

**CLUB PRO 2**

**COURSE CONDUCTOR GUIDE**

First Edition  
March 2004

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WEEKEND 1  
DAY 1: Off Court  
9:00 – 9:30 am

COURSE: INTRODUCTION

**GOALS:**

- 1) To present the overall course objectives and explain the evaluation procedures for the course.
- 2) To provide a rationale for the unfolding of the entire course, including the 4 major topics (Understanding the Club Business, Image of Pro, Programming and Contribute to Club Environment/Image) and the 5 roles (Role of an Administrator, Role of an Animator, Role of a Teacher, Role of a Coach and Role of a Driller) which will be focal point of the Course.

**IMPLEMENTATION:**

- 1) To present the overall course objectives and explain the evaluation procedures for the course.
  - CC Introduction (Role Model)
    - Greet Participants as they enter
    - Take attendance
    - Distribute handouts (Evaluation Process)
    - Confirm that candidates have all course materials
    - Renew logistics of course
    - Emphasize importance of demo/playing ability
    - Review all course pre-requisite (including first aid requirement)
  - CC Lecture. Overall Course Objectives and Evaluation Procedures (refer to Participants Manual – Introductory Chapter plus Handouts)
- 2) To provide a rationale for the unfolding of the entire course, including the 4 major topics (Understanding the Club Business, Image of Pro, Programming and Contribute to Club Environment/Image) and the 5 roles (Role of an Administrator, Role of an Animator, Role of a Teacher, Role of a Coach and Role of a Driller) which will be focal point of the Course.
  - CC Presentation (refer to Participants Manual, Introductory Chapter)

**\* have participants complete “Call to Action” sheet**

WEEKEND 1  
DAY 1: Off Court  
9:30 – 11:30 am

UNDERSTANDING THE CLUB BUSINESS  
AND INTRODUCTION TO  
PROGRAMMING

**GOALS:**

- 1) To provide the candidates with a brief history and reason why we must constantly strive to be better in our industry
- 2) To provide a rationale for the unfolding of the entire programming section, including the understanding of excelling in the 5 roles: “teacher, driller, coach, organizer (animator) and administrator”.
- 3) To help the candidate understand the “Big Picture” of how clubs operate.
  - What is a successful club?
  - Types of clubs
  - Importance of Customer Service
  - Understanding Club Operations
  - Why members join/quit

**IMPLEMENTATION:**

- 1) To provide the candidates with a brief history and reason why we must constantly strive to be better in our industry

Intro:

The CC will give a brief history of the tennis industry from the early 70’s,

- highest participation
- advent of the oversized racquet
- tennis personalities like Connors, McEnroe, Borg
- tennis pro’s were ex players receiving large retainers (read new job description)

The CC will then explain the reasoning why we are so concerned about becoming more customer based in our approach for market share because of the following points

- Competition from other sports
- Computers, computer games, internet
- Need better player personalities and fan interaction
- Difficult sport to learn, need partner, etc
- Professionals both competitively and in clubs were not giving back to the sport
- Pro’s need to be multi-tasking, and customer service oriented, e.g. golf pro’s

The CC will relate recent trends from Print Measurement Bureau (2003) information and relate to individual provinces.

The CC will relate on whiteboard or flipchart that the “Sport Industry” is a business and in order for us to be successful we must treat it like a business (e.g. NFL, PGA, NHL, NBA). Relate how our business, i.e. the “Sport of Tennis” encompass sales, marketing, entertainment and a customer service mentality. Our business “plant or centre” is our “Tennis Clubs”. Our goal is to ultimately create a sense of value for the consumer by way of participating in a fun healthy sport of a lifetime. Once value and customer satisfaction has been created, sustained financial profit will occur.

The CC will stress however that even with the best business model and product, the success of our business is reliant on “people” like themselves and the positive interactions they create.

The CC will emphasize to the candidate the importance of gaining a global perspective of the club business, as this will allow the candidate to better fulfill his/her roles and responsibilities and in turn become a more valuable asset to the club, its members, and to the tennis industry.

The CC must stress the link of having a better understanding to higher performance, higher wages, increased recognition, etc, in all aspects of the club.

## 2. To help the candidate understand the “Big Picture” of how clubs operate [2 hrs]

Lecture and discussion

The CC will outline the following components and how they relate to the Club Business with class question and feedback format. CC will again stress that by having a good working knowledge of all clubs and their operations, they will be able to deal with a wide variety of situations and provide more to the club i.e. be a valuable and sought after asset. Refer to Participants material on the business of clubs.

### a) What is a successful club?

- CC will relate to the candidates the common key factors that make a club successful. Most importantly it is achieving the mission or goal set out by the owners or board. Simply turning a profit may be fine for the commercial club however not an objective for a community club.
- CC will outline key points of successful clubs, in particular a sustainable financial viability, club profit, high member activity and participation, customer service, high court utilization, positive image within the community, low staff and member turnover, established club and staff expectations
- CC will relate importance for the pro to know what is a successful club as they can mirror or copy key points from clubs in their area

### b) Types of clubs

- CC will refer to participant material that outlines various clubs; community, private, commercial, how they do business, along with their club governance.
- CC will have candidates identify clubs in their area
- CC will relate importance of knowing how other clubs run, make money, as this can be of benefit when club is a competitor club

### c) Importance of Customer Service

- CC must emphasize that in today's hustle and bustle society, what will set clubs apart from the other will be their customer service – CC will emphasize this will be done both on and off court
- CC will emphasize that “It is essential to be **CUSTOMER SERVICE ORIENTED** in order to give our member the **greatest value** possible
- Definition of “Customer Service Oriented”
  - 1) Ensuring member satisfaction
  - 2) Taking initiative and responsibility for investigating problems and complaints
  - 3) Knowing our programs and service and answering questions competently all the time
  - 4) Being courteous and considerate
  - 5) Following up to ensure completeness
- CC will refer to material in participant's manual that outlines key components of customer service;
  - 1) The stages of member integration
  - 2) The member attitude to integration
    - The CC will explain the importance of IM (Interaction Management) the science of managing the details that add value to our business. The principle components involved in our business are a) staff b) members c) programs/activities. The IM principle is one that looks at managing the “interactions” between these components. Basically it states that there is a direct correlation between the number of positive interactions a member experiences with long term membership. Positive interactions with all aspects lead to relationships, which foster partnerships.
    - For example: A prospective member meeting the membership sales staff is an interaction, the tour of the club is an **interaction** of look and feel, the process of joining, the trial membership, etc. The number of positive interactions one has in this process will determine whether they join. Once the person becomes a member, a **relationship** is formed with the club and other members as they now are part of the “group”, “club”. They will then have interactions with club programs, other members, staff, food, non-members outside the club (passive promotion or dismissal of the club). The number of positive interactions will determine how satisfied they will be with the club and whether they will move on to the **partnership** stage. Once in the partnership stage it will take more than one or two small negative interactions to result in the member quitting the club.
  - 3) What members want and need

- CC will stress that we will see the relationship of “Customer Service” throughout the course, and their understanding of this will allow them to be the best employee and contribute to the club.

d) Understanding Club Operations: (Club Pro 2 role and relationship to each)

- CC will explain that many of the candidates will be working in more than a single dimension tennis only club environments therefore it is very important to have a good understanding of the key functions and processes of other departments to become the best possible employee.
- The CC will explain the other areas below and highlight what they should know about each and how it can benefit them in their jobs
  - Play center: age limits, hours of operation, tie in programs, added benefit for members, good sales tool
  - Maintenance – reporting of repairs, to whom and what can Club Pro 2 do
  - Food/beverages – snack bar or full service, method of tendering, chit, cash, separate area for parties, tie in with programs
  - Fitness – hours of operation, certified staff, types of programs available, cross promotion
  - Aerobics – same as fitness
  - Other racquet sports – badminton, racquetball, squash, good for cross promotion, challenge nights
  - Front desk – see below detail
  - Membership/marketing – types of memberships available, promotions ongoing, assist in tours, stop and greet when tours are in process
  - Accounting/administration – how billings work, payroll, problems with accounts
  - Pro shop – clothing and racquets offered, hours of operation, commissions for referrals, discounts for staff purchases
  - Communication – see participants manual on communication

Front Desk Operations

- CC will emphasize the front desk operations functions and operations, as the centre for information dissemination for all programs, clinics, activities, socials, court availability, bookings, telephone reception and transfer, security, opening and closing,

Functions

- Initial meet and greet area for all prospective members and members and send off
- Security Check Point
- Telephone reception
- Court reservations
- POS – Cash, Chit, Credit Card
- Information dissemination
- Opening and Closing
- Enforce Club Policies



### Processes

- Importance of first impression, how the club looks and feels by initial response of front desk personnel, for prospective members, members, and their guests
  - Act as verification point for membership by visual; sign in, card or key fob swipe
  - Receive all incoming telephone calls and route to proper personnel or department
  - Perform court reservations in an expeditious and courteous manner in accordance with club booking policies
  - Tender all revenue for club including court fees, programs, socials, gift certificates, lessons, clinics, memberships, initiation fees, account payments, via cash, credit card, or house account.
  
  - Activity – The CC will present excerpts from front desk video to help candidates relate to Front Desk issues and solutions
- e) Communication – CC will use flipchart to explain communication chart (in participant manual)
- CC will explain three types of communication, positive, negative, and misinformation, ask participants for examples of each
  - CC will ask participants to list ways information or communication is dispersed in the club, i.e. telephone, bulletin board, word of mouth, signs, program guide, basically list as many as they can think of and CC can add more
  - CC will explain that how information is relayed, whether it is correct and positive, or incorrect and negative, or simply misinformation, it forms an attitude in the members mind called “perception”
  - CC will explain that perception in a members eye is “reality”, therefore it is extremely important that all communication is performed with this in mind
  - CC can relate to stats that indicate members with a bad or negative experience will tell 15-18 people, whereas only 4-5 if they have a positive one
  - CC will explain no one is perfect, however, we want to eliminate the misinformation, reduce the negative, and increase the positive
  - CC will note to participants that “Our business is all about self esteem, we either have to sell them on who we are or who they are”
  - CC will review Communication Flow Chart in participants manual
  - CC will explain that in order to increase positive communication, we must ensure that the information being disseminated is as clear as possible. Once the information is disseminated we should monitor its effect, gain feedback, follow up and then if need be modify or reprogram it to gain desired results.
  - CC can use examples of daily club occurrences – from program to telephone
- f) Why members join/quit
- In class discussion:
- CC will ask groups to list as many reasons for members to join clubs and why they would quit clubs.
  - CC will then gather information from each in discussion session supplementing with further clarification on each point.

- CC will compare to list in participants manual.
- g) Teamwork – Club and Staff Expectations
- CC will introduce the importance of teamwork and its relationship between Club Pro 2 and the club, the manager, and fellow staff members
  - CC will stress the importance of sharing the same goals and expectations of the manager
  - CC will explain that a “job description” is an outline of what is “expected” from the staff member
  - CC will highlight participant manual on “Staff and Club Expectations”
- h) Dealing with Different Types of Members
- The CC will explain that the CP2 will encounter a variety of different personalities in a club setting, and it is important for them to identify the various types and know how to deal with each one.
  - CC will also need to stress that the CP2 needs to be able to read people very well, if they are in a hurry so are you, if they want to take their time, so are you. If a member is mad and you make a joke, it is not a laughing matter
  - CC will identify the different types and how to deal with each (see participants manual)
- i) Conflict Resolution
- The CC will relate that mistakes do happen, but when they do, it is how we deal with the issue, which will determine how the member responds.
  - The CC will also stress the importance of having the authority to make decisions to satisfy the member, i.e. Staff should be empowered to offer free court time if court booking has been incorrect, or coffee and muffin if clinic cancelled and showed up, free lesson for pro no show, whatever, in extreme circumstances. This should be discussed with the Manager or Tennis Director
  - The CC will review the key elements in conflict resolution (see participants manual)
- The CC can offer candidates method for “going that extra mile” with the upset member by following up with them personally after their supervisor has to ask if them if everything was resolved to their satisfaction. If not, then it should be reported back to the supervisor for further clarification.

Activity – Pairs Activity, 1 pro – 1 candidate (role playing, irate member); Candidate must deal with irate member who showed up to the club for a program that was cancelled but was not called. Refer to 10 point checklist.

WEEKEND 1  
DAY 1: Off Court  
11:30 – 12:30; 1:30 – 2:45 PM

**IMAGE OF A PRO**

**GOALS:**

- 1) To identify and present the candidate all components related to the image of a Pro, and how each component will enhance their value to the club, its members and to the industry at large.
  - Dress/Presentation
  - Personal qualities
  - Playing Ability/Demonstrations/Feeding (importance emphasized here, but topic covered during on court sessions)
  - Values/Ethics
  - Customer Service Mentality
  - Their Role as a Leader
  - Telephone skills
  - Business/Supervisory Skills \*\*
  - Career Management \*\*
  - Resource Person \*\*

\*\*Note: These topics will be covered during last weekend of course.

**IMPLEMENTATION:**

- 1) To identify and present the candidate some key components related to the image of a Pro, and how each component will enhance their value to the club, its members and to the industry at large. **[2 hrs]**

Intro:

The CC will explain that the image of today's pro is more than just a good player or teacher. The Pro of the future needs to be many things in order to be successful as members and club owners seek out and demand far more in customer service and multi talented individuals

Lecture and discussion – refer to CC material

- a) Dress/Presentation

The CC will emphasize importance of dress and presentation as it relates to the perception of other staff, members, prospective members, management, community and other professional associations. Use photo comparison of ideal pro compared to frumpy one to get message across.

## b) Personal qualities

The CC will highlight the importance of additional personal qualities of the club pro to enhance image and performance. The CC will provide examples of how each quality can be used in the work environment.

- Motivator – needed to rally staff and members to achieve goals  
Example: In Lesson: “Keep working at it, you have come a long way”
- Leader – a take charge type, decisive in times of need, stress, very knowledgeable  
Example: Reformatting a round robin when numbers have changed at the last minute
- Visionary – able to see potential in anything, imaginative  
Example – Designing a new unique innovative programs
- Patient –very tolerant of others especially those that are not like themselves  
Example – Dealing with difficult people, slow learners, hyper active kids
- Empathetic – compassionate, sensitive, understanding of other peoples feelings  
Example: Reading individuals feeling in a group format and intuitively responding to them

## c) Playing Ability/Demonstrations/Feeding (importance emphasized here, but topic covered during on court sessions)

## d) Values/Ethics

- CC explain to the candidates the ethical issues that could be encountered by a Pro
  - flirting with women/men
  - dating members
  - relationships with staff
  - honesty reporting lesson, on time
  - juniors – verbal abuse , self esteem abuse, sarcasm
  - loyal to company (sharing information with members)
  - speaking poorly about members, owners, other staff
  - support for clubs policies and respect for policies
  - charge 4 person rate then put 6 on court
  - stealing other pro’s clients
  - gossiping
  - racial discrimination
  - sexual discrimination
- Group Discussion: CC will refer to the following scenario’s that can be encountered in the context of a working environment. The candidates will be asked to respond to the CC’s questions regarding each scenario.

### Case Scenario’s

Topic 1: Pro “A”is making negative and derogatory comments to a member about another pro’s teaching and playing ability.  
You Pro “B” overhear this and must decide what to do. Pro

“B” must provide a response to Pro “A” and explain his reasoning for his decision in the discussion.

Question:

1. Why is this type of behavior not good for the club, pro's?

Answer:

Team morale, teamwork, poor image of pro, creates animosity, etc

Question:

2. What can be done about this?

Answer:

Various answers can be given, report it to the T.D., speak to Pro “A” and buffer the situation with the member by saying all pro's have their own way of teaching which is beneficial, then speak to the pro afterward about teamwork.

Question:

3. How can we eliminate this type of behavior?

Answer:

Ensure all staff are communicated with procedures of how to address this situation, never speak poorly of fellow staff, if you think they are completely wrong about something always address it in private with that pro in a respectful way

Topic 2: You receive your paycheck and notice that you have been overpaid by 6 hours because the T.D. inputted the wrong information

Question:

What should you do – just leave it or report it.

Answer:

If something is not right, then it is stealing. Once you are labeled a thief you will never be trusted again and your reputation will suffer tremendously.

