

APPENDIX A:

Evaluation Process for Club Pro 2

(for Course conductor only)

*not to be copied for handouts to participants as they will receive their own package (see Operational Guidelines), which will include only information which they should see and which is important for them

Implementation of Club Pro 2 Evaluation Process

There are 2 major aspects of the Club Pro 2 Evaluation;

A. On court practical evaluations

B. Off court written requirements

The following will provide details on each:

A. On Court Practical Evaluation:

The On Court Practical Evaluation should take place approximately 4-6 weeks following the end of the course and will include 3 different evaluations. Candidates must meet the standards for all 3 evaluations (no “did not meet standards allowed”)

1. Playing/Demonstration Evaluation
2. Private Lesson: Role of a Teacher Evaluation
3. Group Lesson: Role of the Teacher Evaluation

1. Playing/Demonstration Evaluation (5 mins)

- this evaluation will be done as a pairs activity using one another as the student with a different topic for each of them.
- 1 Candidate Pro does the playing demonstration, 1 candidate acts as assistant pro (on other side of the net) in order to provide the playing situation.
- the Candidate Pro will explain/demonstrate to the CC, who will stay at a fair distance at the sidelines, in order to simulate a group of students observing

2. Private Lesson: Role of a Teacher Evaluation (30 mins)

- The private lesson evaluation will take place in 2 steps:
 - Evaluation A: the first step will evaluate the candidates ability to find the topic through interaction with the Course Conductor;
 - Evaluation B: the second step will evaluate the candidates ability to unfold an entire private lesson beginning with their ability to propose a topic after receiving a general request from their student; this step will be done with a real student (2.5-4.0 level, preferably and adult

- Evaluation A: The Candidate Pro will choose from one of the topics (special list of topics which only the course conductor has access to) which are folded up and put into a hat. The candidate will draw a topic and give it to the c.c. The candidate will need to discover the topic through the initial interview with the CC. 2 minutes maximum are allotted to discovering topic. When the candidate thinks that he knows the topic or at the deadline of 2 minutes, the c.c. will give the topic which written on paper to the candidate.

- Topics:
1. Bh Return of Serve – doubles, ad court inside out
 2. Bh Approach Shot – Doubles
 3. Volley, Servers Partner, “to put more balls away”
 4. Volley, Return Partner, “to get more balls back”

- Evaluation B: The Candidate Pro will then choose from one of the 11 topics they had to prepare for the practical exam. The C.C. will inform the real student the general topic to be covered, ie. backhand in singles situation or volley in doubles situation. From this general topic, as if it was a request by the student, the Candidate Pro will then propose/sell a frequent playing situation to improve during this lesson, then unfold the rest of the lesson. The Candidate will finish the lesson by providing an **inspiring** overview of other important playing situations that they would need to cover, together, on the same topic.

3. Group Lesson: Role of the Teacher Evaluation (15 mins)

Real situation: 8 or 12 members (who come for free); rotate candidates every 15 minutes, 8 in 2 hrs to work on an aspect of the warm-up, one process and one outcome for gs, volleys, etc.

Topics: The following 8 warm-up topics will be completed in the order outlined below. Hence, the first Candidate will do #1, the second Candidate will do #2, etc.. (Note: this will make it more pleasant experience for the participants)

1. mini-tennis
2. baseline 10 rallies (based on the rallying progression norms for your group)
3. volley-baseline drill
4. baseline-volley drill
5. smash-lob
6. lob-smash
7. service/return
8. return/service

Note: The participants will remain in the same position throughout the 2 hours in order to provide optimal observation an intervention time with the students. This will make it more feasible to maintain the order of topics, i.e. the volley-baseline will proceed the baseline-volley topic.

B. Off Court Evaluation:

There are four written evaluations required for the Club Pro 2 Course and successful completion of each are required for certification. The four evaluations are:

1. Workbook
2. Written Test
3. Final Take Home Project
4. "Call to Action" Assessment

1. Workbook:

- the workbook is completed throughout the course and covers all topics, both on and off court. It must be handed in on the last day of the course.

2. Written Test:

- there will be a 2 hours written test 4-6 weeks following the course at the same time as the practical on-court evaluation.
- the test will be on programming and specifically on problem solving in relation to the planning and operation of tournaments and round robins.

Note: All candidates are required to bring a calculator at the time of the written test

3. Final take home project:

There are 2 distinct projects:

a. Special Event Assignment

- organize and execute a special event (not presently occurring at the club). Upon completion, provide post event marketing and an event report (full planning, design and everything related)
- choose one of 4 events
- sign off at end of event by manager or tennis director

b. Maintenance and Safety Log

- use the sample in the participants manual to create a maintenance and safety log
- fill in log for 1 week
- have manager sign off

4. “Call to Action” Assessment:

- this self assessment must be completed throughout the course and/or following the course and be handed in with the take home project
- the assessment must be signed by the Manager/Tennis Director to confirm that all action steps have/have not been completed

Note: Tennis Canada will provide a letter to the manager explaining that candidate will have certain projects which will require their assistance and that they will be required to sign off on work.

