 that **YOU** think are most important and explain why.

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10. List 5 types of *instructional* programs/activities **YOU** might consider?

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11. List 5 types of *competitive* programs/activities **YOU** might consider?

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12. What two factors are critical to “creating interest” in an event or activity? How are they different?

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13. What are the most powerful key words used in catching people's interest and attention?

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14. Why is it important to post activity sign-up sheets early? Why is it important to NOT post an empty activity sheet?

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15. Why is it important to do some follow-up “marketing” after a program or activity is finished? List 2 things **YOU** could do after a club barbecue.

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16. Find (and attach at the end of this portfolio) an effective club flyer advertising a program or activity. List 3 reasons why **YOU** think it is effective and 1 thing you might change to increase its appeal.

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## Chapter 14: Running Competitive Club Programs

17. What factors would you consider when choosing between a single and a double elimination event? Why?

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18. Why are round robin events popular?

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19. What can YOU do when running a round robin if you have a large number of entries and insufficient court time?

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20. The following is a round robin scorecard:

	A	B	C	D
A		8	8	6
B	5		8	8
C	3	4		7
D	8	1	8	

- a. Who won the match between B and D? \_\_\_\_\_
- b. What was the score? \_\_\_\_\_
- c. How many total games did C win? \_\_\_\_\_
- d. How many total games did D lose? \_\_\_\_\_

**Single elimination tournament.** Given the following information, complete the attached draw sheet as indicated and answer the questions below.

- Number of competitors: 47
- Number of days and courts available for the tournament: 4 courts, 3 days
- Playing times available: Matches can't start before 8 a.m. and must be finished by 8:30 p.m.

a. What is the maximum number of seeds? \_\_\_\_\_

b. Create names for the seeded players and list the seeds on the attached draw.

c. How many byes will there be? \_\_\_\_\_

d. How many round-of-64 matches will there be? \_\_\_\_\_

e. Place the byes on the attached draw. Explain your logic for placement.

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f. Create a master scheduling chart.

g. Provide a schedule for each match in each round (this can be done on the draw).

h.. Provide an explanation of the logic that underlies your scheduling?

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SEEDS:

1.	9.
2.	10.
3.	11.
4.	12.
5.	13.
6.	14.
7.	15.
8.	16.



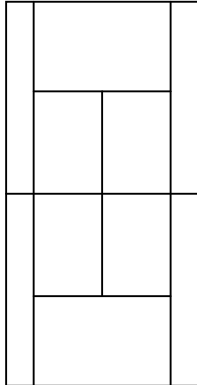


## Planning a Lesson Competency

Design a Drill which takes into account the following considerations:

- 6 players (3.5 rating)
- competitive game situation drill (players compete against one another)
- focus: players practice receiving high arcing balls on their backhand in a competitive situation (at least on the first shot, then point can open up)

A. Be sure to include all six organizational elements as well as the basic rules for the drill.




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B. What is the goal of the drill for:

1. The player receiving the high ball on the backhand

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2. The player sending the moonball

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C. Provide 3 ways to adjust the goal/scoring to provide variation and explain your rationale for each variation.

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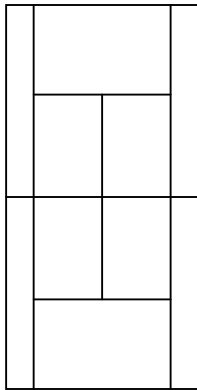
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D. Adjust the drill by changing the feed and/or the receiver's responsibility (while maintaining same focus of the drill).



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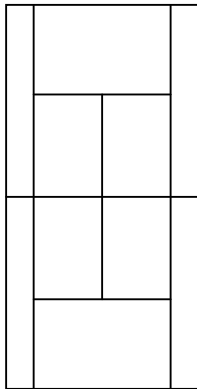
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E. Provide one way in which you can adjust the rotation of the players and which contributes to the competitiveness of the drill



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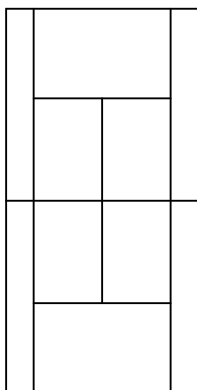
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F. Provide one way to adjust the initial "people positioning", explain why it would be a good alternative to your previous set-up and mention the associated changes required with the other organizational elements of the drill.