Topic 3: You are approached by another individual who mentions that he is starting up a club just down the road and wants you to join him. He says if you can bring as many members to the new club he will bonus you as well. He also wants you to keep this quiet until it is ready to go then you can move across and bring the members.

Question:

1. Should you be discussing this with the member?

Answer:

Yes you can, however any decision that will put your existing club in a detrimental position because of your discussion is not very ethical. You always want to leave on good terms with your employer. Explain to the developer that you don't feel comfortable with this arrangement and if

he says sorry it's that or nothing, then you do not want to work for someone like this.

Question:

2. What are some of the downfalls with this arrangement?

Answer:

Member alienation, future job posting as your name will be branded, possible legal ramifications from contractual agreements

e) Customer Service Mentality

- CC will identify the 5 criteria for customer service for the professional and ask participants for specific examples for each (see Participants Manual).

f) Their Role as a Leader

- CC will help the candidates understand their **“role as a leader”** by explaining the following:

Key Personal Touch

- Saying “Hello with teeth and eyes”
- Saying “Goodbye”
- Consider it a compliment if someone asks you a question

Develop Personality

- Smile – aim it at somebody
- Make eye contact
- Introduction – exchange of names “it is far more important for them to know your name”
- Good evaluation is when members can say your name
- Physical contact – hand shake, touch shoulder
- Conversation

- CC can emphasize how the initial meet and greet will be the foundation for the relationship building of pro – client.

**Telephone Skills**

- CC will also introduce the techniques of telephone skills (CC will refer to Participants Manual)
- Explain variety of reasons for using phone: getting spares, calling new members, lessons, determining member needs and wants, etc
- Explain “open ended” and “close ended” questions and why open ended are better as they create an easier flow of conversation and a way to elicit key responses from the recipient
- Activity in Pairs – The CC will present the following topics for interactive session. Use Flipchart.

Topic 1 – Meeting and greeting – one candidate acts as new member to the club the other meets and greets

Criteria: Provide the “new member” participant with a different name (first and last), make up brief background of type of player, what club they came from, married or not, kids

Key Points: Did the CP2 smile and have good eye contact, exchange of names (ask the CP2 if they remember the “new member” name), was there good flow of conversation.

Did the CP@ use the new member name 3 times during conversation, ask what colour eyes did the new member have, recite back what the new member asked or relayed.

The CC can help use flipchart to assist in how to use “open ended” questions and how to branch off based on new member response

Topic 2 – The candidate makes phone call to a new member for the initial contact (candidate is given basic profile of new member)

Criteria: Have the CP2’s put chairs back to back facing away from each other. One candidate will be phoning the other “new member” to welcome them to the club and find out what they would like to get involved in and their background. Phone conversation will last 5 minutes.

Key Points: The CC will watch for how the flow of the conversation progresses, is it disjointed or smooth, does each question seem to seamlessly flow into the other or are they closed ended question? At the end of the discussion ask each interviewer to relate how much information they were able to extract from the new member in order to assist them in getting involved in club programs and activities

**Note:** These following sections will be covered at the end of the course along with “Contributing to Club Image”

- Business/Supervisory Skills
- Career Management
- Resource Person

WEEKEND 1  
DAY 1: Off Court  
2:45 – 5:00 pm

**PROGRAMMING:  
TYPES OF PROGRAMS**

**GOAL:**

- 1) **To help the candidates understand the benefits and reasons for club programming**
- 2) **To identify and categorize “types” of programs into “Regular” or “Special Event” so that the candidates will be able to develop programs in a “Something for everyone” or the “Try, Learn Play” modality.**
- 3) **To help the candidate organize, design, and implement regular types of programs to include: new member, instructional, junior recreational, competitive formats and social formats**
- 4a) To help the candidate organize, design, and implement special events to include, a social event program, a club championship and sanctioned tournament, a new member recruitment program/activity, and an instructional camp.
- 4b) To help the candidate create and plan special events with a consistent structure to ensure successful organization and implementation
- 5) To provide the candidates with a checklist of “10 Must for Successful Programming” to ensure all regular or special event programming is a success

Note: Goals 1, 2 and part of 3 will be seen today and the remainder of goals 3 and goals 4 and 5 will be seen during the 2<sup>nd</sup> weekend

**IMPLEMENTATION:**

**\* have participants complete “Call to Action” sheet**

- 1) To help the candidates understand the benefits and reason for club programming
  - CC will provide a brief overview and explain the rationale behind club programming
    - A) Reasons for clubs offering programs – Goal “Something for everyone”
      - CC will explain the rationale behind programming in the club is that not all members just want to play tennis. Typically members will want a “mix” of things to cater to a broad spectrum of wants and needs, hence the concept of trying to offer a “something for everyone” or the “Try, Learn, Play”.



The more the club can offer a member in the form of programs, the less likely they are to leave the club.

- Club programming plays a major role in “non dues” revenue, i.e. all revenue derived other than membership fees. The CC will explain that top clubs will derive up to 50% in non-dues revenue as a percentage of all revenue

B) Benefits of programming for the stakeholders “club, members, and pro”

- In addition to having the members stay longer at the club, **the club** will increase revenue, retain and maintain staff loyalty, and increase positive image within the community through word of mouth from satisfied members
- **The members** will be able to get integrated faster, have a progression of activities to become involved in, and meet other members to help develop and foster relationships
- **The Club Pro 2** will be able to meet new and potential client base, develop and establish business and career through interaction with clients

C) Other form of Programming: Permanent Court Time.

Relationship of “Open” court time to “Permanent” court time, the 20/80 principle (20% can be used for PCT)

- CC will provide candidates with a perspective of why clubs would offer permanent court time and what is an approximate ratio for “Open” and “Permanent” court time.
- The CC will list of benefits for the stakeholders, pro, members, club
- Pro – Opportunity to provide lessons to a group on a monthly basis or play in
- Club – Guaranteed court time for extended period of time, may want to charge small premium for booking
- Member – No hassle court booking for extended period of time, guaranteed time slot
- CC will stress that each club may be different and must refer back to the mission of the club for programming guidelines
- CC can relate how Club Pro 2 can use PCT to promote themselves, i.e. free clinic at the beginning of year, free rating, or complimentary strategy and play session

- 2) To identify and categorize “types” of programs into “Regular” or “Special Event” so that the candidates will able to develop programs in a “Something for everyone” or the “Try, Learn Play” modality

- CC Presentation/Discussion: CC provides a brief overview of how we have categorized the different types of Programs: Making it easier to promote.

Regular: Ongoing, usually weekly or recurring type programming, instruction, or activities within the club

Types: New Member –(Assessment, Group RR, game arranging), Instructional (large and small group, private) Junior Recreational – (pre rally, micro, full court), Social (Round Robin, Block Booking), Competitive (Ladder- Box and Flight, Leagues- Intra and Inter),

Special Event: One of a kind, unique, usually occurring on an irregular basis, seasonal, once a month, year, etc

Types: Social (Theme, Competitive), Tournaments (Club Championships, Official Sanctioned), New Member (Open House), Instructional (Camps)

The CC will stress that throughout the course we will be focusing on developing a “process” to work with all aspects of the club activities and programs.

Plan -----	Promote-----	Execute
- Target Market	- Use all avenues	-Pre Phone
- Type	- 5 W's and How	- Attendance
- Requirements	- 3 Forms	- Ratings/Closing

- 3) To help the candidate organize, design and implement “regular types” of programs to include:
- A) New Member Programs
  - B) Instructional Programs
  - C) Junior Recreational Programs
  - D) Competitive Formats
  - E) Social formats

A) New Member Programs

Purpose

- To facilitate and make the process of member integration into club programs less stressful, easier, and immediate.
- Intro: The CC will explain that we will deal with three new member activities
  - i) New Member Assessment
  - ii) Group Round Robin
  - iii) Game Arranging
- CC will explain the importance of when a new member joins the club; we need to find out the player ability to provide a smooth integration into programming, therefore the necessity of the following programs.
- Present major issues and considerations in running new member programs (see Participants Manual)
- Present and Discuss Programs:
  - i. New Member Assessment (Usually in the form of a private or small group max 4)
    - CC Explain and review the mentality and attitude of members becoming involved in club programming and why this is an important aspect.
    - CC can refer back to phases of member perspective of getting involved (stages of integration):
    - CC will explain that the CP2 may be asked to do a new member private or group assessment and the following are some points to keep in mind
    - Process to register new member assessment; should be at the time of purchase (membership dept.) or by a follow up from dept. head. Stress it is always better to sign them up at the time of membership
      - Stress it should always be free – however should be scheduled in a non prime time
      - Importance of pre-set time and flexible time for assessment –posted times in day, night, for single or group
      - How to design format of assessment, integration and profile (see participant guide)
      - Method for rating (see “Play Tennis” Self Rating Guide)

- Present various ways to host assessment, either in group format or private, time frames for each, i.e. Maximum 1 hour of on court assessment highlighting all strokes and small amount of game based drills followed by off court sales and promotion of programs and activities based on members needs, wants, schedule, etc
- Identify process and importance of off court “Closing” (refer back to Closing in Attracting and ON Court Wkend 3, Day 2) members wants and needs and Pro’s recommendations
- Group Activity: Role-playing one on one. Each candidate will be presented with a blank profile and must run through dialogue of introducing a new member to the club activities while gaining personal information

ii. New Member Round Robin/Social

- Explain benefits; able to handle large group at once, allows members to mix and mingle to develop relationships, less costly
- Should always be free – therefore it should be booked in non prime time, off court snacks and light refreshments nice but not necessary
- Explain drawbacks – uneven numbers, members lack individual attention, difficult to rate can’t give exact rating, wide variety of skill levels involved, need large space for off court gathering
- Explain importance of off court promo and animator skills; the pro will have all new members as a captive audience looking for guidance, therefore he/she must be able to put new member at ease and promote themselves and programs without seeming to overbearing or pushy. Use key phrases “ this night is for you”, “we want to help you get involved”, “ if there is something you would like to see which is not here”, etc

Organization:

- CC will explain to CP2 suggestions on how to organize for group format as follows:
- Explain that candidates should have an understanding as to how many are expected out for event based on sign up and should plan accordingly for staff and off court area. The CC should emphasize a minimum of two staff members, one for on court assessment, and one for off court admin and meet and greet
- Suggest ways of booking courts, process of less courts than required allows for no shows and it provides an excellent opportunity to meet and greet people between rotations
- Suggest as this is fun based that based on rough number and courts and time, candidates should endeavor to make as many rotations as possible (mixing and meeting new people) with the number of attendees

- Suggest and show on flipchart process for when people arrive, welcome and introduce everyone, have a name tag on and then have sticky name tags for all to ease tension of forgetting names, they can assign a number to the name on sticky, and register on sheet numbering each name. (CC can demonstrate on whiteboard )When sufficient numbers have arrived to fill court time call first group out by name and number to court.
- CC can suggest they can add zip to a round robin by pairing varying levels together, 3.0 plus a 4.0 to play in the 7.0 division
- CC should explain example using various group sizes and methods for rotation, winners stay and split, end court off, etc.

#### Closing or Follow-up (following on court session)

- CC can stress the importance of this portion as the CP2 can really make a lasting impression utilizing his animator skills
- Suggest to thank members for coming out, introduce all assistants again, stress that we have a program for all levels, provide program guide to new members
- Do a quick overview of each program and try and relate who in the group it would be applicable for
- Suggest the pro hand out registration forms for programs, make announcement of any upcoming social or event in the near future for any level
- Suggest pro stands by door to say good bye to everyone as they leave by name (if possible)

#### - Group Activity: Role Playing

Topic – Working in pairs, one candidate will present the opening, the other the closing, to the rest of the group. Candidates will speak to the others in the group as if they were new members in a new member social. Allow ten minutes for each pairing to prepare to present. Allow all pairings to present and ask and provide feedback.

The CC can add to additional criteria if desired.

Criteria for learning activity

Opening – Welcome all involved, introduce yourself and others, quick explanation of nights events and process of rotations or schedule of nights events, what off court players will be doing, what will happen after on court session, and stress “Fun”

Closing- thank members for coming out

- re-introduce all assistants
- stress that you have a program for all levels or if not will make a program

- provide program guide to new members
- make up prizes for giveaways

### iii. Game Arranging

- Explain benefits; great selling feature for new members, members can be set up anytime, etc
- Explain Difficulties; not always easy to find same caliber of player, courts may not be available
- Present various ways to organize; fill in for permanent booking, set up “Buddy” members, set aside courts

## B) Instructional (also see on court presentation)

Purpose: To provide members an opportunity to gain a higher level of playing ability by way of instruction (teaching, drilling, coaching, organizing) from a certified club professional; CC will explain the benefits of instruction for all involved, including:

- Limitless types of instructional – see programming on court
  - a. large group (i.e. workshops, team practices)
  - b. small group
  - c. private
  - d. video
- Benefits of instruction **for pro** - immediate and potential future revenue, chance to gain more recognition, gain new contact and relationships for networking, ability to improve one’s teaching, drilling, coaching, organization and communication skills
- Benefits **for club** – can fill empty or down time by allowing lessons only during those times, high profile pro’s great selling and marketing feature for club, contributes to member satisfaction as members improve, great for inter club team
- Benefits **for member** – fulfills a need or want to improve, sense of belonging, sense of accomplishment, goal for member.
- CC will review issues and considerations when running Instructional programs (see Participants Manual)

## C) Junior Recreation Programs

Purpose: To provide programming for our junior members of our clubs in a friendly, fun, easy to learn, progression format.

### Different Types:

refer to on court session

## D) Competitive Programs

Purpose: To provide a means for members to challenge themselves and others in a competitive event or activity

## Different Types

### i. Box or Flight Ladders

- Explain the various formats; pyramid, box, and how each session can change to different format to provide new look for members
  - Explain numbers in groups or boxes are determined by the number of total registered for session, provide example
  - CC can explain participant registration can be done at front desk or bulletin board, benefits of front desk is that they can't sign up unless they pay for program first, whereas for bulletin board creates interest and challenge for other members when they see who has signed up
  - Explain various point systems that can be used
  - Explain that movement is determined by the points, show example of how bottom two move down, top two move up, by point system,
  - CC will stress importance of keeping board up to date, deleting players who don't play minimum number of matches, reminder notices to how many weeks or days left to program ends and for players wishing to join how they can get involved
  - CC will recommend that ladders always have a process to allow a new member to join mid stream, i.e. a flying challenge into a same level box approved by the pro
  - Promotional tools – CC will explain how there are now computer programs that tabulate scores, move players, and highlight weekly winners. Ladders should be placed on bulletin board in high visibility area
  - Stress importance of a start point and stop date as this gives each player a new chance to win all over again!
- CC will provide issues and considerations when running a ladder (see Participants Manual)

### ii. Intra Club Leagues

- CC will explain that the success of the leagues will be based on how creative the CP2 is in developing titles and styles of league
- CC will explain the various formats for leagues– mens, ladies, singles, doubles, by levels, and how each is obviously targeted to a specific group
- Intra leagues are usually run with a pre-determined number of players over a period of time so that all members have equal number of rotations or matches
- CC will stress the importance of registration for programs as compatibility is essential to the success. A selection process, whereby the pro must endorse participant for level is one solution
- CP2 can offer additional value added services – being the contact to get fill in spares, etc
- There should always be a point system to tabulate ongoing winners and grand point winners, 2 points for every win, one point for tie, 0 for loss

- CC will explain the title of these leagues is another important promotional tools as participants like team concept, as well as bulletin board updates with weekly winners, pictures of weekly winners, etc
- CC will explain another form of club opportunity to garner sponsorship is to sell title name to company and let them provide money for use of the name, i.e. Labatts Mens Night Round Robin
- CC will review issues and considerations when running Intra Club Leagues (see Participants Manual)

### iii. Inter Club Leagues

- CC will explain that the Inter Club leagues are one of the most hotly sought after programs in a club environment as each member wants the pride of representing their club in competition
- Leagues are typically run by convener from one of the surrounding clubs, the league has pre set rules and guidelines, schedules, scoring system, and designated days and times to play on
- It should be noted to that it is very important for bragging rights of the club that has top billing in league– it can be used for a soft sell to attract other members and can be very persuasive to get more than one player- once one player leaves for another club team it can mean many more will follow
- CC will explain the importance and process of team try-outs, to be fair for all involved to have chance to make teams, setting time aside before the league begins, setting try out criteria
- Roles and Responsibilities of Pro- refer also to on court session are to ensure courts are booked, scores are tabulated and sent into convener of league, posted on bulletin board, and to be a contact person for any team concern or conflict (which is guaranteed to occur)
- The CC will reiterate the benefits as mentioned above however there are drawbacks as well, teams can cause great unrest amongst members if a situation of concern is not handled well therefore always confer or double check with fellow staff and other team captains before decision is made. Additionally CC will note that typically, inter club league play will take up a large portion of prime time courts for matches on a weekly basis which is only servicing the same group of 8 – 12 members.
- CC will review issues and considerations when running Inter club Leagues (see Participants Manual)

END OF FIRST DAY



**WEEKEND 1**  
**DAY 2: On Court**  
**9:00 – 12:30 PM**

**PROGRAMMING: PLANNING CONTENT**

Note: In the Coach 1 (Club Pro 1) the Candidates were introduced to the concept of Planning both a technical and tactical lesson. In the Club Pro 2 Course they will be formed at designing content starting with selecting the major themes (topics), then the tasks associated with the themes and finally the actual drills which will be used to implement the content. They will do this systematically and logically for both singles and doubles, private and large group and for technical and tactical topics.