Club Pro 2
Evaluation Process
Additional Considerations for Course Conductor

It is recommended that you complete the evaluation over an entire day

- 7:30 – 8:00 am Candidates meet with Course Conductor
- be sure to have cones, markers, balls and clipboards ready prior to evaluation
 - Candidates arrive to review schedule and to pick order/topics
- 8:00 – 9:00 am Playing/Demo Evaluation
- Will include the Playing/Demo Evaluation
 - 2 candidates will be scheduled per 10 mins. period as 1 will be required to assist the other for the Playing/Demo Evaluation.
 - Sample of Scheduling Format:
- 8:00 – 8:10 am Candidate 1: (candidate 2 will assist for Playing/Demo eval)
Candidate 2: (candidate 1 will assist for Playing/Demo eval)
- 8:10 – 8:20 am Candidate 3: (candidate 4 will assist for Playing/Demo eval)
Candidate 4: (candidate 3 will assist for Playing/Demo eval)
- 8:20 – 8:30 am Candidate 5: (candidate 6 will assist for Playing/Demo eval)
Candidate 6: (candidate 5 will assist for Playing/Demo eval)
- 8:30 – 8:40 am Candidate 7: (candidate 8 will assist for Playing/Demo eval)
Candidate 8: (candidate 7 will assist for Playing/Demo eval)
- 9:00 – 11:00 am Group Lesson
- you will require 8 students (preferably adults) with a rating of between 3.0 and 4.0, for 2 hours
 - offer the training for free and explain the purpose to the group
 - candidates should arrive 30 minutes early to draw from a hat in order to determine the order of their presentation and hence, the related topics (which are presented in regular order of warm-up, i.e. mini tennis, both at baseline, etc.)
 - have 8 candidates, rotating 15 mins each
 - Sample of Scheduling Format:
- 9:00 – 9:15 am: draw for order of candidate
9:15 – 9:30 am: draw for order of candidate
9:30 – 9:45 am: draw for order of candidate
9:45 – 10:00 am: draw for order of candidate
10:00 – 10:15 am: draw for order of candidate
10:15 – 10:30 am: draw for order of candidate
10:30 – 10:45 am: draw for order of candidate
10:45 – 11:00 am: draw for order of candidate
- 11:00 – 4:00 pm Private lessons (scattered throughout time period)
- During the private lesson, the other candidate will wait outside the court area (so they cannot observe).

- Students should be between 3.0 – 4.0 rating, preferably adults
- Offer private lessons for free (may consider having 1 student staying on for 1 hour (to work with 2 different candidates)
- Sample of Scheduling Format:

11:00 – 11:30 am: Private Lesson #1
 11:30 – 12:00 noon: Private Lesson #2
 12:00 – 12:30 pm: BREAK
 12:30 – 1:00 pm: Private Lesson #3
 1:00 – 1:30 pm: Private Lesson #4
 1:30 – 2:00 pm: Private Lesson #5
 2:00 – 2:30 pm: BREAK
 2:30 – 3:00 pm: Private Lesson #6
 3:00 – 3:30 pm: Private Lesson #7
 3:30 – 4:00 pm: Private Lesson #8

11:15 – 1:15 pm Written Tests
 2:00 – 4:00 pm

- the written test will take place at 2 different times throughout the day based around the private lesson evaluation
- candidates will be separated into 2 different groups
- arrange a quiet place where each candidate will be able to concentrate on the exam
- 2 hours should be allotted
- all candidates should bring their own calculators
- Sample of Scheduling Format:

11:15 – 1:15 pm Those candidates who will be private lesson #5, 6, 7, 8
 2:00 – 4:00 pm Those candidates who will be private lesson #1, 2, 3 and 4

Note on Workbook and Assignments:

Workbook

- the workbook should be handed in by the candidate on the last day of the course or at the time of the evaluation (at the discretion of CC); the workbook will be evaluated first by the on court CC for the section related to the on court content, then by the off court CC for sections related to the off court content
- All questions must be answered satisfactorily. Any questions which are not, will require candidate to do additional work

Assignment

- Off court CC's are responsible for follow-up with candidates to ensure Assignments are completed

First Aid or CPR

- the candidate must hand in a copy of their first aid or CPR certificate at the time of the evaluation or prior to the end of the course.