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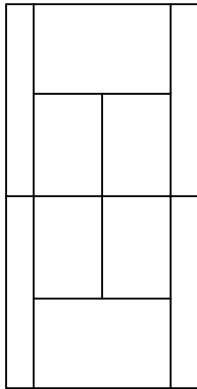
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Design a plan for the topic “Moving the Opponent” from the baseline. More specifically, when receiving an easy ball that lands in the  $\frac{3}{4}$  court, which will allow the player to attack from the baseline, using your forehand to send the ball in one corner, which will followed by another weak return by the opponent and hitting the ball in the other corner. (Assume you have 4 players of 3.5 rating).

- A. Design a Basket Feeding Drill which will include all six organizational elements and explain each element including why you position your basket feed at a certain position... Show the movement pattern for recovery behind the line and how you will ensure safety. Describe the main focus of this activity, given the fact you will move to a live feed drill.




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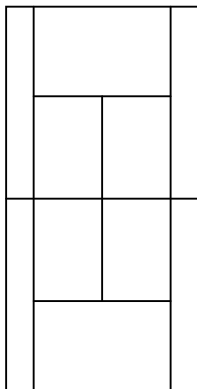
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- B. Provide a Cooperation Drill (Live Ball) which will include six organizational elements: Provide a rationale for each element.




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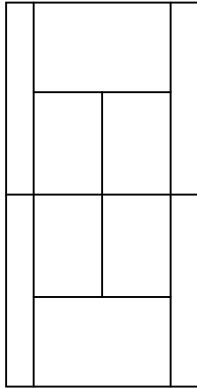
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C. Design a Game Simulation (Playing) which will include all six organizational elements:  
 Explain each element and how you will ensure that the drill is competitive.




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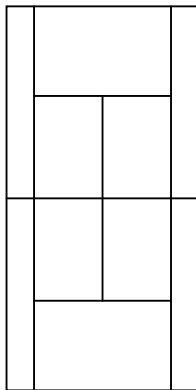
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Design 2 drill(s) for each of the following themes based around playing against different gamestyles. Be sure to include rationale for why drills are important for playing against the particular gamestyle (4 players, 3.5 level). For each, explain the situation and why you chose it and explain the response and why you chose it?

1. Playing Against a Retriever

A.




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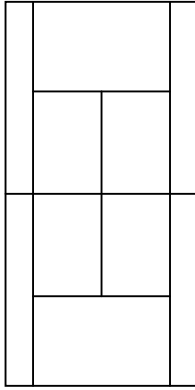
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B.



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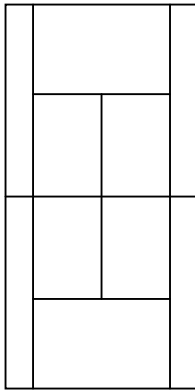
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2. Playing Against a Placer

A.



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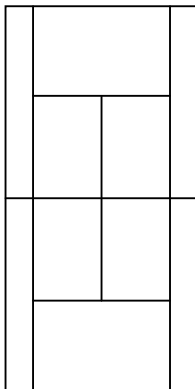
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B.



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## Footwork and Court Coverage

Read the questions in the section and then watch the section and answer the questions

### Part 1: Specific Situations of Play and the Corresponding Footwork and Court Coverage

#### 1) Starting the point: 1<sup>st</sup> Serve

- a) First serve and volley: Why is the initial forward momentum important after the 1<sup>st</sup> serve?

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- b) True or False: First serve and move over to hit attacking forehand: Players with strong forehands position themselves on the forehand side after the 1<sup>st</sup> serve.

- c) First serve and recovery then moving in to attack: After a big first serve where do players position themselves and why?

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- d) True or False: First serve and either a lateral movement or a small back-up movement to initiate a rally (neutral situation): If the returner is able to neutralize the point, the server should move laterally or backs up to begin the point.

- e) First serve and quick movement to the sidelines to avoid a winner or backward to avoid a half-volley (counter attack and defend): If the returner attacks off of the first serve what is the process of recovery and why?

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#### 2) Starting the Point: 2<sup>nd</sup> Serve

- a) True or False: 2<sup>nd</sup> serve and recovery: In order to be in optimal position to begin the point, the server will recover into the defensive position deep behind the baseline.