**GOALS:**

- 1) To introduce importance of program planning ("Keeping your students for life" - get away from the forehand/backhand programming and plan topics for ever with your students)
- 2) To reinforce the importance of a “game based approach” and that all content should be selected and designed in function of helping their students “play the game better!”
- 3) To help candidates select and design their content by understanding the specific considerations and logic that goes into designing content (this is done both on court and off court)
- 4) To help candidate understand the process for selecting their content

**IMPLEMENTATION:**

- 1) To introduce importance of program planning ("Keeping your students for life" - get away from the forehand/backhand programming and plan topics for ever with your students)  
**[15 mins]**
  - CC Presentation
    - Emphasize the importance of being able to design content for privates, small group, large group, camps, teams, special events, etc.; as well the importance of being able to “sell” future programs (lessons, camps, etc.) based on a story of continued improvement of their game
    - Review Tennis Canada resources and the logic for the planning behind them
      - Introducing New Players to Tennis: A Modern and Approach
      - Kids Tennis Awards
      - Junior Introductory Lessons
      - Adult Introductory Lessons
      - Footwork Video
      - Footwork, Timing and Court Coverage Document (see Participants Manual)
      - Doubles Video
      - Player Development Competencies and Guidelines
    - We will look at the overall logic for selecting content based on a game based approach ... the bottom line is always... how can you help them “play the game better!”

- We will look at how to plan and design themes (topics), tasks and finally drills plan for a series of practices and for 1 practice; as well as the importance of linking a series of practices; Specifically we will look at:
  1. Specific Considerations and Logic for selecting and designing your content
  2. Process for Selecting your content
  
- 2) To reinforce the importance of a “game based approach” and that all content should selected and designed in function of helping their students “play the game better!” **[15 mins]**
  - CC will emphasize that all content should be planned, designed, presented with the focus on helping their students “play the game” better; which leads to the question ... “WHAT IS THE GAME?” for their level of play;
  - CC will then show video showing “what is the game”, by showing different levels playing singles and doubles (2.5, 3.5, 4.5); CC will discuss with candidates the differences for the different levels for each and how this might influence the selection of content;
  
- 3) To help candidates select and design their content by understanding the specific considerations and logic that goes into designing content (this is done both on court and off court) **[2 hrs. 15 mins]**
  - CC Presentation, then candidates complete planning:
    - begin by emphasizing that we should always begin by knowing the level of the players (2.5, 3.5, or 4.5) and whether we will be doing singles or doubles; then we should start by selecting a topic (theme), then we can look at selecting tasks and finally we will look at drills
    - present an example for each (on court) of the following considerations on court, then have them do workbook to see if they understand logic; help them complete workbook properly (note: they won’t have a chance to complete the workbook.. but just give them a chance to complete part of it to ensure that they understand the logic)
    - begin each major consideration (topic, task, drill) below by presenting the example of “Maintaining the Rally” (topic), then “Receiving a high ball on the backhand and maintaining the rally” (task), they finally a drill to work on this task.
      - refer to their workbooks for clarification, as required
        - a) for topics/themes (refer to example – “Maintaining the Rally”)
          - 1) tactical: singles
            - Situations of play (from “learning to play” document); emphasize that this is often the best starting place for singles
            - Theme Breakdown
              - i.e. Moving the opponent around
              - for each theme (i.e. Defense in the Mid-Court), look at all the possible tactical situations and responses
              - Gamestyles (see 2.0 lessons)

- 2) tactical: doubles, use Coach 1 manual topics to cover:
  - Roles
  - Other
- 3) technical: Phases, zones, reception, projection:
  - Refer to chart on page 3-20 of Coach 1 Manual
- b) for tasks (refer to example: “Receiving a high ball on the backhand”)
  - progression: refer to “Learning to Play”
  - Present how to open up a task a bit more
- c) for drill (refer to example: drill for “Receiving a ball on the backhand and maintaining the rally”)
  - organizing court areas (how to separate court areas for different #'s)
  - 6 organizational elements
  - fun drills by changing org elements
  - basket-live-play
  - volume on new learning skill
- CC will present/discuss special considerations for juniors
  - how to teach them while they play (learning to play)
  - equipment (have candidates experience special balls to experience their value)
  - stage of development: skills, micro, mini, transition to full, full court; (learning to play)
- CC will present/discuss consideration for a practice:
  - logic vertically within a practice and horizontally linking practices
  - within a practice: different parts: warm-up, main themes, cool-down
- 4) To help candidate understand the process for selecting your content: **[30 mins]**
  - CC Presentation/discussion: present process:
    1. Know your program:
      - who: know who it is you are going to teach (adult vs junior; level of play; # of players)
      - what: singles or doubles or both
      - logistics: # of courts; time allowance for programs, how many sessions (lessons)
    2. Check out existing Resources and determine if you will use them as is or with some adaptations:
      - skills development
      - intro junior
      - intro adult
      - learning to play
      - planning chapter, coach 1
      - doubles video
      - footwork video

3. Select situations of play: If not using existing resources, select situations of play which are most common for their level of play (i.e. for 2.5- 3.5: set up many different situations to challenge their steadiness as this is most common response for this level; for 4.0 +: set up common situations where they can attack more).
4. Determine how you will unfold the content: Regardless of the topic(s) chosen, there should be a logic for how you will unfold the content. Hence, use the following considerations for determining your content.

(Note: in order to link parts of the course: the following is the logic.... In order to implement the planning of your lessons... within a practice you will both teach and train... and hence will need to be in both roles...that of a “teacher” and “driller”, hence we will look at various topics which will better allow you to achieve both of these roles with greater success)

WEEKEND 1  
DAY 2: CONTINUED  
1:30 – 5:00 PM

**TECHNICAL KNOWLEDGE: “HOW TO IMPROVE SOMEONES STROKE”**

Note: In this module we will focus on providing the candidates the knowledge which will allow them to successfully implement the “role of a teacher” as it relates to technique. Most of this module will use role modeling and interactive presentations to cover the technical material which the candidates will later implement during the “role of a teacher module”. Specifically, we will review the private lesson process introduced in the Coach 1 in order to cover: the interactive interview to find the topic; setting up the drill in a game based situation to evaluate (observe and analyze) the skill; running the drill in a safe and challenging manner while providing systematic intervention to improve the skill.

Finally in the module, we will cover all strokes in the most common playing situations to look at mechanics for this level of play.

**GOALS:**

- 1) To ensure candidates present their technical topics in a game situation through reviewing the interview and evaluation process for a private lesson (established in the Coach 1 Course). In other words, ensuring that candidates have a “game based” approach.
- 2) To help develop candidates evaluation abilities including both observation (to see clearly what is happening) and analysis skills for technique (the reason why the proper performance is not achieved)
- 3) To help candidates systematically intervene (with proper corrections and/or progressions) to ensure their students improve.
- 4) To have a comprehensive look at technique for the 3.5-4.0 level for each stroke

**IMPLEMENTATION:**

- 1) To ensure candidates present their technical topics in a game situation. This will be done through reviewing the interview and evaluation process for a private lesson (established in the Coach 1 Course). In other words, ensuring that candidates have a “game based” approach. **[25 mins]**
  - CC Presentation/Role Model
    - use one candidate as student and one volunteer as the Pro, to review process (note: CC will secretly tell student that when asked, that they will request that they want to work on their backhand in a return of serve, doubles situation, deuce court, inside out; at the request of the pro ... they will simply say they want to work on their backhand unless additional probing questions are asked)

- start by contrasting typical “I want to work on my backhand.... and basket feeding balls to bh with no game situation or questioning process vs “I want to work on my backhand through an interview process;
  - review interview process
  - review evaluation process (game simulation: realistic and open): show an example of a 3.0 vs 4.5 as it relates to a realistic feed (serve) and target (bh return)
  - Re- emphasize that tennis is a game and that all topics should be presented in a manner which clearly defines how the situation will help the players game and that the most common topics should be chosen
- 2) To help develop candidates evaluation abilities including both observation and analysis skills for technique [**1 hour**]
- Presentation: (refer to Participants Manual)
    - Review outcome and process elements of observation
      - Outcome (tactical response, shot selection)
      - Process:
        - Psychological: concentration, relaxation
        - Physical: endurance, speed or quickness
        - Technical: conformity and effectiveness
        - Tactical: decision-making
    - Review process for observing technique
      - effectiveness: what does the ball and the racquet do (pas)
      - conformity:
        - reception (set-up)
          - judgment
          - footwork
          - racquet preparation
          - body preparation
        - projection
          - impact point
          - footwork
          - racquet work
          - body work (biomechanics)
    - Group Activity- Practicing Observing: WHAT ARE YOU SEEING? Use same example and student (bh return in doubles.. inside out) to have rest of group observe “tell me what you saw” for both effectiveness and then for conformity; make candidates aware of similarities and differences observed; rotate student to get a few more practices at observing
    - Group Activity: Practicing Analyzing: Using same example and original student to get feedback on .... Set up, effectiveness, conformity
- 3) To help candidates systematically intervene to ensure their students improve. [**45 mins**]
- CC Role Model/Presentation using original example (bh return in doubles)
    - discuss differences between corrections and feedback with some examples of each
    - start by reviewing importance of dealing with the mind before we deal with the body; specifically:
      - first check to see what they are attempting to do and how they are attempting to do it... see if it makes sense... relate response to ball

- controls.. bring awareness to how they are going about doing it and if it makes sense of not and why
  - spend some time on some additional examples on how to use ball controls
  - then check psychological elements such as concentration and relaxation.. show how we can deal with these
  - provide tools for dealing with mind: questions, command words, explanations and demonstrations
  - then present how to deal with the body.. when and if it is necessary, cover examples of: progression, body awareness, constraints, stroke sensations, learning transfer
  - after going through bh return example... use additional examples... to give many ideas for both how to deal with mind and body: pick the most common types of problems.. give them a chance to ask some problem solving questions to help them with their own experiences
- 4) To have a comprehensive look at technique for this level for the most common situations of play and for a general warm-up.[55 mins]
- CC Presentation
    - Introduction: We will look first look at some general characteristics for biomechanics (conformity) linked to the basic warm-up (i.e. Consistently hitting the ball with an arch to your partner) and which are true for stroking in most situations.. We will then look at strokes for this level in common playing situations and the variations from the general technique in order to deal with these situations
    - General Mechanics: relate to groundstrokes, volleys and serve and always linked to outcome of consistency, arch and to partner
      - Arm and shoulder together
      - Hitting zone
      - Increase amplitude for power
      - Use of opposite arm for balance and to prepare body
    - Specific Strokes in Common Playing Situations and associated variations in technique, for the following:
      - 1) Groundstrokes
        - Backhand and Forehand
          - a. Rallying Groundstroke
          - b. High moonball to the bh
          - c. Wide ball in the corner
          - d. Fast ball to the bh
          - e. Short low ball on the bh (slice)
          - f. Easy ball in the middle in  $\frac{3}{4}$
          - g. Differences between 1 hand vs 2 hand backhand
      - 2) Volley
        - Rallying (for warm-up)
        - Approach volley: server, show in doubles situation, x volley
        - Easy sitter: doubles, servers partner
        - Catch volley: redirect; servers partner and “hot seat” (receiver’s partner)

- Half Volley: doubles half volley, server approach ('ba-ba') and receiver's partner "hot seat position"
- 3) Serve and recovery
    - 1<sup>st</sup> serve: harder, closer to line
    - 2<sup>nd</sup> serve: with arch to backhand
    - topspin, slice and oblique serve
  - 4) Return of Serve and recovery
    - 1<sup>st</sup> serve return: back deep down the middle,
    - 2<sup>nd</sup> serve return: use strength of your gamestyle, play to weakness or hit with pace or make server run
  - 5) Overhead
    - doubles: servers partner; shuffle step, timing
    - offensive vs defensive smashing actions
  - 6) Passing Shots
    - Lob
      - present in doubles, return of serve over servers partner
      - catch lob (like block volley): when receiving fast ball
      - stroke lob: on little slower balls: low to high complete stroke
    - 2 time passing shot
    - sharp angle crosscourt
  - 7) Slice Situations:
    - Slice backhand: drop shot
    - Slice backhand on low approach shots.. (forced to come in)
    - Slice fh and bh when in defense on baseline
    - Slice bh return of 1<sup>st</sup> serve
  - 8) Approach shot
    - low over the net
    - on the run (while moving forward)
    - difficult short ball (one which forces them to come to the net)
    - easy ball (can take their strongest stroke)
    - variations of footwork (many options)
  - 9) Drop shot
    - touch: volley
    - followthrough: from baseline
    - Decelerating action: from midcourt



**WEEKEND 1**  
**DAY 3: On Court**  
**9:00 – 12:30 PM**

**TACTICAL KNOWLEDGE: “HOW TO IMPROVE SOMEONES GAME!”**

Note: Note: In this module we will focus on providing the candidates the knowledge which will allow them to successfully implement the “role of a teacher” as it relates to tactics. We will cover both singles and doubles, including decision making, which will be covered during the singles tactics. For the singles tactics we will use video analysis of recreational players to observe and analyze a checklist of important elements when observing tactics. The use of the video will allow us to go back and review the match as required to ensure that everyone is observing correctly. We will then do a live example using 2 candidates in order to give them a feel of evaluating a live match. We will cover the doubles by using 4 candidates to cover the topics outlined in the Coach 1 Manual, as well as including some specific adjustments for dealing with recreational level players. As well, we will show how to progress from a basket-live feed-play to teach/train doubles situations.