*Note: The On Court CC will take the leadership Role in cases where there are 2 CC's involved

CLUB PRO 2

SUMMARY OF RESULTS

Name of Candidate: _____

Date: _____

Name of Course Conductor: _____

Pre-requisite:

Active CPR and/or Standard First Aid Complete _____ Not Complete _____
(Must be completed before certification will be given)

RESULT

ON COURT EVALUATION Met Standard _____ Did not meet standard _____
(see attached)

OFF COURT EVALUATION Met Standard _____ Did not meet standard _____
(see attached)

COURSE OF ACTION:

_____ Congratulations, you have successfully completed your Club Pro certification

_____ Retake On Court Practical Evaluation (only portion which has not been successfully completed)

_____ Retake Off Court Evaluation (only portion which has not been successfully completed)

_____ Must complete Active CPR and/or Standard First Aid

Name: _____

Date: _____

**CLUB PRO 2
ON COURT PRACTICAL EVALUATION**

SUMMARY OF RESULTS

- | | | |
|--|--------------|-----------------------|
| 1. Playing/Demonstration Evaluation | Met standard | Did not meet standard |
| 2. Private Lesson: Role of a Teacher Evaluation | Met standard | Did not meet standard |
| 3. Group Lesson: Role of the Teacher Evaluation | Met standard | Did not meet standard |

FINAL RESULT	Met standard	Did not meet standard
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*must successfully complete all of the above

Course Conductor: _____

Name: _____

Date: _____

**CLUB PRO 2
OFF COURT EVALUATION**

SUMMARY OF RESULTS

1. Workbook Met standard Did not meet standard

2. Written Exam Met standard Did not meet standard

3. Assignment Met standard Did not meet standard

- Special Event

- Maintenance Log

4. "Call to Action" Assessment Complete Not Complete

FINAL RESULT Met standard Did not meet standard

* must successfully complete all of the above

Course Conductor: _____

CLUB PRO 2 ON COURT EVALUATION

1. Playing/Demonstration Evaluation: (5 mins)

Competency: The ability present a drill and skill as you play while maintaining smoothness and consistency. (Assume the pro is presenting with their assistant to a large group who will eventually go back to their court to implement the drill/skill presented by the pro). NOTE: Each candidate will be required to pass each role (the Pro's role and Assistant Pro's role) for this evaluation.

Topic: Corner Drill: Candidate Pro presents role of player in the full court, other player (i.e. assistant pro) is in one corner on the baseline showing what is expected from our partner in this cooperative drill. Pro will ask their assistant to move them around (see 2 topics below, 1 Candidate Pro will do 1 topic, then they will alternate roles and do the other Candidate will do topic 2) while providing a mix of balls which require movement.

Drill Set-Up: the Candidate Pro will present a representative grouping (using themselves and an assistant, see above) to show the set-up of the drill as follows:

- Player positions: 1 player using full court, 1 in the backhand corner
- Movement: either side to side or up-back (topic 1 or topic 2)
- Feeding-projection: are combined in cooperative training, use markers to establish how far the movement needs to be
- Goal: Footwork, timing, consistency: 7 balls in a row = 1 point
- Rotation: First team to 5 points

Topic 1: lateral movement (side to side, unknown pattern)

Topic 2: up/back movement (unknown, note: the short ball will not be short enough to necessarily approach)

Skill: Setting up early (before the bounce of the ball) so that you can contact ball in front and at waist height.

Evaluation Criteria:

A) Role of Pro

	Yes	No	Comments:
1. Present the Drill and Skill (see topic for explanation of the drill and skill)			
- Present the drill as you hit, using an assistant pro to demo with	<input type="checkbox"/>	<input type="checkbox"/>	_____
- Present the skill as you play (correctly, quickly, demo and explanation together)	<input type="checkbox"/>	<input type="checkbox"/>	_____
- Respect the topic (drill and skill)	<input type="checkbox"/>	<input type="checkbox"/>	_____

2. Maintain smoothness and consistency (look like a pro)			
- Set-up early before bounce	<input type="checkbox"/>	<input type="checkbox"/>	_____
- Impact at Waist Height	<input type="checkbox"/>	<input type="checkbox"/>	_____
- Smooth (make it look easy)	<input type="checkbox"/>	<input type="checkbox"/>	_____
- consistent	<input type="checkbox"/>	<input type="checkbox"/>	_____

**RESULT: met standard/did not meet standard
(circle one)**

Comments:

B) Role of Assistant Pro

	Yes	No	Comments:
Able to provide feeds required by topic in a consistent manner	<input type="checkbox"/>	<input type="checkbox"/>	_____

RESULT: met standard/did not meet standard (circle one)

Comments:

CLUB PRO 2 ON COURT EVALUATION

2. Game Based Private Lesson (Role of a Teacher):

Competency: The ability to implement a game based private lesson where the Pro can address the tactical intention first and then improve the technique of the student's stroke. At all times the Pro will make the student feel good while learning.