#### 3) Starting the Point: Return of 1<sup>st</sup> Serve

- a) Return of 1<sup>st</sup> Serve – Lunging when the serve is fast and to the corners: Why do returners need to have the mentality to lunge and really try to make an effort to return a 1<sup>st</sup> serve?

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- b) True or False: Return of 1<sup>st</sup> Serve – Step out and stroke when the serve is within hitting area: When the ball is in the returners hitting area they will step out with the appropriate leg to help distance themselves accordingly for the return.

- c) True or False: Return of 1<sup>st</sup> Serve – Step out and crossover when outside of hitting area: When the serve is fast and outside of the hitting area, the returner will step with the foot furthest from the ball to open the hips to then crossover with the other leg.
  - d) True or False: Return of 1<sup>st</sup> Serve – Step out and shuffle when slightly outside of hitting area and slower serve: When the serve is slower and outside of the players hitting area, the returner will often shuffle then pivot to get in position to hit the return.
  - e) Return of 1<sup>st</sup> Serve – Sliding out of the way for a jam serve: Name 2 movement the returner can perform in order to properly distance themselves from the ball when it is being jammed into their body?
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- f) True or False: Return of 1<sup>st</sup> Serve – Recovery after a wide 1<sup>st</sup> serve: After the returner has successfully returned a wide 1<sup>st</sup> serve, the returner must run full out in a diagonal pattern in order to buy time for the next shot.
  - g) Return of 1<sup>st</sup> Serve Recovery after returning a serve towards the ‘t’: Why is the recovery from a ‘t’ serve usually simpler?
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#### 4) Starting the Point: Return of 2<sup>nd</sup> Serve

- a) Return of 2<sup>nd</sup> Serve – Run around to hit forehand: When does the returner begin to make a diagonal movement in order to give the time to run around and attack with their forehand?
- 
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- b) True or False: Return of 2<sup>nd</sup> Serve – Approach on run on easier serve (“chip and charge”, “catch and charge”): To move into the net off of a 2<sup>nd</sup> serve, the returner will often hit first and then run into the net.
  - c) Return of 2<sup>nd</sup> Serve – Drive and charge: When the returner drives the ball into the corners, when will they approach the net?
- 
- 
- d) True or False: Return of 2<sup>nd</sup> Serve – Recovery after a neutral return: If the returner neutralizes the serve, they will recover inside the baseline.
  - e) Return of 2<sup>nd</sup> Serve – Backup to return: Why do players back up before returning?
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## 5) Transition Footwork

- a) True or False: Drive approaches, double hop step: When performing the double hop movement, you start by hopping on the front foot and then land on the other foot.
- b) True or False: Drive approaches, pivot on front foot: While moving forward the players switch feet.
- c) Drive approaches, running step: Give 2 reasons why a player, while approaching, uses an open stance to run through the shot.

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- d) Drive approaches, javelin step: What does the javelin step provide?

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- e) True or False: Baseline attack, then approach (move in after recognizing opportunity following the shot): This approach is hit from the backcourt instead of the mid-court and the decision to approach is made after recognizing an opportunity to finish the point at net.
- f) Backhand underspin approach shot: cross behind, “Karaoke Step”: What is the key to the backhand underspin approach shot?

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- g) Backhand underspin approach shot: cross in front footwork: What type of steps does the player use to perform this shot?

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- h) Backhand underspin approach shot: double hop/shuffle step footwork: What is the name of the player who was first shown in this clip? And how many Wimbledon titles did he win?

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- i) Intercepting Approach volley: In order to hit an aggressive volley where does the player usually want to make contact with the ball?

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- j) Approach volley: athleticism required for serve and volley: In which aspects does the first volley off of a serve and volley sequence challenge the athlete?