**GOALS:**

- 1) To develop the candidates observation and analysis abilities as it relates to tactics for singles.
- 2) To develop the candidates abilities to set up doubles situations and have a tactical focus:
- 3) To introduce candidates to decision making training

**IMPLEMENTATIONS:**

- 1) To develop the candidates observation and analysis abilities as it relates to tactics for singles.  
**[1 hr. 35 mins]**
  - Lecture:
    - Define tactics
    - Emphasize that we can not focus on tactics unless we have decision making and point construction, hence we will see both
    - Specifically, we will have candidates observe the following checklist:
      - What type of player is he/she?
        - gamestyle: play with clear intentions or not; risk or no risk, come in or stay back, retriever, placer, hard hitter; no clear intentions or idea on how they play;
        - competitiveness: very competitive.. good fighter
        - athleticism: i.e. doesn't move well, very quick, good shape
        - strengths/weaknesses: best stroke/shot, worst shot/stroke
      - How were points won/lost?
        - won: i.e. Come in to pressure opponent, use forehand when receive easy balls, play consistent wait for opponents errors, move opponent around, have a hard first serve

- lost: got moved around then made error, weak bh... made lost of errors, double faulted, missed 1<sup>st</sup> serve returns, got pressured by opponent coming in
  - How were points started? (i.e. Play to weakness, put ball deep, hit hard?)
    - serve: 1<sup>st</sup> and 2<sup>nd</sup>:
    - return: 1<sup>st</sup> and 2<sup>nd</sup>:
  - How do they position themselves?
    - laterally
    - up/back
- Video Observation and Analysis: Observe 2 candidates playing a match; we will review 3 different 10 minute matches on video, specifically we will look at 2.5, 3.5 and 4.5 levels playing singles;
  - for each match, have candidates make notes as they observe as it relates to the checklist above, give half the class one player and the other half the other player
  - following observation and notes.... CC will get candidates in pairs to share their findings with one another.. CC will then review checklist with entire group to see what was observed and to see if there is consistency in what was observed; when discrepancies occur, review tape to ensure that there is 100% agreement
  - CC refer to TC notes/comments on video matches (at end of this module)
- Live Match Observation and Analysis: same exercise as above however this time they will observe and analyze a live match between two of the candidates; (note: choose 2 of the weaker candidates); repeat same process as above in video match; CC must be sure to remember how each point was won or lost
- Decision Making:
  - Emphasize that we have seen decision making since the Instructor Course, where we were first introduced to receiving different balls (short – deep; right – left) and the appropriate response (red – yellow – green). Now we will continue the process in relation with the ball received or sent AND we will add the elements of the player’s position and the opponent’s position and movement.
  - use an example from the match just observed or the video match.. show how you could help one of the players by choosing a specific tactic that one of the players could have improved and use a decision making training to show how we can help players better understand tactical rationale and make quicker and better decisions (show how to use command words.. emphasize correctness and quickness of decision); use a specific example related to point construction, i.e. the shot before to set the shot up or shot after; to set it up or follow attack.
    - By referring to the previous match or video; for example: we could mention what could have happened after this shot and how should players have recovered AND did the player do it, i.e. Can we train either how to set-up a forehand or to look to attack again after an attack ....

2) To develop the candidates abilities to set up doubles situations and have a tactical focus:

**[1 hr. 30 mins]**

- CC Role Model
  - take them through, using 4 students all topics from planning chapter, coach 1 manual (as many as you can get through)
  - link back to how we can use basket – live – play, explain purpose and give examples of each
    - basket: to explain and develop the skills, to give volume on skill
    - live: when pro cannot basket feed and/or to prepare them more to play
    - play: to make it more match like; use of constraints when required
  - Cover some additional specific examples which relate to the club level players including:
    - starting position of servers partner at the net (a little further back to cover lob)
    - one up and one back movement (just move forward on strong shots)
  - refer to importance of Doubles Video

3) To introduce candidates to decision making training (see participants manual)

- done above with singles tactics

## APPENDIX

### Notes/Comments on video matches

#### **MATCH 1: Player in Hat “vs” Player in Sweat Pants**

##### **What type of player is he/she?**

- gamestyle: play with clear intentions or not; risk or no risk, come in or stay back, retriever, placer, hard hitter; no clear intentions or idea on how they play;
- competitiveness: very competitive.. good fighter
- athleticism: i.e. doesn't move well, very quick, good shape

Hat (H): A real good hacker. Plays from baseline. Moves poorly, out of shape. Slice forehand and backhand. Good first serve. Seems to really understand his game and to know how to use his unorthodox shots. Stays back and plays with little risk off his backhand and uses forehand to move opponent around. Seems like a good competitor.

Sweat Pants (SP): Likes to come in through serve and volley, by approaching in both back situations and on 2<sup>nd</sup> serve returns. Mainly flat forehand and slice backhand. Could play with clearer intentions in both back situations in order to get opportunities to come into the net.

##### **How were points won/lost?**

- won: i.e. Come in to pressure opponent, use forehand when receive easy balls, play consistent wait for opponents errors, move opponent around, have a hard first serve
- lost: got moved around then made error, weak bh... made lost of errors, double faulted, missed 1<sup>st</sup> serve returns, got pressured by opponent coming in

##### H:

He won a total of 31 pts. Of these, he wins 13 points by creating the point, 9 points through effective counterattacking when SP comes to the net, and 9 points through unforced errors by SP. The specific breakdown is as follows:

- through effective 1<sup>st</sup> serves, especially to SP's bh: 9
- by moving SP around... especially by playing to bh corner... then moving SP to forehand corner: 3
- through an effective return of 2<sup>nd</sup> serve: 1
- by effect counter attacking when SP comes to the net: 9
- by unforced errors made by SP: 9
  - volleys: 4
  - approach shot: 1
  - double faults: 2
  - groundstrokes: 2

He loses a total of 32 points, mainly through the aggressive play (approaches the net 35 times) of SP, which is compounded by not being able to get to balls through his poor movement. The breakdown of points lost are as follows:

- unforced errors: 7
  - fh rally error: 3
  - fh attack error: 1

- bh rally error: 1
- double fault: 1
- 2<sup>nd</sup> serve return error: 1
- forced points through SP approaching net: 20
  - serve and volley: 12
  - approach on return of 2<sup>nd</sup> serve: 2
  - approach gs and come in: 6
- forced points by SP, other: 4
  - fh attacking gs: 2
  - return of serve winner: 1
  - approach winner: 1

SP:

- Won: He wins a total of 32 points. He wins most of his points through forcing the play by coming to the net. In total he approaches the net 35 times (16 through serve and volley, 8 through approaching on 2<sup>nd</sup> serves of H, and 11 times through approaching during an exchange). The specific breakdown of his points won are as follows:
  - unforced errors by H: 7
    - fh rally error: 3
    - fh attack error: 1
    - bh rally error: 1
    - double fault: 1
    - 2<sup>nd</sup> serve return error: 1
  - forced points by SP approaching net: 20 (35 attempts)
    - serve and volley: 12 (16 attempts)
    - approach on return of 2<sup>nd</sup> serve: 2 (8 attempts)
    - approach gs and come in: 6 (11 attempts)
  - forced points by SP, other: 4
    - fh attacking gs: 2
    - return of serve winner: 1
    - approach winner: 1

Lost: He lost a total of 31 points, through a combination of good countering by H, through having challenges returning H's first serve (especially on BH) and finally through unforced errors, including a number of missed volleys once he was at the net: The specific breakdown is as follows:

- missed returns off of 1<sup>st</sup> serves, especially on bh: 9
- forcing gs by H, specifically moving SP around... especially by playing to bh corner... then moving SP to forehand corner: 3
- through an effective return of 2<sup>nd</sup> serve by H: 1
- by effective counter attacking by H when SP comes to the net: 9
- by unforced errors made by SP: 9
  - volleys: 4
  - approach shot: 1
  - double faults: 2
  - groundstrokes: 2

### **How were points started?** (i.e. Play to weakness, put ball deep, hit hard?)

- serve: 1<sup>st</sup> and 2<sup>nd</sup>:
- return: 1<sup>st</sup> and 2<sup>nd</sup>:

#### H:

When serving: H won 17 points and lost 13. H made 21-30 first serves. When serving he won 17 points and lost 13. H used his first serve effectively by serving often to SP's bh (16/21 1<sup>st</sup> serves) of which he created 11 winners or weak returns and 9 neutral situations. H must improve his 2<sup>nd</sup> serve as SP was able to approach the net on 6 of his second serves as they were short and often to the fh. This along with 2 double faults put H in a large disadvantage on 2<sup>nd</sup> serves.

When returning: H won 14 and lost 19 points when returning. This was partially due to a very high percentage of 1<sup>st</sup> serves by SP (25/32). H needs to improve his 1<sup>st</sup> serve return as from the 25 first serve return opportunities, 19 gave SP an immediate advantage (3 errors and 16 returns which created attacking opportunities for SP)

#### SP:

When serving: SP made 26-33 first serves. When serving he won 19 points and lost 14 points. His first serve include a good mixture to H's fh (11) and bh (14). His first serve was very effective as he was able to win 3 points outright and create 16 attacking opportunities following his serve either through serve and volleying or by approaching the net. SP may consider moving over a little on the ad court to the left in order to have better angle to the bh and to move H more outside the court in order to exploit H's poor movement even more.

When returning: He won 13 and lost 17 points. Of the 21 first serves that H put in, SP missed 7 outright and gave 4 attackable returns. He must improve his backhand return especially as H hit 16 of his 21 1<sup>st</sup> serves to SP's bh.

### **How do they position themselves?**

- laterally
- up/back

H: good generally, especially given his poor movement ability... has a good sense for where he need to be but does not have the conditioning to get him there in time.

SP: good generally, has a good feel when he has H in trouble and positions himself in a forward position and often sneaks in. He might consider moving over on the ad side when serving (see above comments under serving). As well, he may consider, given H's extremely wide serving position (especially on ad side), moving a little more over to the bh, to ensure that he leaves less space on this side. As well, in exchange situations, he may consider cheating a little to his left to create more opportunities to hit his fh.

## **MATCH 2: Player in White (W) “vs.” Player with Pony Tail (PT)**

### **What type of player is he/she?**

- gamestyle: play with clear intentions or not; risk or no risk, come in or stay back, retriever, placer, hard hitter; no clear intentions or idea on how they play;
- competitiveness: very competitive.. good fighter
- athleticism: i.e. doesn't move well, very quick, good shape

W: A very crafty player who has good touch and good court sense. Likes to “place” the ball around the court and especially likes to use her drop shots to win the points. She doesn't move very well but seems to compete well and understands her game.

PT: A player who relies on her opponent making errors, as she does not seem to have a clear idea on how she wants to win points. However, she is fairly consistent when she gets to the ball. She moves poorly and does not position herself very well and hence, finds herself out of position quite often.

### **How were points won/lost?**

- won: i.e. Come in to pressure opponent, use forehand when receive easy balls, play consistent wait for opponents errors, move opponent around, have a hard first serve
- lost: got moved around then made error, weak bh... made lost of errors, double faulted, missed 1<sup>st</sup> serve returns, got pressured by opponent coming in

W:

Won: 23 pts won. Overall, she attempted to create points (making things happen) by moving the ball around, and then either using her drop shot or well placed groundstroke and at times volleys to win the point. This, along with some unforced errors by PT made up her total points won. The break down of how she won her points are as follows:

Points Created: 17

Drop shots: 7

Forcing Groundstrokes: 5 (4 fh, 1 bh)

1<sup>st</sup> Serve Winners: 3

Approaches to Net: 2

Unforced Errors by PT: 6

Return of Short Serves: 2

(unable to get to)

Return of Serve: 1

Rally GS: 3 (bh)

Lost – 21 pts lost. Overall, most points lost were due to unforced errors, both when attempting to create the point and when simply attempting to rally the ball back. A number of these unforced errors occurred on the return of serve due to poor positioning. A few points were lost due to points created by PT. The break down of how she lost her points are as follows:

Unforced Errors by W: 16

Drop shots: 2

Double Fault: 1

Overhead: 1

Rally Error: 5 (3 fh, 1 bh)

Return of 1<sup>st</sup> Serve: 7 (some of these might be considered points created by PT, however a number of these were due to poor initial returning positioning.

Points Created by PT : 5

Drop Shot: 1

Forcing Groundstroke: 3

Passing Shot: 1

**PT:**

Won: 21 pts won. She did not create many points. She won her points mainly through unforced errors by her opponent. She created a few points, through the use of her serve (by exploiting W's poor positioning) and through some solid groundstrokes, when she was set-up for her shot. The break-down for points won are as follows:

Unforced Errors by W: 16

Drop shots: 2

Double Fault: 1

Overhead: 1

Rally Error: 5 (3 fh, 1 bh)

Return of 1<sup>st</sup> Serve: 7 (some of these might be considered points created by PT, however a number of these were due to poor initial returning positioning).

Points Created by PT : 5

Drop Shot: 1

Forcing Groundstroke: 2

Passing Shot: 1

Approach & volley winner: 1

Lost – 23 pts lost. Many points lost were due to her poor movement and court positioning, which allowed W to create many points. The breakdown of her points lost are as follows:

Points Created by W: 17

Drop shots: 7

Forcing Groundstrokes: 5 (4 fh, 1 bh)

1<sup>st</sup> Serve Winners: 3

Approaches to Net: 2

Unforced Errors by PT: 6

Return of Short Serves: 2

(unable to get to)

Return of Serve: 1

Rally GS: 3 (bh)

**How were points started?** (i.e. Play to weakness, put ball deep, hit hard?)

- serve: 1<sup>st</sup> and 2<sup>nd</sup>:

- return: 1<sup>st</sup> and 2<sup>nd</sup>:

**W:**

When serving: W made 15-23 first serves. When serving she won 14 points (10/15 attempts on 1<sup>st</sup> and 4/8 attempts on 2<sup>nd</sup>) and lost 9 (5/15 on 1<sup>st</sup> serves and 4/8 attempts on 2<sup>nd</sup> serves). W mainly used first serve to get point underway. Most serves were down the middle of the service box; she was unable to exploit poor positioning of PT (who positioned herself too much to the middle of each side) by serving wide. 2<sup>nd</sup> serve was quite short but effective due to PT's deep positioning and inability to move forward quickly.

When returning, she won 9 points and lost 12. Of the 9 points she won, 8 were from 1<sup>st</sup> serve returns (total of 18 - 1<sup>st</sup> serves in by PT) and 1 was on 2<sup>nd</sup> serves (total of 3 2<sup>nd</sup> serves by PT). Her returning positioning was poor, too much to the middle of each side, which allowed PT to exploit her with the wide serve to the deuce court. Overall, she lost 7 points outright on the return of serve.



PT:

When serving: PT made 18-21 serves. When serving she won 12 pts (10/18 attempts on 1<sup>st</sup> serve and 2/3 attempts on 2<sup>nd</sup> serve) and lost 9 (8/18 on 1<sup>st</sup> serve and 1/3 on 2<sup>nd</sup> serves). She seemed to have an intention of creating a weak return from her first serve as she exploited W's poor positioning in the deuce court by serving wide, to win a number of points either on the serve outright or on her next shot. She needs to position herself more forward after her first serve as there were a few occasions where after a strong first serve, she was beaten by a short return of serve by W. She also needs to use/improve her wide serve to the ad court in order to better exploit W's poor positioning.

When returning, she won 9 and lost 14. Of the 9 points she won, 5 (of 15 1<sup>st</sup> serves by W) were from 1<sup>st</sup> serve returns and 4 (of 8 2<sup>nd</sup> serves by W) were on 2<sup>nd</sup> serve returns. Positioned too much in the middle, hence was vulnerable to the wide serve (note: W did not exploit this poor positioning). On 2<sup>nd</sup> serves, needs to position herself more forward as she got in trouble on a few occasions by 2<sup>nd</sup> serves which were hit short. Generally, when set-up well returns consistently down-the-middle to get the point started.

**How do they position themselves?**

- laterally
- up/back

W: good generally, seems to have an overall good sense for where she needs to be following her shot, given her movement ability, could improve her returning positioning (lateral); see above comments under return of serve

PT: Positioning is a weak part of her game. Her lateral and up/back returning positioning is weak (see above comments under Starting the Point, serve and return). She also positions herself poorly after hitting deep shots to W as she does not move forward in anticipation of a shorter return given her strong shot.

WEEKEND 1  
DAY 3: CONTINUED  
1:30 – 5:00 PM

**ROLE OF A TEACHER**

Note: Now that we have covered the knowledge to implement the “Role of a Teacher” (previous two modules), we will now have a comprehensive look at “teaching” as this will be the center of the main competencies of the Club Pro 2 Course. Hence, we will form them to be “good teachers” for both technique and tactics. We will do this by focusing on the “Role of a Teacher” during each weekend of the course through the implementation of 5 goals (2 this weekend, 1 on the 2<sup>nd</sup> weekend, and the last 2 on the final weekend).

This weekend we will mainly focus on reviewing the various roles that a Pro will implement and specifically looking at the issues and considerations for the “teaching role”. We will also look at fulfilling the needs of the student, which will touch on the importance of providing volume on newly learned skills through the concept of “learn-move-competete” and most importantly, we will look at the importance of making students feel good (self esteem) through the communication skills (“how to be”) of the Pro. We will do this by having the candidates experience the teaching process up to the end of the first teaching point, which will also include the interview and game based evaluation. While doing this, the candidates will practice having the students feel important, secure, smart and/or skillful and consider intrinsic motivation.

We will mainly use private lesson format to provide candidates with more opportunities to practice.