Note: This competency will be evaluated through 2 parts:

- **Part 1:** with the CC which relates to discovering the topic
- **Part 2:** with a real student and involves the entire unfolding of a game based private lesson

Part 1: Discovering the Topic

Topics: (Known only to Course Conductor)

Evaluation Criteria:

	Yes	No	Comments:
Find the game situation in 2 minutes?	<input type="checkbox"/>	<input type="checkbox"/>	_____
Friendly interaction	<input type="checkbox"/>	<input type="checkbox"/>	_____

RESULT: met standard/did not meet standard (circle one)

Comments:

Part 2: Unfolding of Game Based

Topics:

1. Backhand Groundstroke: Singles, when my opponent hits high balls on my backhand, maintaining the rally (set up for a waist height impact which will make it easier to hit an easy rallying shot)
2. Backhand Groundstroke: Singles, when my opponent hits into my backhand corner, maintain the rally (situation which forces player to hit while running)
3. Backhand Groundstroke: Singles, when my opponent hits hard balls to my backhand, maintain the rally (from a forehand attacking shot from $\frac{3}{4}$ court)
4. Forehand Groundstroke: Singles, I want to move my opponent around more, rally/forcing situation (using our stronger stroke (fh)when playing a pusher who plays slow, down the middle...receiving ball just inside the baseline). Specifically, to make the opponent run to the backhand corner after receiving the shot from the pusher's forehand corner.
5. Forehand Groundstroke: Singles, I want to be able to attack my opponent more with a forehand drive (hit hard).
6. Backhand Return of Serve: Doubles, deuce side, 1st serve return against a serve and volleyer, (inside out return)
7. Volley: Doubles, from a return of serve, deuce side, return passes low over the middle of the court, but still in the area covered by the server's partner, who will do a forehand angle or drop volley (note: the pro will look to run down the ball and play the point back down-the-line)
8. Overhead: Singles , after an approach shot into the backhand corner of the opponent which forces the opponent to hit a defensive lob on a full run, overhead into open court
9. Forehand Approach shot: Doubles, when server and receiver play both back, ability to move to the net from a short slower ball which requires the player to move forward
10. Backhand drop shot: Singles, from a short slower ball which requires the player to move forward into $\frac{3}{4}$ court

Evaluation Criteria:

	Yes	No	Comments:
1. Sell the game situation – Interaction – Present the Topic with a game situation which is frequent or important at their level	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/>
2. Evaluate Game – Set-up an Open Game – Run Game	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/>

<p>3. Improve Performance</p> <ul style="list-style-type: none"> - Awareness (Questions) <input type="checkbox"/> - SMART objectives <input type="checkbox"/> - Reaching Goal <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/>
<p>4. Replay Game Situation</p> <ul style="list-style-type: none"> - Maintain Teaching Points (Key Words) <input type="checkbox"/> - Maintain Flow/Rhythm of Competitive Play <input type="checkbox"/> 	<input type="checkbox"/> <input type="checkbox"/> 	<input type="checkbox"/> <input type="checkbox"/> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>5. Wrap-up</p> <ul style="list-style-type: none"> - Player mentions important elements, Coach verifies, adds, alters <input type="checkbox"/> - Sell vision of future lessons <input type="checkbox"/> 	<input type="checkbox"/> <input type="checkbox"/> 	<input type="checkbox"/> <input type="checkbox"/> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Musts:</p> <ul style="list-style-type: none"> - Volume (quick interaction) <input type="checkbox"/> - Respect topic <input type="checkbox"/> - Feeding: accurate, consistent <input type="checkbox"/> - Praise, encourage <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/>

RESULT: met standard/did not meet standard (circle one)

Comments:

CLUB PRO 2 ON COURT EVALUATION

3. Group Lesson (Role of a Teacher):

Competency: The ability to take charge (leadership) of a group and implement a group teaching point with individual feedback (teacher)

Topic: Warm-Up: ½ court; outcome and process objective (one at a time)

1. mini-tennis
2. baseline 10 rallies (based on the rallying progression norms for your group)
3. volley-baseline drill
4. baseline-volley drill
5. smash-lob
6. lob-smash
7. service/return
8. return/service

Specific Evaluation Criteria:

	Yes	No	Comments:
<p>1. Leadership: Ability to take charge of the group</p> <ul style="list-style-type: none"> - representative grouping (either 2 students or pro and student) <input type="checkbox"/> Yes <input type="checkbox"/> No - get and maintain motivation and attention of group (project voice, use different tones, be seen by all, sell) <input type="checkbox"/> Yes <input type="checkbox"/> No - check understanding through questions <input type="checkbox"/> Yes <input type="checkbox"/> No - walk around: address each individual <input type="checkbox"/> Yes <input type="checkbox"/> No - equal positive attention to all students (praise and encourage) <input type="checkbox"/> Yes <input type="checkbox"/> No 			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. Teacher:</p> <p>OUTCOME:</p> <ul style="list-style-type: none"> - clearly explain and demonstrate a group outcome objective (with a clear ball control measure) <input type="checkbox"/> Yes <input type="checkbox"/> No - Ensure everyone is focusing on the task presented <input type="checkbox"/> Yes <input type="checkbox"/> No 			<hr/> <hr/> <hr/> <hr/>