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- k) True or False: Approach volley: getting low, balanced and spreading out legs: Prior to establishing a wide base, the player will bring the leg closest to the ball close to the ball.
  - l) Volley on the run vs. volley being stop: Which leg moves forward when running through the volley smoothly?
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## 6) Net Footwork

- a) Net Footwork – Location from where most volleys take place from after an approach shot: Where do most volleys take place after an approach shot?
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- 
- b) True or False: Net Footwork – Pivot, step out and drop step followed by a crossover step on fastballs: Players mostly use a crossover step to initiate the movement at the net.
  - c) True or False: Net Footwork – Volley; bring body to the ball through running steps on slower balls: Through the use of running steps the player moving into the net gets closer to the ball.
  - d) True or False: Net Footwork – Volley, closing the net on sitters: Through the use of running steps the player moving into the net gets closer to the ball.
  - e) Net Footwork – Overhead; shuffle steps on easy lobs: What kind of steps do players use to position themselves for the overhead smash?
- 
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- f) Net Footwork – Athletic smash for challenging balls: What is the first step that initiates the momentum to move backwards for a challenging overhead smash?
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## 7) Passing Shot

- a) True or False: Recovery and balance challenge: Passing shot situations usually involve recovery and balance demands.

# Winning Tennis Tactics

After (or while) watching the video, answer the following questions.

**Theme:** Building the Point

## High Tempo Exchanges

1. True or False: When players exchange shots, the overall objective is to mirror the tempo of their opponent.
2. What three shot qualities allow a player to impose their tempo on their opponent?

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3. What is a "quality rally" ball?

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4. True or False: A quality rallying ball can be hit while moving backwards.

5. What position does a player take when dominating the point?

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6. When receiving a penetrating groundstroke, why would a player choose to back up rather than attempting a half volley?

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**Theme:** Building the Point

**Strategy:** Moving the Opponent

## When Receiving Balls Down the Middle

7. When players receive a ball down the middle and choose to move their opponent, which stroke do they often employ?

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8. What position does the player who has control of the point and is moving their opponent from corner to corner adopt?

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Introduction to the use of the Crosscourt

9. What is the most common rallying stroke?

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10. True or False: A quality or strong crosscourt is a ball that lands in the opposite half of the court (on the diagonal) and deeper than the service line.

11. What is a quality rally crosscourt shot?

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12. What is the difference between an angled crosscourt and a strong crosscourt?

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13. A strong crosscourt is the basis for what 3 patterns of play?

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Strong Crosscourt to set-up a Down-the-line

14. When is the choice to go down the line a smarter option?

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Sharp Angle Crosscourt to set up an Attack Deep into the Opposite Corner

15. True or False: The sharp angle crosscourt will usually be hit when receiving a high tempo ball.

16. What will a player often do after executing a sharp angle crosscourt shot?

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Strong Crosscourt to set up a Wrong Foot Shot

- 17. True or False: Wrong footing an opponent, or hitting behind the player as she/he moves to cover the open court, is only an effective strategy against players who possess good foot speed and tactical anticipation.
- 18. True or False: Wrong footing the opponent only works against quick opponents with good anticipatory skills.

Inside-out Forehand

19. True or False: In today's modern game, players will often use their inside out forehand to move their opponent deep into backhand corner before playing into the open court.

20. The player that is imposing this tactic will take up what court position?

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21. True or False: Players will often use consecutive inside-out forehands to take control of the point.

22. Where does an effective inside out forehand move the opponent to?

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23. Following an effective inside out forehand, where will the player recover?

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**Theme:** Building the Point  
**Strategy:** Change of Rhythm

Introduction to Change of Rhythm

24. What is a change of rhythm by definition? What does the change of rhythm challenge?

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25. What kinds of errors can a change of rhythm produce?

26. What are two common ways to change rhythm?

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27. True or False. A change of rhythm forces a player to play outside their regular rallying area

Use of High Loopy Topspin

28. Of what benefit is the use of high loopy topspin shots?

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Use of Slice

29. Of what benefit is the use of slice?

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**Theme:** Finishing the Point

Attack-Attack

30. What is an attack-attack?

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31. What does it mean to wrong foot the opponent?

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Approaching the Net

32. True or False: One of the keys to a successful approach is the quick recognition of a shorter ball.

33. What determines a player's optimal location at the net?

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34. True or False: Player's position themselves regardless of whether they hit a power or a slice approach.

35. After a powerful approach shot, where is the player's usual first volley position? After a slice approach, where is the player's usual first volley position?

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### Attacking Groundstroke followed by Intercept

36. How does the typical approach situation differ from the attack and intercept?

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37. The timing of the intercept (i.e., the decision to move forward) depends on what two factors?