**GOALS:**

- 1) To help candidates understanding the main issues and challenges of running instructional programming.
- 2) To understand and implement communication skills which will help ensure that members feel good while learning. (“Role of Teacher: Make them feel good by ensuring their needs are met!”)
- 3) To help candidates ensure that their students improve (Role of Teacher “Make them improve (technique and tactics)!”)
- 4) To help candidates make sure that their students learn more in group lessons by ensuring that they provide group objectives with individual feedback and that they can do both technical and tactical progressions. (“Help your Students Learn more in group lessons”)
- 5) To help candidates adapt their teaching when working with kids.(“Fundamentals for kids.... how to adjust the training for kids”)

**NOTE:** Goal# 3 will be covered during the 2<sup>nd</sup> weekend, and 4 & 5 during the last weekend

## IMPLEMENTATION:

- 1) To help candidates understanding the main issues and challenges **[30 mins]**
  - Presentation and Discussion
    - Begin by reviewing the roles that they perform at their present job; put 4 columns on a flip chart (teacher, driller, coach, animator), without actually writing title of column on top (as this will be done after chart is filled in); ask candidates what they do in their present jobs on the court... put answers in appropriate column... ask leading questions as required.. add titles and summarize 4 columns and how we will look at the 4 roles plus the role of an administrator throughout the remainder of the course and most importantly we will focus on the “role of a teacher”; this will lead to introduction of goals to be covered
    - Review issues for members and considerations for dealing with issues (refer to Participants Manual)
  
- 2) To understand and implement communication skills which will help ensure that members feel good while learning. (“Role of Teacher: Make them feel good by ensuring their needs are met!”) **[2 hrs, 30 mins]**
  - a) Introduction
    - CC Presentation: Present in an interactive manner, cover the following needs with some examples:
      - Learn, move, compete: when someone learns a new skill, we need to ensure that there is volume; hence to ensure that they do not get bored, but receive the correct amount of volume we should ensure that we meet their needs to move and measure themselves in some way even when a new skill has been learned; (note: This process of learn, move and compete can be done during a progression on any teaching point after having a feel that there has been enough focus on learning (i.e. like 10 mins) and at the end of the learned skill to maintain skills.
        - learn: listen to them, get them involved in the solution, use an interactive process; provide rationale for your suggestions
        - move: dynamic drills
        - compete: measure oneself against themselves or others (take any drill and vary the challenges)
      - Self-esteem:
        - make them feel like they have improved during every lesson (by summarizing what they’ve improved)
        - adjust challenge to ensure success
        - praise and encourage
      - Variety: see drilling (will see this in their role as a driller)
      - Socialize: meet others, find practice partners (this is why they join a club), ensure they know the social activities of the club
    - CC emphasizes that we will mainly look at the first two considerations, as the last two considerations are covered throughout the course

- b) Learn-Move-Compete: increasing repetition through using the concept of learn-move-competete
- Individual Assignment: 4 groups, each group has different topic, everyone prepares their topic as an individual, then splits into the 4 court areas (2 courts, ½ court each)
  - topics: 1. rally at a short distance (alley drill), 2. full court approach, 3. overhead, 4. serve
  - in each court area, semi private, 1 observer, who will comment on the following:
    - Did the teacher include the sequence of L-M-C in a progression to develop the skill?
    - Did the move and compete drills respect the final skill?
- c) Self Esteem:
- groups of 3 activity: 1 teacher-1 student-1 evaluator with checklist below, 1/2 court, CC provides a topic(i.e. backhand) to student, which will start the interaction and teaching process (see below); teacher teaches, then gets feedback from evaluator, 3 rotations to ensure everyone gets a chance to be in each role;
    - teaching process:
      1. Initial Interaction: the interactive interview to find the topic
      2. Evaluation: setting up the drill in a game based situation to evaluate (observe and analyze) the skill
      3. First Teaching Point: the teacher will progress through the conclusion of the first teaching point (note: this is the same end point as the Coach 1 Course)
    - Checklist of observation points: (Note: CC – don't be concerned with the analysis or correctness of the teaching point.. as the focus here is solely on the “how to be” (“bedside manner”) of the candidate and their ability to establish game based evaluations
      - 1) Make them feel important
        - listen and get clarification (i.e. ask student what they would like to work on, be interactive to get to a specific situation or response (may need to send some balls to get clarification on specifically what the student would like)
        - must look like what was just agreed
        - ask them what they thought
        - give them your recommendation/suggestion on how you can help them improve their performance and why your suggestion will help them improve
        - have them agree on objectives (teaching points)
        - positive or neutral body language
      - 2) Make them feel secure
        - praise efforts, be encouraging, make them feel good
        - when they do not succeed, let them know its' okay
      - 3) Make them feel smart or skillful
        - start interaction/corrections by explaining what was good
        - wrap up your lesson by reviewing what they have improved

4) Consider their intrinsic motivation

- do not start sentences with “know what **I** want you to do”; rather “know what **you** should do”
- let them know what they should feel good about and instead of saying “I feel proud of what you have done”, you might say “you should feel proud of what you have done” in order to give the emotions back to the students.

WEEKEND 2  
DAY 1: OFF COURT  
9:00 – 12:30 PM  
1:30 - 2:30 PM

PROGRAMMING: TYPES OF  
PROGRAMS (CONT'D)

**GOAL:**

- 1) To help the candidates understand the benefits and reasons for club programming
- 2) To identify and categorize “types” of programs into “Regular” or “Special Event” so that the candidates will be able to develop programs in a “Something for everyone” or the “Try, Learn Play” modality.
- 3) **To help the candidate organize, design, and implement regular types of programs to include: new member, instructional, junior recreational, competitive formats and social formats**
- 4a) **To help the candidate organize, design, and implement special events to include, a social event program, a club championship and sanctioned tournament, a new member recruitment program/activity, and an instructional camp.**
- 4b) **To help the candidate create and plan special events with a consistent structure to ensure successful organization and implementation**
- 5) **To provide the candidates with a checklist of “10 Must for Successful Programming” to ensure all regular or special event programming is a success**

Note: Goals 1, 2 and part of 3 were seen during weekend 1. The remainder of goal 3 and goals 4 and 5 will be seen today

E) Social Programs

CC will explain that we will cover two types of social programs: Round robins and block booking or permanent court time.

Purpose: To provide scheduled, friendly, organized social play – a no brainer activity, very little stress for member, who wants to be told what to do

i. Round Robin

- CC will explain all the popular formats of round robins– The Mixed, Mens, Ladies, Singles, Doubles, Etc
- CC will review issues and considerations when running Round Robin (see Participants Manual)

## Organization

- The CC will explain that these RR programs can be pre sign up or just show up, however the sign up is preferred as courts need to be booked and pro's secured. It should also be noted that to ease the organization process, limit the participants to a certain number, either 8, 12, 16, so on, and have a spare list or over flow list of people who could not get in, in case people cancel at the last minute and an assistant who can even up numbers
- Based on the number of courts, time frame, and participants, the CC will explain to the candidates how to devise rotations.. The CC will explain the best way to organize this is with a hit rotation manual, as larger groups can get difficult to organize and that candidates should try to acquire one.
- Use example of 16 players with 4 courts and two hours of play. Explain rotations are usually in 25 to 30 minute intervals, therefore there will be 4 rotations. The format though can change quite easily.
- Explain 3 formats - Mini RR within Grouping, King of the court, or straight up rotations
- Mini Round Robin- Break large number of courts into smaller more manageable ones. If you have six courts, you can easily break into 3 Mini-groups of 2 courts or eight people. For two hour rotations, have each court within round robin play other three players on court, last half hour top point scorers of each court play against next highest court. This can be varied in many ways
- King of the court round robin, winners move up a court and split, losers stay and split
- Straight up round robin – Organize in either teams of singles numbers where the team or players rotate to play against and with other players. Hit rotations manual is preferred for this but can be done without a manual.
- The CC will explain there are a large number of twists that can be incorporated with each RR and it is up to candidates to test out and try new ways
- Preparation for “Meet and Greet”, same as New Member RR
- The CC will explain how to deal with uneven numbers, no shows, too many people
- Uneven Numbers – always have an assistant who can immediately jump in to even out numbers and a spare list of people who can come on short notice

## Activity:

Topic 1 – Provide candidates with even number of courts and participants and RR group (mixed adult, parent child, mens doubles, etc), over a two hour period. 16 people, 4 courts, 2 hours of play. Candidates must arrange three formats for

rotations (can be rotations with same partner, mixing partner, men vs men, different levels, etc)

Topic 2 – Provide candidates with 6 courts, 24 players, 2 hour format, that has now lost 3 courts due to rain and 5 people decided to go home. Candidate must redesign format in prescribed period of time. The CC will then add other components such as: more people show up than allotted for- instead of 24 there are 29, or one player gets injured during last rotation, design format so that top players from first two rotations play on court 1, 2<sup>nd</sup> highest on court 2, and so on. The CC can select a few candidates to present to other candidates as though they were the participants in group.

ii. Block Booking or Permanent Court Time

- The CC will explain that permanent or block booking is where a group of members has a guaranteed booking for a period of time, usually over the winter period.
- The CC will explain the benefits for the group is that they never need to worry about booking or getting courts, they can make their own little league, have their own spares, and set rules or levels the way they want. The drawbacks are if they can't get spares, or they go away on vacation, they still need to pay for court
- The CC will explain the benefits for the club in that it is money usually up front and guaranteed, they can possibly put a small premium on court time to justify for other members, and they get their money regardless of whether group shows up. The drawback is that possibly that demand is greater than supply, how do they justify to members who want court time but can't get it, charge a premium or have lottery draw
- The CC will explain that offering permanent court time is an excellent means of selling courts in a club which does not have high court utilization. It can be only sold in non prime time to help get additional court time Determining ratio of permanent to open court time, 20/80 principle

4a) To help the candidate organize, design, and implement “**Special Events** to include

- i) Social event programs
- ii) Club championship and sanctioned tournament
- iii) New member recruitment program/activity
- iv) Instructional camp

i) Social Event Programs

- CC will review issues and considerations when running Social programs
- CC will then cover the various types of social events



- a. Social Theme Event: CC will help the candidates understand that there is an endless list of ways to create formats using various themes from:
    - Calendar – holidays, special days, national, international days
    - World Sports Events – mirror Olympics, Wimbledon, Davis Cup or Fed Cup Team
    - Family – father/son, mother/daughter, parent/child
    - Wacky Themes – battle of the sexes, handicapped (use opposite hand, rope between two players, etc)
  - b. Competitive Event: CC will present to the candidates the various ways of tabulating scores or creating ways to enhance competitive component in all formats; straight points, total games, combination of on and off court skills ( trivia, cards, talent show, combined with team score)
- Group Activity:
1. In groups of 4, candidates will work as a team or “Committee” to design “one theme social” for each month of a season of a year
  2. Each group of 4 will work on a different quarter of the year for events.
  3. Then select one social event to provide details including both on and off court activities.

ii) Club Championship Tournament/Sanctioned Tournament

- CC will emphasize the importance a Club Championships has on the pride of members at the club and how it can be used as a social focal point.
- CC will explain that the running of a club championships and a sanctioned event are very similar in nature, the planning, execution, and follow-up. The differences should be pointed out:
  - a) Application for sanctioned event (must be member of provincial association)
  - b) Referees, knowledge of code of conduct, etc
  - b) Display of sponsor signage, use of specific ball
  - c) Submission of tournament results to provincial association
- CC will review issues and considerations when running tournaments
- CC will take candidates through the following process:

Planning

The CC will explain how to:

- Create name,(Winter, Summer, etc)
- Date, (time frame over a weekend, or month)
- Draw sheet (review from Coach 1),
- Tournament entry form,(refer to the marketing 5 W’s)
- Process for accepting entries, (will it be bulletin board or front desk, refer to reasons in ladder section)

- Process for coordinating matches, (explain it can be pre set matches by the pro or arranged privately by the participant with a “play by” date
  - Process for promoting event, (see marketing and promotion)
  - Posting results, (high visibility area, bulletin board, window of tennis courts)
  - Determining number of courts required for draw size (review process from Coach 1 course, allowing for 1 ½ match time)
- CC will explain that the candidates should prepare a list of responsibilities for all involved to ensure tasks will get done and to eliminate any misinformation, i.e. who will update draw board, who will oversee court bookings, who will order trophies, who will make draw sheets, who will be the umpires for finals day, etc
  - The CC will explain that there are a variety of ways to conduct a Club Championship, over one weekend for all events, over two to three weekends one for singles, one for doubles, and one for mixed, or over a set period of time as in 3-6 weeks.
  - The CC will also explain the scheduling can be “Play By” date for a 3-6 week event, with match times to be arranged by the participants or it can be a designated time and day. The CC should explain the benefits and drawbacks of each way: benefits of open time is that members who travel or are away for small periods of time have an opportunity to still play, it allows both participants to arrange for a convenient time, and is less scheduling for the organizer. Drawbacks are that if the tournament organizer does not keep tabs on player bookings it can result in defaults or matches not being played by “Play By” date, court time needs to be set aside and monitored if not being used, ie. Open up for regular member play.
  - Weekend events allow for the organizer and club to determine exact amount of court time required for play and to be set aside, players know they will be required for play all weekend. Drawback is if members are away on that weekend they will not have a chance to play the event, therefore early advertising and promotion up to one year in advance or setting the “third” weekend every March for Club Championships can reduce small draws or upset members .
  - The CC will show how each form of event can be scheduled on whiteboard or drawsheet. For a “Play By” 3-6 week event explain that the process is to determine the number of rounds to be played, excluding the finals and then determine the number of weeks available for play, and divide the rounds into the weeks. As there are always more first round matches allow a little more time to play. Example; 4 rounds (32 draw) 4 weeks of play, equals one round per week with the finals always to be held for all events on one day, usually the Saturday or Sunday. In this previous example, the first round should be given maybe 9 days to play as courts and availability may be an issue.

- For weekend events use the same process as a normal, multiplying the number of rounds by assumed play time (1.5hrs), and setting aside court time for that number.
- CC will stress that the Special Events Process should be followed to ensure all department are aware of event and proper promotion is available
- CC will also stress that the pro can contact local media for representation, tournament results, and finals day pictures

#### Conducting the Tournament

- CC will describe participant check in process, it can be at a registration desk for a weekend event or if it is over a longer period of time, the first round matches set by the pro should all be contacted with their “play by” date and for next round responsibility i.e. bottom or top player to phone other player to arrange match
- All rules should be posted immediately beside the draw sheets and a copy of the rules and draw sheet should be available at the front desk for phone information and recording of scores
- CC will review how to assign courts and matches from Coach 1 course
- CC will explain ways to record scores or results, should always be the winner recording scores whether it is to the front desk for them to record for the pro who then places on bulleting daily, or it can be straight to the tournament desk

#### Tournament Wrap up

- CC will explain preparations for finals day – stress that they should have a set up just like the pro’s if possible, player chairs on the courts, umpire chair, spectator chairs, table for trophies, pictures and awards presentations
- CC will describe the process for prize presentation, always thank all involved, the volunteers, spectators, staff, and lastly the players for their fine play
- Present the runner up award first with the winner last
- Always have picture with a pro presenting the awards, preferably on court

Activity: The CC will ask the candidates to refer to the participant guide for 2 blank 32 round draw sheets and a calendar of the month of August. Explain to the candidates they will be given 15 minutes to complete this task below. Review for 10 minutes

#### Task 1

1. Candidate will be told they will be running a weekend tournament during the month of August on the last weekend.
2. Assume all matches are allotted 1.5 hours for play, total match time for this tournament is 46.5 hours
3. Matches can start at 5:00pm Friday night no later than 11:00pm, 4 courts for play, Saturday and Sunday 2courts form 9:00-6:00, maximum 2 matches per day

## Questions

1. What is the draw size of your tournament
2. What is the schedule for matches (have candidates write in the times on the draw sheet

After time is called ask one of the candidates to explain how he/she calculated the answers. Review once again for all candidates

Task 2 – 20 Minutes to complete task review of 10 minutes

1. Candidates are running the club championships over the month of August (see participant guide) with the finals on the last Saturday of the month, August 28. All finals will be played on the Saturday. Assume all matches are 1.5 hours in length
2. There are 10 divisions of 16 entries, 1 mens 4.5 singles, 1 mens 3.5 singles, 1 3.0 singles, with the same divisions in the ladies. 2 mens doubles a 3.0 and a 4.5 , 2 ladies doubles same as mens, and 2 mixed events, 3.0 and 4.5.
3. 3 courts available for play on the finals day from 9:00am-6:00pm
4. Matches are to start the first Monday of the month with 4 courts for tow hours each evening set aside Monday to Friday, and 2 courts form 12:00-6:00 Saturday and Sunday.
5. All matches except the finals will be posted on draw sheets as “Play By” dates, meaning courts have been reserved but players must arrange matches between themselves

## Questions

1. What is the total hours that are required for the court time less the finals day allotment of courts hours. Ie Total hours less finals match court time
2. How many court hours have been allotted for regular play based on the above assumptions
3. Candidates must create a set of rules for tournament play, ie who contacts who to set up match, ball use, defaults, warm up time, etc
4. On the draw sheets, have candidates take four events and mark in date to play by.
5. How would you arrange the finals day play so that players will not be in conflict should they be in finals of more than one event. This is usually done by always having singles matches first thing, followed by mens or ladies doubles, followed by mixed events.