<ul style="list-style-type: none"> - Use 'PAS' to set up a group objective in order to improve outcome for the group based on the most frequent error from the group - Provide rationale why this teaching point (above) will improve performance (relate to ball control) - individual feedback on Group Objective 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/>
<p>PROCESS:</p> <ul style="list-style-type: none"> - provide a group process teaching point which is the most <u>relevant</u> for the group - provide a rational why this teaching point is important for their tennis in general - individual feedback 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/>
<p>GENERAL:</p> <p>explanation and demonstration should be together and correct:</p> <ul style="list-style-type: none"> - outcome - process 	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/>
<p>CONCLUSION WITH C.C.</p> <ul style="list-style-type: none"> - provide CC with rational for why he/she chose the specific teaching point for the outcome and process element 	<input type="checkbox"/>	<input type="checkbox"/>	<hr/> <hr/>

**OVERALL RESULT: met standard/did not meet standard
(circle one)**

Comments:

CLUB PRO 2

Final Take Home Project

There are 2 project requirements:

1. Design, plan/organize and operate a Special Event
2. Design and complete a Maintenance and Safety Log

1) Special Event Assignment: Organize, execute and provide a follow-up report for a special event (not presently occurring at the club. Choose one of these four events and plan/organize all facets of the event.

1. Open House

Criteria:

- a) Must be a new member recruitment Open House
- b) Provide rationale and goal of event
- c) Must follow the Special Event planning format, with posters, budget, etc
- d) Execute event and the provide follow up, special event sheets, future recommendations, actual budget
- e) Must submit all back up working materials, flyers, posters, pictures, member comments, etc

2. Club Tournament with Social

Criteria:

- a) Select an event or events you can run over a weekend
- b) Provide rationale for selecting event
- c) Must follow the Special Event planning format, with poster, budget, etc
- d) Must include a social on the Friday or Saturday Evening which can include food, some form of off court mixer
- e) Execute event and provide the follow up, draw sheets, future recommendations, actual budget
- f) Must submit all back up working materials, special event sheets, flyers, draw sheets, posters, pictures, member comments

3. 4 Week Mixed Round Robin

Criteria:

- a) Select level of play, day/time, type of format for mixed round robin, to be played once a week over a four week period.
- b) Provide rationale for selecting event
- c) Must include in marketing format, telephone promotion (provide script) as well as in house material
- d) Must include weekly points winners, bulletin board display, and final points winners with some form of prizes
- e) Execute event and provide follow up telephone satisfaction comments, post event written comments, future recommendations
- f) Must include weekly points winners, bulletin board display, and final points winners with some form of prizes

4. Organize a Theme Night

Criteria:

- a) Select a team theme for the event with an on court theme, off court theme, and team theme
- b) Provide rationale for selecting event
- c) Must follow the Special Event planning format, with poster, budget, etc
- d) Must be at least two hours in length and include a social on the Saturday evening which can include food, points and/or prizes for on court, off court, and team theme
- e) Execute event and provide the follow up, special event sheets, rotation sheets, future recommendations, actual budget
- f) Must submit all back up working materials, flyers, posters, pictures, member comments

2. Maintenance and Safety Log

- use the sample in the participants manual to create a maintenance and safety log
- fill in log for 1 week
- have manager sign off

Club Pro 2

“CALL TO ACTION”

ASSESSMENT

INTRODUCTION

Our sport industry has come through a variety of changes over the last three decades, from a peak in the early 70's to a low in the early 90's. There are many reasons for “change”. Technology creates change. Knowledge is a source of change. Change has no conscious, doesn't play favorites and destroys those clubs, organizations, or industries with cultures that don't adapt. When all is said and done however, it still comes down to one component that has the greatest impact on change, “*People*”.

As an employee or independent contractor of a club, your role and responsibility will extend far beyond that of teaching tennis on the court. The purpose of the “Call to Action” segment is to have the CP2 not just be “aware” of what is needed in the job through a knowledge base, but in essence to “transform” the CP2 into one of “action” or “change”.

The following is a list of action items that must be either implemented or exemplified by the CP2 candidate. Once completed, the General Manager or Tennis Director will need to “sign off” as verification of completion. Although the candidate may only need to demonstrate these “Call to Action” elements for the course, the intention is to have each candidate embrace and embody each component into their daily routine. Remember that change is not “get ready” but “get going”.

CALL TO ACTION ASSESSMENT

1. CUSTOMER SERVICE

- I use the members name wherever possible in conversation, and show genuine interest in well being of member
- I introduce myself to someone I don't know and start a conversation
- I "Show" someone rather than "tell" someone where they have to go to find what they are looking for
- I phone clinic members and ask how they are enjoying program, or what could I do to make the lesson better.
- I fill in for a round robin or group of members if they are short a person where possible.
- I phone members well in advance when canceling and offer make up day
- I strive to return all phone calls the same day, next day at the very latest

2. CLUB ENVIRONMENT/IMAGE OF CLUB

- I help pick up any small bits of garbage on the way in from the parking lot or inside the club, i.e. Scrap paper, bags, etc
- I help clear dishes to counter in the restaurant, especially my own
- I notify appropriate staff when something is broken or needs cleaning
- I speak positively and enthusiastically about the Club, the club's programs, Club Staff on a daily basis
- I look in the mirror every day before going to work – to be sure I look like a pro every day – self grooming, clothing, etc.