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### Drop Shot

38. True or False: The drop shot is a tactic used to finish the point based on opponents deep positioning.

39. True or False: A successful drop shot must be executed from on or inside the baseline.

40. The choice of recovery following the executing a drop depends on what factor?

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### **Theme:** Staying in the Point

41. Why is it important that players possess great defensive skills? What is a common goal when in defense?

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42. What determines whether a player can take the defensive situation and neutralize the opponent's attack?

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43. What are two common shots used to buy time and neutralize play?

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44. Why do players in defense position themselves further behind the baseline?

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45. True or False: A player can go from defense to offense after one shot?

**Theme:** Turning the Point Around – Counter Attacking

Both Back Situations

46. What does it mean to counter attack? What are the variations of the counter attack?

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Passing Situations

47. What are all the possibilities (i.e., outcomes) that can occur when an opponent approaches the net?

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48. True or False: Two-time passing refers to winning two points in a row with passing shots when in a deuce game situation?

49. In a two-time passing situation, the first set-up shot includes what tactics?

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**General**

50. What did you learn from this assignment? How will you take this new understanding and apply it to your game? To your teaching?

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## Explanation and Demonstration of Ball Controls

The focus of this task is to be able to use the ball controls as a problem solving tool. This will require you to **master** the material in the technical chapter of both the Instructor and Club Pro 1 Manuals.

**Prepare** to present **each** ball control to a group of fellow coaches (e.g., in a staff development session) by demonstrating while using appropriate terminology. Be sure to include details from the information below.

*Refer to Workbook #2 (Observation and Reflection), In-Course Presentations for observation checklist*

### 1. Direction: Demonstrate and Explain

- a. What directly determine the direction of the ball?
- b. What is the key element to focus on to hit a crosscourt vs. inside out shot?
- c. What 3 elements influence a) above?
- d. What is a hitting zone?
- e. What are 3 elements that contribute to a longer hitting zone?

### 2. Height: Demonstrate and Explain

- 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:
  - i. a waist height backhand volley that goes into the net
  - ii. a waist height backhand volley that is hit too high and hence, goes long

### 3. Spin: Demonstrate and Explain

- a. Topspin
  - i. Use the PAS to present what directly determines topspin?
  - ii. Provide 2 ways how you can hit a topspin forehand higher over the net (only change 1 variable at a time)
- b. Underspin
  - i. Same as above except underspin
  - ii. Provide 3 ways how can you hit an underspin backhand higher over the net (only change 1 variable at a time)

### 4. Speed: Demonstrate and Explain

- a. What are the four variables that directly determine the speed of the ball?
- b. When receiving a slow ball, how can you use your body to speed up the ball?
- c. How can the use of the wrist provide difficulty in the control of the speed of the ball?
- d. How does the racquet path affect the speed of the ball?
- e. 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?

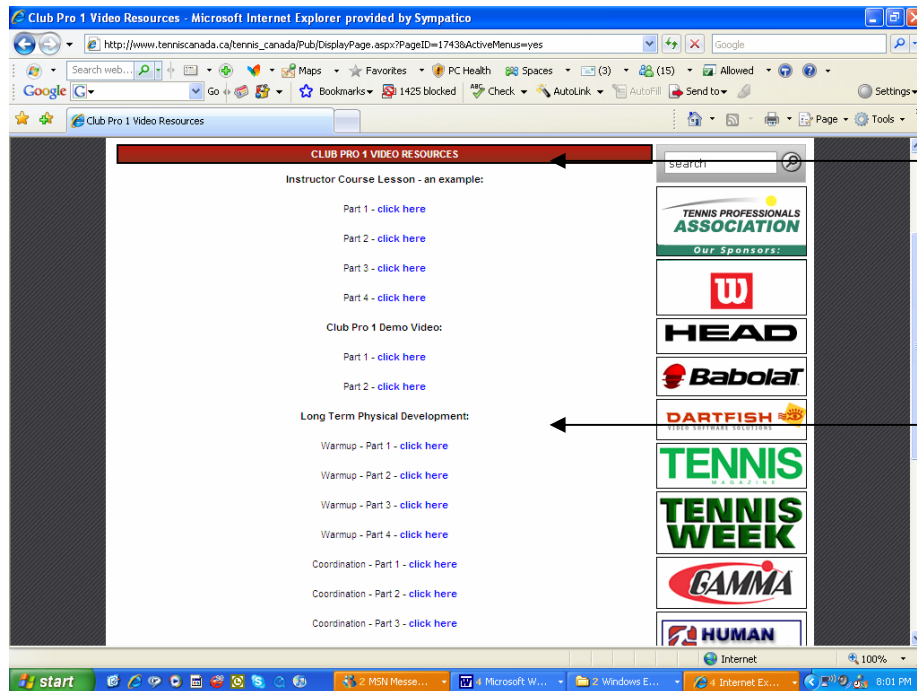
### 5. Distance: Demonstrate and Explain

- a. What are the 3 elements which directly determine the distance of the ball?
- b. On a groundstroke, what are the 3 keys for rallying at the same distance from ball to ball?