## **Schedule answer for Finals Day:**

- 9:00am - 3 mens singles, 3 courts
- 10:30am - 3 ladies singles, 3 courts
- 12:00 - Mens 3.0 Doubles, Ladies 3.0 Doubles
- 1:30pm – Mens 4.5 Doubles, Ladies 4.5 Doubles
- 3:00pm – Mixed 3.0 Doubles
- 4:30pm – Mixed 4.5 Doubles

\* After time is called repeat same process as Task 1

### iii) New Member Recruitment

- CC will explain that they may be asked to assist or run a new member recruitment activity
- CC will relate to candidates how the new member recruitment programs and activities are one of the most important features for both the club and CP2. For the CP2, new members will be far more attracted to take lessons as they want to get involved and meet people, and the pro is the answer.
- CC will review issues and considerations when running New Member Recruitment Programs
- CC will explain that clubs are constantly gaining and losing memberships. The turnover of club memberships is called “attrition rate”. In order to gain new members, the club will advertise in papers, within club, and so on to keep a steady flow on incoming members to offset the ones leaving. The CC will outline various ways the tennis department can assist with new member recruitment by presenting the following concepts:

#### Referral

- bring a friend, buddy day, refer and win and benefits for existing members
- CC will emphasize this method as one of the most successful as the member is bringing a friend in, that is to say an already established relationship that will be extremely helpful in the selling process

#### Limited Membership Promo’s

- Free one month trial, 5 day trial, program open to non members and members (squash or fitness members may wish to try and add on to their membership)
- This method the CC will explain is still good as it gets people in the door, however in order to be effective the club must ensure individual attention i.e. high maintenance

#### Open House

- see Open House on court session
- CC will explain that this is a great way to get mass numbers through the doors
- This needs a lot of set up, off court organization (refer to new member group round robin) membership packages
- CC will stress that the membership director and all tennis staff should be present for this

#### Instant Tennis

- CC will explain how a starter tennis program with racquet, 6 hours of lessons, and 6 hours of additional free court time included in the price of overall program can be a compelling

selling feature to non members wishing to start the game of tennis and a great deal of future lesson revenue for the pro

#### Corporate Opportunities

- CC will refer back to Round Robin for corporate sponsor opportunities, i.e. Racquet manufactures, demo's, sponsorship, etc
- CC will explain that this is a great way to solidify relationship with pro shop or manufactures for sponsorship

#### When to Promote

- CC will outline the key time for promotions and why, which can be applied to any concept
- September – end of the summer season beginning or winter ‘Play tennis all winter, try before you buy program’
- Christmas – great for gift certificate, “Give the Gift of a Sport for Life”
- January – Biggest month of the year for change and inspiration, goal setting – “Learn Tennis in just 6 weeks!”
- Spring – end of winter and start of summer – “Spring into summer with Instant Tennis starter program”

#### iv) Instructional Camps

- CC will explain and describe the following issues for camps:

##### Safety

- Describe the safety issue of running a camp – allergies, injuries, whirlpools, equipment
- Describe the importance and requirements of an Emergency Action Plan, laying out what exactly is to be done in the event of fire, lights out, etc
- Describe the importance of first day safety review for participants – show kids off limits areas, what washrooms to use, where they can and can't go

##### Organizational Structure

- Identify and describe different types of camps, winter, summer, spring, full/half day, junior, adult, etc
- Describe the supervisors role in organizing a summer camp program i.e. staffing, lesson plans, court assignments, player groupings, etc

##### Administration

- Describe the supervisors role in administrative duties i.e. court booking, budgeting, staff allocation, food, and payroll recording, promotion, post camp audit, etc

### Communication

- Describe the role as a parent liaison in the camp – any concerns by parents should be process and addressed by the designated parent liaison to eliminate any misinformation i.e. one pro makes up an answer to parent when in fact it is not right
- Describe the role of the supervisor in the awards presentation, the CC will stress that the candidate will oversee dissemination of awards to all players, thank participants and staff , stress to participants how fun it was and you would like to see them back again(can refer to tournament awards as this is very similar)
- Describe the player reports, the pro must review and edit if necessary all player reports to ensure positive reflection, relative info, and filled out in full
- Describe how full components for the camps should be documented and reiterated to staff verbally. Refer back to effective communication in customer service.

### Staffing

- Describe the roles in overseeing staff in the camp i.e. filling out player reports, attendance, lesson implementation, etc

- 4b) To help the candidate create and plan special events with a consistent structure to ensure successful organization and implementation

### Special Event Planning Process

Purpose: To provide a scheduled, organized, unique social or competitive format, incorporating an on and off court segment

#### Intro:

- CC will explain the importance of having a procedure for creating, organizing and implementing the special event social as these events are far more involved than the regular type social.
- CC will take them through the “Special Event Process” step by step, as this will be used as a basis for all special event design in the planning section.
- Explain that CP2 should always run draft package by Manager or T.D. for approval and feedback before running event

### Special Event Process

- A) Developing a “Committee” – the CC will explain the importance of a “Committee” to help in the design of special events and the planning process and that they may be asked to assume a role on the committee
- Explain process for who could sit on as a “Committee” member – depending on size of event will determine who is required, provide various scenario’s
  - Explain the role of a “Committee” - delegating of tasks, team approach with individual tasks, etc

- B) Planning – CC will explain as they may be asked to be on a committee or organize a small event , the CC will take the candidates through the typical process and method on how to design special events.
- Explain importance of pre planning well in advance, provide typical time frame clubs work on, minimum 4 months and reasons why – takes time to put everything together, need that buffer to plan and promote
  - Explain the importance of creating a “theme” for special events, helps sell programs, and methods that can be used to develop and tie in themes, i.e. Calendar - valentines, world sport events – Olympics with teams as countries, etc
  - Explain the importance of offering a something for everyone, social, competitive, and instructional, for new and existing members
  - Explain factors on how to determine number of courts, time – refer back to Round Robins
  - Explain the importance of working with other departments (accounting, F & B) for registration process and preparation of budgets
  - Describe and provide example of Special Events Calendar – helps staff and members see clear layout of what is coming up – refer to participant material
  - Describe and provide example of Special Event Check List – Time frames for completion – refer to participant material
  - Describe and provide an example of Special Event Description – format, dissemination to who and when – refer to participant material

- C) Process for Implementation – CC will identify and explain to the candidates the importance and need for a consistent process within the club to ensure effective communication and execution of event. The CC will explain each item below, how it is to be used, and example sheets (in workbook) for candidate viewing
- Registration Process - various formats, benefits of each, refer to ladder section
  - Methods of Promotion – review from marketing, stress time frame for promotion, minimum of one month exposure prior to event, alternating forms
  - Execution of event – considerations for the initial “meet and greet” of social, tournament check in, verifying payment, attendance, scheduling, recording of scores, no shows, late shows, rain outs, etc
  - Off Court Social – Considerations for food and presentations, additional theme ideas, seating arrangements, pictures, comment cards
  - Post event report – confirm attendance numbers, comments, actual revenue and expense to draft budget, etc

- 5) To provide the candidates with a checklist of “10 Must for Successful Programming” to ensure all regular or special event programming is a success

“10 Musts for Successful Programming (see Participants Manual)

- The CC will explain and provide examples for each point of the “10 Musts for Successful Programming”



WEEKEND 2  
DAY 1: Off Court  
2:45 – 5:00pm

PROGRAMMING:  
HOW TO ATTRACT MEMBERS TO PROGRAMS &  
BASICS OF MARKETING OR ADVERTISING

**GOALS:**

- 1) To present the candidate with a general understanding of the concepts, forms, and designs of marketing and advertising to enhance member participation in club programs or events.
- 2) To introduce the candidate to the basic design principles, layout, and benefits.
- 3) To provide the candidate various methods for determining effectiveness of marketing and member satisfaction.
- 4) To stress to the candidate the importance of and process for “closing”, or “post event marketing” (will be covered off court as well).

**IMPLEMENTATION:**

- 1) To present the candidate with a general understanding of the concepts, forms, and designs of marketing and advertising to enhance member participation in club programs or events.  
**[2 hrs]**
  - The CC will stress that all promotions and marketing should be first approved by management or the Tennis Director and can then be posted
  - The CC will explain that in order for the promotion plan to be approved, the CP2 must prepare a complete presentation for the supervisor that includes:
    1. A copy for the supervisor to peruse with you when presenting
    2. The five W’s and the how for the activity, program, or event and reason why this would be good for the members
    3. All relevant costs for the activity, program, or event
    4. What benefit/profit is in it for the club and the pro

**Intro:**

CC will explain that the premise behind all marketing and advertising is: “to sell the product or idea”. Research results determine a want or a need or creates one for the consumer. The magic of the promotion is based on eliciting or appealing to one of the senses, which in turn will trigger a favorable/pleasurable memory, feeling, taste, etc. The consumer then relates the feeling of pleasure to the product or idea and the want or need is forged.

- Lecture and discussion: The CC will present:
  - A) Different Concepts: The CC will present the three concepts that can be used to promote an activity or event, the benefits of each, and examples for each
    - Informational: the 5 W's, who, what, where, why, when, and how
      - CC will explain to the candidates the basic information required to fulfill the need of a consumer is the:
        - who – can participate, who is involved, etc,
        - what- type of program, activity, etc,
        - where – is the event held, can I sign up, etc,
        - why – should you get involved, sign up, etc,
        - when – does it take place, etc
        - how- can I get involved, much is the program, etc.
      - Provide candidates with sample tournament entry form as raw example or newsletter article of event or program.
    - Call to Action: we want you, we need you, countdown
      - CC will explain the difference between of call to action and informational concept: the call to action is just that – commanding the consumer to do something. Use famous example of the US Army – Uncle Sam wants you! or “Just 10 days left to get your table at the Club Dinner and Dance”
    - Visual: thought provoking, pictures, past events
      - CC will explain the saying of “a picture tells a thousand words” however it can also be a tremendous and powerful tool to trigger the senses. Use the example of the “Bahamas” billboards where there is just a picture of a couple lying on a sun drenched beach.

B) Basic Forms for Promotion:

- CC will stress that the best form of promotion is still people, as people buy from people far more because of the ability to associate and read and react to the other person's tone, body language, touch, look, etc.
- CC highlights Basic Forms of promotion through discussion, including: Word of mouth, Club Marquee, table talkers, internet/eblasts, telephone, brochure, hand-outs, calendar of events, newsletter, flyers, bulletin boards, club vehicle, building façade, bubble, banners, washroom stalls, other departments, etc
- CC can present in discussion format for class participation purposes, that is: ask candidates to list as many forms as they can while the CC writes them down on flip chart. Assist and coax candidates with inquiring questions to

elicit response. Present in the format of: Form – Benefits/Drawbacks – Best Uses –

- Example:
  - Form: Club Marquee
  - Benefits: Great visual, members and through traffic will see it
  - Drawbacks: Not all clubs have one, must be short message, needs constant changing to be effective
  - Best Uses: Call to action, unique promotion, Club Champs, social, etc

C) Additional Forms:

- CC will identify the various forms of promotion outside the club Newspaper, Radio, Local Business, TV, Magazines

2) To introduce the candidate to the basic design principles, layout, and benefits.

Intro:

CC will express to the candidates that they are not expected to be graphic artists, however a basic grasp of the following skills and with the use of a computer or marker, and they will save the club and themselves a substantial amount of time and money.

CC should stress that the candidates not be shy in copying ad, brochure, flyer, newsletter, handout, etc formats and substitute their content. CC will cover the following:

Design Principles – The CC will present the KISS approach format for laying out a hand out, brochure, flyer, newsletter, etc. It should not be too busy, otherwise it will lose the message.

Color paper, color ink, utilizing both sides of paper, Main point of message larger than other points

Doing it yourself – computer programs available, benefits and drawbacks

The CC will explain to the candidate that with today's computer, one can prepare commercial looking documents with very little practice. Benefits are obviously money and time, drawbacks are limited to the printer capabilities and they still must use a copier to reproduce mass volume, which costs more.

Combining the three types for maximum impact – CC will explain that by combining informational, call to action, and visual concepts they will yield the best results. Refer to example flyer, brochure in participant's manual.

Activity: The CC will provide candidates with blank paper and will ask them to prepare the following:

1. Candidates will be running a "Ladies Round Robin" for working women over a 4 week period. Create a unique name for the program and design flyer on paper supplied. Poster must include visual call to action and information regarding the round robin. Price, time, and other components completely at the candidate's discretion. Get creative.

(Allow 15 minutes to prepare and then have each one present their work while CC points out positive points and areas that could be improved.

2. Create a social tennis event for a Saturday night to be held during the month of February. Name relative to event, call to action, visual and informational. Same format as above
- 3) To provide the candidate various methods for determining effectiveness of marketing and member satisfaction. CC will stress that this is more for awareness where the Club Pro 2 may be asked to do this in their club.
  - CC presentation/discussion on following:
    - Participant Evaluations – Post program, clinic, event hand out to be completed by the participant of activity, see participants manual
    - General Club Survey – global in approach, overall effect of satisfaction within tennis department, see participants manual.
    - Telephone – Pro follow up calls to random participants of activity with pre designed questions to elicit frank and honest response, see participants manual.
    - Focus groups – arrange for a cross section of members to attend an afternoon or evening focus group session to determine needs and wants for future programs
- 4) To stress to the candidate the importance of and process for “closing”, or “post event marketing”.
  - CC will emphasize importance of “Closing” and refer to the fact it will be covered later in the course during the on court portion.
  - CC presentation/discussion on Post Event Marketing
    - Post event – review data received from evaluations and make modifications to program if required
    - Always respond to surveys where member has placed name on it – they have taken the time to put pen and name to paper so it is important to provide feedback to their comments
    - Post pictures, results, notifications of changes based on feedback

End of Second Day

The CC asks candidates to:

1. Take the “Program Activities Chart” from their participant manual and assess current programming at their club. Fill in chart with current activities being run at their club and then determine for next weekend session whether other programs should be added based on membership demographics, interests, past program evaluations, etc.
2. The CC will explain that the next weekend session they will also be undergoing a mock “Job Interview”. In order to facilitate this each candidate will be assigned a club from the surrounding area to do a background check on history, programs, so that they will be better prepared for the process. Candidate should review “Interview Process” in Participants manual.

WEEKEND 2  
DAY 2: On Court  
9:00 – 5:00 pm

**ROLE OF A TEACHER (CONTINUED)**

**NOTE:** Goals 1-2 were covered during the 1<sup>st</sup> weekend, goal 3 will be covered here and goals 4 and 5 will be covered during the final weekend. Specifically, we will now unfold the entire teaching process in private lessons for both technique and tactics which we started during the last weekend. It will include running the drills in a safe and challenging manner while providing input in order to systematically improve performance. A special emphasis will be on helping students improve their effectiveness through working with the ball controls.

**GOALS:**

- 1) To help candidates understanding the main issues and challenges of running instructional programming.
- 2) To understand and implement communication skills which will help ensure that members feel good while learning. (“Role of Teacher: Make them feel good by ensuring their needs are met!”)
- 3) To help candidates ensure that their students improve (Role of Teacher “Make them improve (technique and tactics)!)**
- 4) To help candidates make sure that their students learn more in group lessons by ensuring that they provide group objectives with individual feedback and that they can do both technical and tactical progressions. (“Help your Students Learn more in group lessons”)
- 5) To help candidates adapt their teaching when working with kids. (“Fundamentals for kids.... how to adjust the training for kids”)

Note: Goals 4 and 5 will be covered during the final weekend.