3. PROGRAMMING

- I change bulletin boards weekly with new pictures of weekly activities of members having fun in the programs, names of participants and agenda of program, times, and info on how to sign up for next one
- I verify court sheet bookings one week in advance to ensure courts are booked accordingly
- I have a written, organized program content for each group clinic, camp etc.

- I inform participants about another upcoming club event upon completion of every on court program (private lesson, group clinic, team practice),
- I am always looking for “holes” in Club Programming and try to create programs to fill the holes
- I create programs, with associated budgets, which ensures club and pro profitability
- I develop programs to service the maximum number of members and to fill the maximum number of courts (note: private lessons are good but only service one person)
- I never end a program without having the next program for the participant to sign up for.

4. TEACHING

PRIVATE LESSONS:

- I use an interactive process to be clear on what your student would like to work on before the beginning every private lesson.
- I always evaluate the players ability in a game situation, to ensure that the skill being requested and taught are specifically related to them “playing the game” better
- I am always positive and look for opportunities to make each student feel smart and skillful
- I sell the vision for future lessons at the end of each lesson.

GROUP LESSONS:

- I use leadership skills to take charge of the entire group
- I use representative groupings to present drills
- I provide group objectives, with individualized feedback

5. OTHER

- I make an “action list” every day and check off each item, those not completed that day move to next day

I certify that the above “Action” items have either been exemplified or implemented by the undersigned:

CP2 Candidate: _____ Verification By: _____
 Club: _____ Title: _____
 Date: _____

APPENDIX B:

Letter to Club Leader

Dear Club Leader:

I am writing this letter to update you on the new Club Professional 2 Certification Course and seek your assistance to help ensure that _____`s attendance and learning experience in the new course is practical and productive.

Tennis Canada has recently introduced the new "Club Professional Stream" of certification for teaching pros interested in developing various skills necessary to be successful in a tennis club environment – an important component for the long-term health and well being for tennis to grow and prosper at the club level.

This new stream complements the existing coaching stream, which is geared towards high performance coaching, and has been lengthened to provide the participants with a more extensive training program.

(See attached for further information on the Certification Program.)

As mentioned, your cooperation, leadership and involvement is important to ensure that _____ becomes accountable and has access to club information necessary to complete specific tasks and evaluations. The candidate is required to complete the following:

1. **Workbook:** Completed throughout the course and covers all topics, both on and off court. It requires candidates to take specific action related to their work at the club (i.e. calling participants following a round robin, assessing holes in present programming, self evaluation of a private lesson, etc.).

*** Please make specific information available to the candidate as he/she will be requesting information in order to complete parts of the workbook (i.e. copy of court sheets for a week which includes all club programming).*

2. **Final take home project:** There are 2 distinct projects:
 - a. Organize and Execute a Special Event (not presently occurring at the club): Upon completion, provide post event marketing and an event report (full planning, design, etc.)
 - b. Maintenance and Safety Log: Create a maintenance and safety log and fill in the log for 1 week

*** The candidates are required to hand in these assignments, however, please "sign off" on the written material to verify that the project was actually completed.*

3. ***“Call to Action” Assessment:*** This self-assessment must be completed throughout the course and/or following the course and be handed in with the take home project.

*** The assessment must be signed by you to confirm that all action steps have/have not been completed.*

We would like to thank you in advance for assisting with making this learning experience a very practical one and one in which we believe will help lead to better trained pros, who can contribute in a greater way to making your club more successful.

Your contribution is greatly appreciated.

Sincerely,

Ari Novick
Director, Coaching Development
Tennis Canada

New Club Pro 2 Course: Focus and Topics

Focus

The Club Pro 2 Course focuses on improving club programming, professional service and ultimately ensures the long term success of the club.

Club Pro 2 will build on the skills learned in Club Pro 1 (formerly Coach 1) by developing skills to be an effective on and off court pro. The pro will develop an understanding of various roles and how he/she contributes to the overall success of the club. These roles include:

1. Administrator
2. Animator
3. Teacher
4. Coach
5. Driller

Course Topics

1. Understanding The Club Business

- What makes a club successful
- Importance of customer service
- Understanding club operations