## Leading a Game

The focus of this task 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.

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".

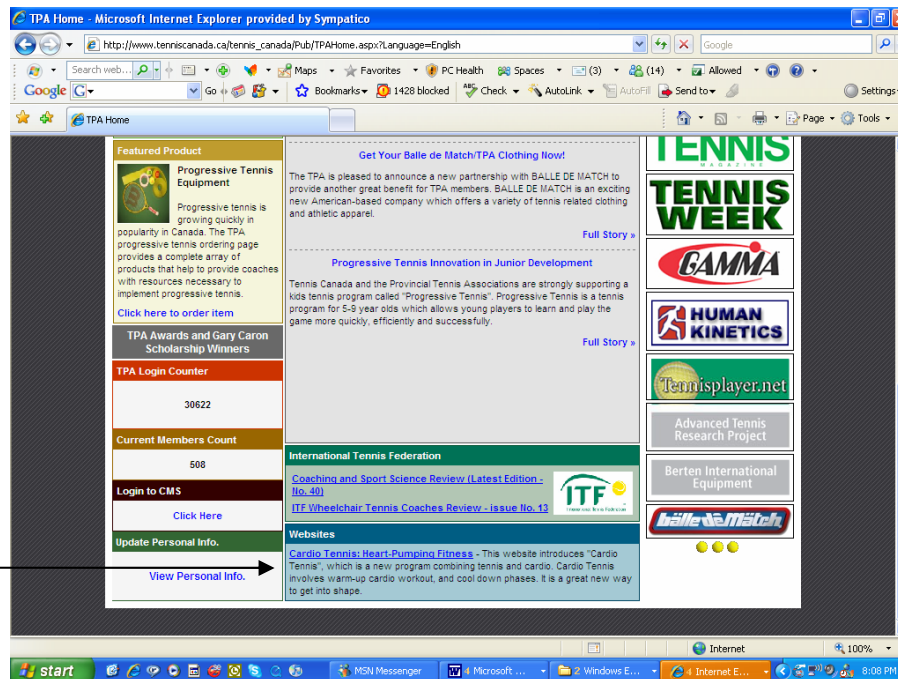


2. **Watch** the "Long Term Physical Development" videos. These videos will provide you with an example of coordination and athletic activities to incorporate into your games.
3. **Prepare** 2 games using 4-8 of your fellow course participants as students, which incorporate at least one component of the following:
  - a. First game: Balance, coordination, orientation and reaction
  - b. Second game: Bouncing, catching, throwing and kicking

## Cardio Tennis Activity

The focus of this task is: (a) to review the Cardio Tennis website and become familiar with the benefits of this type of lesson activity (b) to plan a 60 minute Cardio Tennis program (e.g., 5-10 minute warm-up segment, 30-50 minute Cardio segment, 5-10 minute cool down segment) and (c) to run a 6 minute mini version of your plan using fellow course participants as students.

1. **Visit** the TPA homepage on the Tennis Canada website. At the bottom of this page you will find a link to the Cardio Tennis Heart Pumping Fitness website. **Visit** this resource page (<http://www.partners.cardiotennis.com>).



2. **Read** the curriculum materials and **watch** the sample videos which illustrate the various aspects of a Cardio Tennis lesson.
3. **Prepare** and **attach** a plan for a 60 minute Cardio Tennis lesson (including the warm-up, drills, and cool down).
4. **Prepare** to run a 6 minute Cardio Tennis lesson using 4-8 of your fellow course participants as students. This would include the following:
  - 1 minute warm-up
  - 4 minute drill (sell, set-up and run the drill)
  - 1 minute cool down

(**Note:** You do not have to bring additional materials or music)