**IMPLEMENTATION:**

- 3) To help candidates ensure that their students improve (Role of Teacher “Make them improve (technique and tactics)! [4 hrs]
  - a) Introduction: CC Presentation, use a student as required
    - provide an overview, emphasizing importance of not only making them feel good (review of last weekends module) but making them improve
    - emphasize that we must teach what needs to be learned: refer back to planning and specifically... what is tennis for their level.. CP’s job is to help them better when they PLAY singles and/or doubles’ matches
    - emphasize that when we work with club members we should usually start out what they can do.. then start to build from there
    - we will first cover helping them improve tactically, then how to improve technically; emphasize that we will be completing the process first introduced in the Coach 1

b) Tactical Learning Activity:

- CC role model: have 2 students play one another, review evaluation process (refer back to tactical knowledge module) and how to provide a tactical teaching point (SMART) based on something that was observed during play (emphasize importance of selecting something that will make a difference)
- Use the following checklist for observation:
  - What type of player is he/she?
    - gamestyle: play with clear intentions or not; risk or no risk, come in or stay back, retriever, placer, hard hitter; no clear intentions or idea on how they play;
    - competitiveness: very competitive.. good fighter
    - athleticism: i.e. doesn't move well, very quick, good shape
  - How were points won/lost?
    - won: i.e. Come in to pressure opponent, use forehand when receive easy balls, play consistent wait for opponents errors, move opponent around, have a hard first serve
    - lost: got moved around then made error, weak bh... made lost of errors, double faulted, missed 1<sup>st</sup> serve returns, got pressured by opponent coming in
  - How were points started? (i.e. Play to weakness, put ball deep, hit hard?)
    - serve: 1<sup>st</sup> and 2<sup>nd</sup>:
    - return: 1<sup>st</sup> and 2<sup>nd</sup>:
  - How do they position themselves?
    - laterally
    - up/back
- Pairs Activity: 1 pro-1 student vs 1 pro-1 student, 2 matches per court, each player has a pro, if odd number, pro has 2 players; players play 10 minutes, 1 player serves only, other returns only to ensure enough volume on specific element of game; let student know what they will be asked to provide feedback on to the pro (see below)
  - after 10 mins of observation, pro provides observation to student which will start with a question, something like “what were you trying to do out there?”
  - then the pro will “bounce” off of what student says to bring awareness to first something they did well, then on something that the pro observed which could be better (the tactical teaching point)
  - be sure the teaching point is SMART
  - players will continue to play as Pro provides feedback on implementation of tactical teaching point
  - at end of activity student will provide feedback to student on the following:
    - whether pro began conversation with question
    - was tactical teaching point SMART
    - did tactical teaching point improve performance
- Large Group Activity/Discussion/Review
  - Review some of the challenges they have encountered during the process

- Discuss what to do when based on their observation, there are many options that they could start with
- Answer any other questions they may have

c) Technical Learning Activity (2 hrs):

- CC Presentation on Effectiveness and related Ball Controls (5 mins)
  - sell importance and benefits of becoming an expert in using the P.A.S. to explain ball controls to improve effectiveness
  - present common problems for serve, groundstrokes and volleys/overhead, for each of the following ball controls: (45 mins)
    - Direction
      - Serve
      - Groundstrokes
      - Volley/overhead
    - Height
      - Serve
      - Groundstrokes
      - Volley/overhead
    - Speed
      - Serve
      - Groundstrokes
      - Volley/overhead
    - Spin
      - Serve
      - Groundstrokes
      - Volley/overhead
    - Distance (distance is simply a combination of the above, up to Pro to determine which element he/she will focus on)
- Groups of 3 Activity: 1 teacher – 2 students; ½ court; rotate roles for each topic; Pro will assume that he/she has gotten to point in lesson that the effectiveness problem outlined in the topic is present. The teacher will explain and demonstrate the problem, explain why it is happening and explain in which way their solution will improve performance as they demonstrate. (1 hr, 30 mins)

Topics:

1. Backhand down-the-line – direction (i.e. playing a lefty and rallying to their backhand); ball is going in the middle
2. Forehand Attack - change of direction (i.e. move opponent from corner to corner); ball is going in the alley
3. Backhand crosscourt Rally – direction; ball is going wide
4. Backhand crosscourt Rally Deep – depth through height, the ball is hit too short
5. Forehand drop volley down-the-line from a crosscourt passing shot, the 2<sup>nd</sup> bounce goes over the service line (too far)
6. Forehand approach shot (groundstroke) deep from as low-speed, medium high bouncing ball; ball goes too long
7. 1<sup>st</sup> Serve to backhand (of a right handed player) ad court; the ball does not cross the singles side line

8. 2<sup>nd</sup> Serve deep to backhand – height, then direction; ball goes into the net and too wide
  9. Overhead – speed (doubles – lob return of serve); player pushes the ball at a slow pace
- CC Role Model: use student, (topic: hitting an attacking forehand into the bh corner of opponent when receiving a slow ball in  $\frac{3}{4}$  court) to review entire game based private lesson process
    - refer back to technical knowledge module;
    - review the interactive interview to find the topic; setting up the drill in a game based situation to evaluate (observe and analyze) the skill; running the drill in a safe and challenging manner while providing systematic intervention to improve the skill.
    - emphasize the importance of each teaching point being SMART and the importance of dealing with the mind before the body
    - the importance of the intervention leading to improvement (no major surgery, help them with their effectiveness (using ball control covered above) then with their conformity (reception – set-up; projection-timing, mechanics, etc.)
  - Groups of 3 Activity: 1 teacher-1 student-1 observer per  $\frac{1}{2}$  court; rotate roles for each topic; topics will come from Technical Knowledge Module, CC covers as many topics as time allows; Observer uses the private lesson exam technical teaching checklist as Pro teaches; topics are: (Note: CC should select most common situations and try to cover all strokes either this weekend or during the final weekend)

### 1) Groundstrokes

- Backhand and Forehand
  - a. Rallying Groundstroke
  - b. High moonball to the bh
  - c. Wide ball in the corner
  - d. Fast ball to the bh
  - e. Short low ball on the bh (slice)
  - f. Easy ball in the middle in  $\frac{3}{4}$
  - g. Differences between 1 hand vs 2 hand backhand

### 2) Volley

- Rallying (for warm-up)
- Approach volley: server, show in doubles situation, x volley
- Easy sitter: doubles, servers partner
- Catch volley: redirect; servers partner and “hot seat” (receiver’s partner)
- Half Volley: doubles half volley, server approach (‘ba-ba’) and receiver’s partner “hot seat position”

### 3) Serve and recovery

- 1<sup>st</sup> serve: harder, closer to line
- 2<sup>nd</sup> serve: with arch to backhand
- topspin, slice and oblique serve



- 4) Return of Serve and recovery
  - 1<sup>st</sup> serve return: back deep down the middle,
  - 2<sup>nd</sup> serve return: use strength of your gamestyle, play to weakness or hit with pace or make server run
- 5) Overhead
  - doubles: servers partner; shuffle step, timing
  - offensive vs defensive smashing actions
- 6) Passing Shots
  - Lob
    - present in doubles, return of serve over servers partner
    - catch lob (like block volley): when receiving fast ball
    - stroke lob: on little slower balls: low to high complete stroke
  - 2 time passing shot
  - sharp angle crosscourt
- 7) Slice Situations:
  - Slice backhand: drop shot
  - Slice backhand on low approach shots.. (forced to come in)
  - Slice fh and bh when in defense on baseline
  - Slice bh return of 1<sup>st</sup> serve
- 8) Approach shot
  - low over the net
  - on the run (while moving forward)
  - difficult short ball (one which forces them to come to the net)
  - easy ball (can take their strongest stroke)
  - variations of footwork (many options)
- 9) Drop shot
  - touch: volley
  - follow-through: from baseline
  - De-accelerating action: from midcourt

WEEKEND 3  
DAY 1: Off Court  
9:00-10:00am

**PROGRAMMING:  
CREATING AND DESIGNING SOMETHING FOR EVERYONE**

**GOAL:**

- 1) To have candidate be aware of how to create and design a program or a seasonal grouping of programs that incorporate the “Something For Everyone” philosophy

**IMPLEMENTATION:**

**\* have participants complete “Call to Action” sheet**

- 1) To have candidate be aware of how to create and design a program or a seasonal grouping of programs that incorporates the “Something For Everyone” philosophy

Intro:

- CC will emphasize that the following format can be used in existing club formats or when the candidates are placed in a new club and want to develop programming.
- Interactive Session – CC to query candidates to elicit response to cover following process:

Process for Creating Programs

Assessing existing programs:

- CC will explain that before creating programs candidates must assess existing ones to see success or failure. CC will refer back to marketing and promotion to determine success/failure (using past surveys, comment cards, evaluations, class participation), member feedback etc
- CC will explain that some clubs have a demographic makeup of members that can be useful in determining potential programs- Some of the questions that would be important for the CP2 is a) Does the club have a breakdown of how many male to female members and their club usage, peak times, down times, b) number of junior members, c) do they allow non-members in.
- CC will stress how information can be used to determine when to put in programming, how many programs and for what target market.

### Program Chart:

CC will explain that they may be asked to review a clubs programs and one of the ways to do so would be by the following process. CC will stress that the CP2 can use this format for all clubs and should be aware of how to create.

- Explain how to create simplified chart of existing club programs. Once laid out, the CP2 can determine what target markets are being serviced and what areas are lacking (show on flipchart using participant manual program activities chart )
- Explain how to slot existing programming in to open spots on chart
- Explain that once all programming is in slots, then determine what is missing, and determine if there should be a program for open slots based on surveys
- Explain base programs – daytime women, after school junior, evening mens, senior day, weekend mixed. These are the typical programs that are in high demand at all clubs.
- Explain how to fill down time; offer lower court rates, free instruction with play, food or drink incentive, target shift workers, specialty market (seniors for day, business for early morning, etc), funky names (early risers, silver sneakers, after hours club)
- Explain how to create programs based on names, themes, titles, colours, basically just about anything. Emphasize though that usually the most successful programs are something that the member can relate to, i.e. By the Pro's name, Jon's Mixed Doubles, or theme "Late night Madness", etc.

WEEKEND 3  
DAY 1: Off Court  
10:00-12:00 noon

**PROGRAMMING:  
BUDGETING**

**GOAL:**

- 1) To provide a basis for the candidates to determine revenue and expenses for all programming for the purposes of creating profits for both the club and the CP2

**IMPLEMENTATION:**

- 1) To provide a basis for the candidates to determine revenue and expenses for all programming for the purposes of creating profit for both the club and the CP2

Intro:

- CC will explain the importance of having a budget for programs, as this means the candidates have invested the time to determine projected expenses and revenue. Even though it may not come close to the actual budget, it can be used as a reference for future budgets to see where the candidate went wrong and learn from it.

Basics of Budgeting (General):

- CC will explain that basics of a budget is to take into account all the projected revenue expected from event, all the projected expenses from event, subtract the expenses from the revenue and this will determine a profit or loss. The CP2 can then use this budget to modify or change the revenues or expenses to achieve the desired bottom line of profit, break even, or use it as a lost leader
- CC will explain to candidate that any that is used to put on a program or event should be expensed whether in actual dollars or in kind (free).
- CC will walk the candidates through an interactive session.

Activity with flipchart:

- CC will take a round robin instructional doubles practice, 1 session per week, 4 weeks in duration, 1 ½ hours per session, 3 courts, 12 people
- CC will ask: What are the expenses involved in this program? As candidates respond, CC will write down expenses and assign a dollar amount.
- CC will ensure expenses of: court time, pro time, head pro fee, balls
- CC will explain that most clubs build into the program fees a profit margin that can be used for a CP2/club split

- The profit split can be 10% pro, 15% club, with the club fees going to help offset basket, accessories, hoops etc for all programs, as well as provide a buffer in case not all participants are available.
- CC will show how to calculate expenses and determine pricing structure for this program as well as revenue.

Calculation:

- Court time = # Courts X Hours X # Weeks X Court rate,  
3 cts X 1.5hrs X 4wks X \$16.00 = \$288.00
- Pro Time = # hours X # weeks X Pro Fee, or 1.5 X 4 X \$30  
= \$180.00
- Balls = # cans per session X # weeks X ball cost, 3 X  
\$4.00 X 4 = 48.00
- Head Pro Fee if necessary= same as Pro time, 1.5 X 4 X \$2.00  
= \$12.00
- Total Expenses = \$528.00
- Add on 25% Profit Margin = \$528 X 1.25 = 660.00
- Profit can be broken down into 15% for the club, 10% for the pro, or whatever can be negotiated with the manager or T.D.
- To determine the price for the program divide the total cost by number of participants, 12
  - Price per person for the Round Robin = \$55.00
- CC can point out that candidate can now run the event with 10 people if there are insufficient numbers without losing money, the CP2 will get their hourly rate, the club their court revenue
- If the CP2 wants to make more, the onus is on them to hustle another 2 members to join the group to make it a full compliment
- CC will stress that this premise can be used for all other programming except for Club Championships.

Basic of Budgeting (Club Championships) – Participants will refer to material

- CC will explain that depending on how the Club Championships are formatted for play will determine expenses. For instance will it be played over a weekend or period of five weeks, scheduled match times or player to arrange? Does the club use this as a promotional or break even event or for profit. In this case the budget will be a best guesstimate as possible because the entries are an unknown factor. For this use the following principles:

Determining costs to determine entry fee: CC will explain to candidates

- Determine format of play, single elimination, or consolation?
- CC will take single elimination, singles draw format, and use principle of allowing for 2 hours of court time for matches.
- CC will explain that court time of \$16.00 per hour. CC will then explain for singles, we will divide total match time court cost of (\$32.00) by 2, and in doubles do the same only divide court time by 4 people
- This will work out to \$16.00 for singles and \$8.00 for doubles

Add in trophy cost (how many events times cost for winner and runner up?). CC will pick a number for cost \$100.00.

- CC explains that if the club does not want to lose any money in running the event or does not consider this as an advertising promotion in case of loss, charge each person the hourly rate of court time, i.e. 2 hours @ 16 = \$32.00. All other expenses are member options i.e. members pay for balls (both players bring can balls to match, winner keeps new can), dinner banquet, paid separately.
- Finals of all matches should include balls, therefore add cost of balls (number of events times the ball fee) \$125.00
- Add in all costs associated to printing of materials, administration fee for pro to run event, umpires (pro's time) on finals day \$175.00
- CC explains how to take last years numbers in the tournament and use this number to divide into all costs other than court time. Take this number and add to court time fee to determine singles and doubles entry fee

Example: All costs – trophies, pro's time, etc = \$400.00  
Last years total participants = 200. Total fee to add to court time is \$2.00 per entry, therefore the Singles entry fee is \$18.00 per event and the add on doubles fee is \$10.00, set the fee for food separately.

#### Post Event Review – Budget to Actual

- CC will remind the candidate of the importance of doing a post event actual summary to see how close they were to the budget and what considerations they should take into account for the next event.

#### Pro Profitability

- The CC will explain that the CP2 goal is to increase profits and participation for the club but at the same time develop their own career and business
- The CC will explain that the CP2 may be asked to create a program or the CP2 can approach the manager or T.D. with a new unique program for the club. In doing so, the CP2 can build in a profit for both the club and themselves. Refer back to RR where program had a 25% profit margin built in
- The CC will show candidates examples of how to enhance their income while improving club profitability, i.e. a 4 court activity with 20 people instead of a private lesson

E.g.: Round Robin – take 3 cts with 16 people, two courts doubles, one court with pro

Ladder – charge \$5.00 fee for admin and party activity at end of session

League – run a league at low traffic time, ask for discount in court fee and charge regular court fees with difference going to pro, club wins and so does the pro

Special Event – run the event at off peak times, add in food, get prizes for free, have lower priced pro's to assist, charge regular pro's fee's and take % of profit and difference in pro's fees

- Activity: CC will provide camp program specifics to candidates to complete a budget and pricing structure.