2. Club Programming

- Planning
- Types of Programs
- How to attract and market

3. Contributing to Club Image

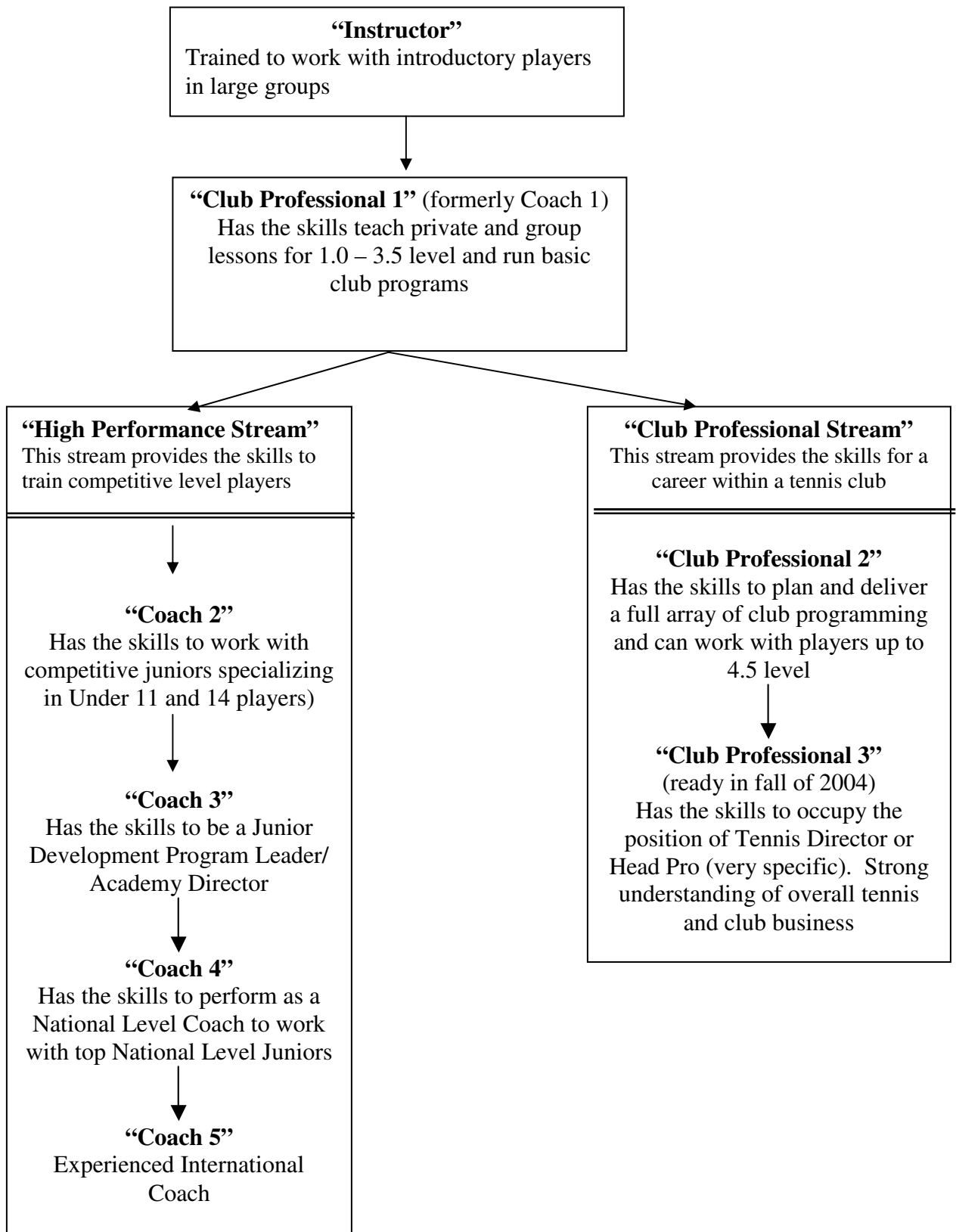
- Introduction to public relations, community programs and involvement, club maintenance and safety

4. Image of the Club Pro

- The importance and development of a club pro's dress and presentation, personal qualities, values & ethics, customer service mentality, business supervisory skills, and of course, career management

Certification Chart

Tennis Canada's 2 "Stream" Certification Approach



Certification Overview

The following table summarizes the skills obtained by an individual at each level of certification.

<i>Certification Level</i>	What type of position are they trained for	What are they certified to do	What are they <u>not</u> certified to do
Instructor	<ul style="list-style-type: none"> ◆ Park / Recreation Dept. or seasonal club pro for group lessons from 1.0 – 2.5 	<ul style="list-style-type: none"> ◆ Implement preplanned content for the 1.0 – 2.5 level player ◆ Run cooperative drills on 1-3 courts ◆ Note: This individual has basic info on rules, equipment, strategy & tactics, health & psychological considerations, how people learn, wheelchair tennis and info pertaining to the profession of tennis. 	<ul style="list-style-type: none"> ◆ Administer private lessons ◆ Provide group training that involves basket feeding ◆ Work with players stronger than a 2.5 level
Club Professional 1 (Coach 1)	<ul style="list-style-type: none"> ◆ Entry level Assistant Pro at a large club ◆ Assistant Pro at a summer camp or club 	<ul style="list-style-type: none"> ◆ Provide private & group lessons from 1.0-3.5 ◆ Design basic lesson content ◆ Run introductory club programming 	<ul style="list-style-type: none"> ◆ Train or develop high performance juniors ◆ Plan and run a full slate of club programming ◆ Work with players up to a 4.0 level ◆ Design/plan yearly training plans
Club Professional 2	<ul style="list-style-type: none"> ◆ Club Pro at a seasonal or year round club ◆ Camp coordinator or camp supervisor 	<ul style="list-style-type: none"> ◆ Plan, market, promote and run full slate of club programming, including: <ul style="list-style-type: none"> - Round robins - Leagues - Social events - Tournaments - Ladders - New member activities - Instructional programs ◆ Teach and train technique and tactics in private, semi private, small group and large group situations for players of all ages and levels (up to 4.5) ◆ Organize & run team practices with doubles tactics and strategies ◆ Prepare budgets for club programs & events ◆ Note: This individual has a clear understanding of the business of clubs, including customer service both on and off court 	<ul style="list-style-type: none"> ◆ Train or develop high performance juniors ◆ Work with players stronger than a 5.0 level ◆ Oversee large indoor tennis club or multi-sport club tennis department

Club Professional 3	<ul style="list-style-type: none"> ◆ Director of Tennis or Head Professional at a large yearly club ◆ Camp Director overseeing a staff of Pro's 	<ul style="list-style-type: none"> ◆ Oversee all administrative duties ◆ Supervise a staff of assistants ◆ Oversee all pro-run programs ◆ Design club programs & events for profit ◆ Create, oversee & implement a complete club "Marketing & Promotion" program ◆ Provide on court training for club pros ◆ Design/plan and manage a large summer camp program ◆ Manage & operate a pro shop ◆ Note: This individual is highly proficient at organizing & running any type of lesson or program 	<ul style="list-style-type: none"> ◆ Train or develop high performance juniors ◆ Work with players stronger than a 5.5 level ◆ Design/plan yearly training plans for high performance players
Coach 2	<ul style="list-style-type: none"> ◆ Coach working with High Performance Juniors (specializing in Under 11 and Under 14 players) and or adults (up to 5.5) 	<ul style="list-style-type: none"> ◆ Plan a practice ◆ Coach during practice ◆ Coach during competition ◆ Analyze performance ◆ Design a training program ◆ Manage a junior development program ◆ Coach in a manner consistent with the Code of Ethics 	<ul style="list-style-type: none"> ◆ Plan, organize and run non-competitive club programming
Coach 3	<ul style="list-style-type: none"> ◆ Academy director or Head Coach responsible for overall operation of High Performance Junior Development Program ◆ Coach working with High Performance Juniors Under 18 years of age and/or adults up to 5.5 	<ul style="list-style-type: none"> ◆ Design, organize and manage a year round High Performance Junior Program ◆ Develop the Player Development Competencies and Guidelines for the Under 18 Players (Perfecting a Gamestyle) ◆ Note: This individual is a strong leader and role model who can perform the most common responsibilities of a coach for players at this stage of development 	<ul style="list-style-type: none"> ◆ Oversee member-based operations at a tennis club
Coach 4	<ul style="list-style-type: none"> ◆ National Level Coach working with top National Level Juniors 	<ul style="list-style-type: none"> ◆ Train National Level junior, senior and wheelchair athletes 	
Coach 5	<ul style="list-style-type: none"> ◆ Experienced International Coaches 	<ul style="list-style-type: none"> ◆ Train and manage internationally competitive athletes 	

APPENDIX C:

Off Court Written Test

CLUB PRO 2

Off Court Written Test

- 1. You are running a tournament on indoor courts. Given the following assumptions and variables below, answer the following questions.**

Assumptions and Variables

- a) Assume all matches are allotted 1.5 hours each, singles elimination draw, total hours set aside 46.5 hours for matches
- b) Court time is \$18.00 from 5:00pm to 9:00pm, Monday to Friday, \$12.00 from 9:00 to 11pm Monday to Friday, and \$24.00 from 9:00am to 6:00pm Saturday and Sunday
- c) Total Prizes expense is \$200.00 (includes G.S.T. and PST)
- d) Ball are supplied by club and cost \$4.00 each plus GST and PST
- e) Dinner on Saturday night cost is \$457.60 which includes GST and PST and 15% gratuity
- f) 4 courts available for play
- g) Matches to start at 5:00pm Friday and no earlier than 9:00am Saturday, dinner is at 7:00pm

Questions

(Please show all your back up work)

- 1. What is the draw size of your tournament?
 - 2. What is the schedule for matches?
 - 3. What is the total cost of court time?
 - 4. What is the total cost of the Event including GST and PST?
 - 5. What is the total cost per person, not including GST and PST or gratuities
 - 6. Provide quick overview budget of event
- 2. 4 courts are set aside for your “B” round robin event. You have a sign up for 16 players only just before you start, the membership department notifies you that they made a mistake and took 20 names instead of 16. You are quick thinking and eager to please so you allow them in. You have been allotted 2 ½ hours for playing the event and you want to get at least 5 match rotations in. You decide that the players who are not going to be in each rotation will partake in some other game format while waiting.**

Question:

- 1. Provide two formats for rotating players so they each get equivalent court time
- 2. Provide 4 ways that you could awards prizes with justification
- 3. What are two off court game formats you could compose quickly? Provide complete back up material with your answer.