#### Camp Specifics

- Ratio of 1:5 per court, court time is \$12.00 per hour
- Balls required 24 cans @4.50 per
- One T-Shirt per person \$9.35
- Juice break daily, cost of juice \$1.25
- Lunch provided on Friday, cost \$4.50
- Pro's wages range from \$25 - \$30 per hour
- Monday to Friday, total of 3 hours per day
- One supervisor per required per lunch hour for five days @ \$8.00 hr
- 20% profit margin required
- How much should each participant pay for the camp (round off to nearest dollar)? Answer = \$211.00
- CC will assist where necessary while candidate work out details.
- Candidate will show details and rationale for what they are doing

WEEKEND 3  
DAY 1: Off Court  
12:00 – 12:30 pm;  
1:30 – 2:00 pm

IMAGE OF PRO: BUSINESS/SUPERVISORY SKILLS
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**GOAL:**

- 1) To help the candidate understand and be able to implement basic supervisory and business skills

**IMPLEMENTAION:**

- 1) To help the candidate understand and be able to implement basic supervisory and business skills

Supervisory Communication

- CC Presentation/Discussion:

Intro:

The CC will explain that as the CP2 gains more responsibility they will become more and more involved in a supervisory capacity. The CC will stress the importance of having the CP2 understanding the process is very similar to working in group situations, clear communication, motivation, and feedback are essential to be an effective supervisor.

- A) The CC will describe and identify the communication process and its importance (see Participants Manual)

- Group of 4 activity: Each candidate will take turns as a supervisor disseminating duties to other staff member (candidates)

Organizational

- CC Presentation/Discussion:
- Describe the process of how to assign tasks and responsibilities – see above
- Describe the importance of why tasks must be performed to club standards, i.e. Team cohesion, club profitability, liability issues
- Describe the requirements needed prior to the start of program, i.e. Courts, pro's, balls, assess the need, promotion, etc
- Describe the importance of a player evaluation, program evaluation and the types of questions that should be asked (see participants manual)
- Describe the differences between Independent Contractors and Employees



### Administrative

- CC Presentation/Discussion:
- Describe the importance of thank you letters for events, new members, renewing members, sponsor participation i.e. each thank you letter expresses that the CP2 has taken the time to put pen to paper to thank the individual or group for their support, attendance, membership, etc and it is our way of expressing our appreciation
- Describe and provide example of thank you letter, formatting (see participants manual)

### Business

- CC Presentation/Discussion:
  - Describe the importance of the Club Pro's proficiency with computer and video equipment.
- Use of the web and search engines for information
- Sending email – benefits of mail, eblasts or bulk emails
- Word processing, graphics programs

### Video

- CC will discuss advantages and disadvantages, how to video each stroke (what angle), how to set up on court, use tripod, analyze a stroke with slow motion, etc

WEEKEND 3  
DAY 1: Off Court  
2:00 – 2:30 pm

**CONTRIBUTING TO CLUB ENVIRONMENT:  
CLUB MAINTENANCE AND SAFETY**

**GOAL:**

- 1) To help the candidate gain an understanding of club maintenance and safety procedures so that he or she will be able to assist in and/or implement procedures

**IMPLEMENTATION:**

- 1) To help the candidate gain an understanding of club maintenance and safety procedures so that he or she will be able to assist in or implement procedures
  - CC Presentation/Discussion
    - Describe a general maintenance and safety log check, its importance and what should be included in the log (see participants manual) i.e. A maintenance logbook provides a way to account for the inventory of club equipment and its status for either repair, replacement, or modification. This will ensure the proper storage and safety issue as well as contribute to the overall club financial viability.
    - Describe the importance of an inventory system, equipment storage within the department (see participants manual)
    - Describe the “EMS” Emergency Medical System, all CP2’s must have CPR , therefore a quick review of what is required, and suggestion that all clubs should have a process in place i.e. In order to provide the fastest response for safety members and staff, it is imperative that all staff be aware of where how to call for 911, assist in incident, know where first aid kit, oxygen, and nearest club exits are in case of an incident. (See participants manual facility layout, emergency action plan, in case of emergency, and code one life threatening emergency)
    - Describe the importance of an incident/injury report and what should be included on the report (see participants manual)

**Post Course Evaluation**

Create a log for club, then go around and do a safety equipment check  
Must be returned and signed by a manager ( to be handed in at same time of special event project)

WEEKEND 3  
DAY 1: Off Court  
2:30 – 2:45 pm

CONTRIBUTING TO CLUB ENVIRONMENT:  
PRO SHOP

**GOAL:**

- 1) To provide the candidates with the role and responsibility of the Club Pro in relationship to the Pro Shop or local retailer

**IMPLEMENTATION:**

- 1) To provide the candidates with the role and responsibility of the Club Pro in relationship to the Pro Shop or local retailer
  - CC Presentation/Discussion
    - The CC will provide example of how the Club Pro would encourage members to use the shop
    - CC will describe the various characteristics, key selling features of string, racquets, and player swings and how they can be matched together during a sales process
    - Describe the various shoes on the market, differences for playing surfaces, characteristics, and key selling features for player recommendations.
    - Identify and list apparel companies, accessories, and latest trends in the market
    - Identify how the CP2 can sell themselves to the owner of Pro Shop for commission based sales, use of business referral cards, their contact with a multitude of clients, their stature within the club, etc
  - Activity: Role Playing in Pairs
    - Topic 1: One candidate will act as salesperson after a lesson to encourage member to try newer model racquet
      - Criteria: Eye contact, ask if they would like to try a new model racquet, recommend a suitable racquet based on level of player and type of swing, point out benefits of new model, take up to pro shop to reserve for next lesson
    - Topic 2: Meeting with pro shop owner or local retailer to create relationship.
      - Criteria: Greeting and introduction, eye contact, name and position at club, confident rapport, establish points of why relationship could be developed and how, closing review of points and agreement

\* May get Racquet or Clothing Rep in to help with this

WEEKEND 3  
DAY 1: Off Court  
2:45 – 3:15 pm

**CONTRIBUTING TO CLUB ENVIRONMENT:  
INTRODUCTION TO PUBLIC RELATIONS**

**GOAL:**

- 1) To help the candidate better understand the role of a public relations person

**IMPLEMENTATION:**

- 1) To help the candidate better understand the role of a public relations person
  - CC Presentation/Discussion
    - Describe the roles and responsibilities of the Club Pro as a public relations contact i.e. The CP2 role will be to establish a working relationship and rapport with the sports writer of the local newspaper. The responsibility will be to update the newspaper writer with all relevant information on club news as well as any other tidbits of information that might be helpful for the paper. The CP2 can provide tennis tips on instruction, where to play at local clubs, how to select a racquet, etc. It is also the responsibility to keep up to date records of club players in events and tournaments, provide pictures, invite paper down to club, etc.
    - Describe the format of article writing, media releases, and the importance of the 5 W's (see participants manual)
    - Describe the importance of forging a relationship with local sports writers, community club presidents, local business sponsors i.e. To help create a positive image in the community it is imperative to forge relationships within the community. The paper will highlight the club, respond back with an ad, the community clubs are your source for winter members, respond back with demo nights, fun fair at their club in return for membership list, and with the local businesses the club can get product or free advertising in return for in house advertising
    - Describe how to invite key people down to club for a lunch or when activity is at club make sure these people are looked after with respect to complimentary food and or/drink
    - Describe how a free activity hour or promotion at the local community club will create positive attitude in their clubs for all members, increased sales, future contacts

- Activity:
  - Topic: Create a media release of an upcoming tournament at the club.
  - CC will be provided with background information of event to create release i.e. name, date, type, past champion, etc. The candidate will use their home club for the site of the event. 200 words or less.

WEEKEND 3  
DAY 1: Off Court  
3:15 – 3:30 pm

CONTRIBUTING TO CLUB ENVIRONMENT:  
COMMUNITY INVOLVEMENT

**GOAL:**

- 1) To show the candidates the benefits and methods of community involvement for the club

**IMPLEMENTATION:**

- 1) To show the candidates the benefits and methods of community involvement for the club
  - CC Presentation/Discussion

Intro:

CC will explain to the candidates that anything that they do within the community will come back to them two fold. There is no better sales person than themselves and people want to relate to a person. Donating time and effort will create a sense of gratitude in those that receive it, and in turn, they will want to repay it at some point, whether it is a lesson, joining the club, or recommending someone.

Methods

- CC to explain the process of initiating a schools program, provide and review TDC material
- Explain how to organize and set up community club events i.e. demo days with pro exhibition, etc
- How to utilize racquet distributors, retail stores, local businesses to aid in sponsorship

Benefits

Describe the benefits for the club

- Great exposure, low cost to target market
- Soft sell – membership, marketing
- Creates positive image in the community
- Establish link for future promotions

Describe the benefits for the community club

- Team effort to create fun activity for club
- Assists in membership satisfaction or member loyalty for club
- Opportunity to try product, gain new perspective of equipment and teaching methods
- Helps reduce cost of activity and add value for their membership

WEEKEND 3  
DAY 1: Off Court  
3:30 – 4:30 pm

IMAGE OF A PRO:  
CAREER MANAGEMENT

**GOAL:**

- 1) To help the candidates gain a better understanding and process for developing, establishing, and preserving their career as a tennis professional.

**IMPLEMENTATION:**

- 1) To help the candidates gain a better understanding and process for developing, establishing, and preserving their career as a tennis professional.

Intro:

- CC will explain to the candidates that in order to be successful in their profession, they must consider all the facets related to developing a solid foundation for the future. This involves more than just day-to-day planning, but long term forecasting with goals, just like they arrange for their clients.
- CC will explain to candidates the following considerations in a lecture and question and answer format.

Managing Cash Flow:

CC will explain down times when lessons and instructional programs will slow down resulting in loss of revenue. These times are typically just before Christmas to 1<sup>st</sup> week of January, March Break, end of Winter programs to start of summer programs, end of summer programs to start of winter programs. Knowing this in advance will allow the candidate to prepare and either put money aside or become entrepreneurial and develop programming for these times.

RRSP

The CC will explain that although it is not our job to recommend the type of financial institutions to invest with, we do recommend a retirement investment plan. The CC must stress to the candidate that our career is one that does not usually have a pension plan associated with it, therefore the onus is on the individual to create one for themselves. As the ad promotion says “Start early with just a small amount per month and over 25 years, growth will be substantial”. The key to this phrase is “start”

### Fitness

CC will explain that for most pro's this will not be an issue, however, all pro's will be limited in part by their fitness level. The more unfit the less they can spend time on court, they will be limited to the level of player to work with, and their image will suffer.

### Independent Contractor Vs Employee

CC will list the benefits and drawbacks of each and emphasize it is the candidates sole decision if given the option

### Benefits of Contract

- No tax at source, take home more money immediately
- Can use car, home, other as tax deduction
- Greater flexibility can negotiate raise upon new contract if performing well

### Drawbacks

- Can be let go on two weeks notice with no severance pay
- No benefits of medical, dental, staff discounts
- No guarantee of raise
- May not be covered under clubs insurance umbrella
- No vacation pay

### Insurance:

CC will advise all candidates to thoroughly investigate clubs policy on staff insurance coverage for independent contractors and employees and whether they should have additional liability coverage.

### Sponsorship

- CC will encourage all candidates to seek out local racquet manufactures or retailers (Pro Shop) for sponsorship as they are a prime selling feature
- CC will stress that as with any new venture the CP2 takes, they should always seek the approval and advice of the manager or T.D.
- Explain candidate should develop resume and contact letter for distribution.
- CC stress they should have referral from club manager, Tennis Director, Pro Shop to support their cause.

### Goal Setting/Career Planning

- CC explains that this is an often-overlooked part of the pro's livelihood.
- CC will relate that just like their students, in order to achieve something, there needs to be a goal or vision of where one wants to be.

### Activity:

- CC will ask candidates to write down answers on a piece of paper:
  - What is the ultimate job they would like to be doing?
  - How do they think they can achieve this?
  - Where do they see themselves in one year? In five years?



- What are the most important things in their life and why?
- CC will tell candidates after they have finished writing the answers to take that paper and file it away so that they can keep referring to it and modifying it necessary, as they move through their career.

#### Ongoing Professional Development

- CC will stress the importance of keeping an up to date certification and in attending all courses relative to their role.
- CC should add other considerations for courses such as public speaking, club business courses (IHRSA, International Health Racquet and Sport Association) PTR, Professional Tennis Registry, USPTA, and of course all provincial and Tennis Canada courses.

#### Contract Negotiations

- The CC will explain that the CP2 will either be an independent contractor or an employee at the club.
- CC will explain the differences, employees are governed by the Employment Standards Act, independent contractors by the contract they sign
- CC will explain that unless stipulated in the contract, the CP2 can ask for a review at any time, can ask for a raise, however they must have justification
- Explain that it is extremely important for the CP2 to keep accurate records of what accomplishments or “moments of truth” they have performed, as this will come into negotiations
- Typically the CP2 will need to “sell” himself or herself to the T.D. or manager. To do so, they must refer to their performance log of “expected” duties performed, but stress that it will be the above and beyond the expected duties that will set them apart
- Refer to any additional revenue generated, any programs/clinics initiated by the CP2, referrals, sales, and especially any charitable work in the club or community (shows commitment and dedication)
- CC will stress the use of words “ I believe I have contributed greatly to the club by...” or “I want to continue to grow and take on new responsibilities, something I have proven I can do...”

#### Interview Process

- CC will explain that for any new job for the candidates, they most certainly will be required to attend a job interview
- CC will stress that it will be how the CP2 performs during this interview process can be the deciding factor in getting the job. Explain that regardless of how many references or accomplishments, they need to relate to the person who is interviewing them
- CC will refer to participants manual and review each topic that could be covered in the interview process and provide antidotes for each
- CC will stress key points that the T.D. will be looking for:
  - a) Initial meet and greet (refer back to image of pro)
  - b) Dress attire

- c) Do they communicate in an effortless, clear, way, or do they ramble
- d) Are they passionate, confident, reflective, believable in their responses when needed
- e) Can they sight examples for each of their points
- f) Do they have a good understanding of the club they are applying to and how they can be an asset to that club
- g) Do they express an eagerness to be part of the club's team

Activity:

- Each of the candidates will have been given an example of a club that they will be looking to work at (could be any clubs material) the 2<sup>nd</sup> weekend.
- Each candidate will be selected to answer a question from the CC (they do not know ahead of time) as though the CC were the T.D. or manager. E.g. One person could do the "Tell me a bit about yourself", the next "What personal qualities do you possess for this job". At the end, other candidates can provide feedback on the others responses.

WEEKEND 3  
DAY 1: Off Court  
4:30 – 5:00 pm

<p>CONTRIBUTING TO CLUB ENVIRONMENT: TEACHING AIDS AND EQUIPMENT</p>
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**GOALS:**

- 1) To show the candidates the benefits of providing unique and innovative forms of teaching aids and equipment to improve their students game.

**IMPLEMENTATION:**

- 1) To show the candidates the benefits of providing unique and innovative forms of teaching aids and equipment to improve their students game.

**Intro:**

The CC will explain the benefits of providing teaching aids and equipment to enhance the learning process and helping to add a little spice to lessons. The CC will refer to participant's manual to explain and describe the uses for the listed aids and equipment

Note: Refer to Tennis Canada Website for Manufacturers of Equipment/Teaching Aids

WEEKEND 3  
DAY 2: On Court  
9:00 – 11:00 AM

ROLE OF A TEACHER  
(CONTINUED)

**NOTE:** Goals #1-2 were covered during weekend 1, goal #3 was covered during weekend 2, goals #4 and 5 will be covered here. We will look at the “Role of the Teacher” in a small and large group setting, which will specifically look at how to provide group objectives and individualizing feedback. Finally, we will look at how we can teach juniors while they are playing or competing with one another.

**GOALS:**

- 1) To help candidates understanding the main issues and challenges of running instructional programming.
- 2) To understand and implement communication skills which will help ensure that members feel good while learning. (“Role of Teacher: Make them feel good by ensuring their needs are met!”)
- 3) To help candidates ensure that their students improve (Role of Teacher “Make them improve (technique and tactics)!”)
- 4) **To help candidates make sure that their students learn more in group lessons by ensuring that they provide group objectives with individual feedback and that they can do both technical and tactical progressions. (“Help your Students Learn more in group lessons”)**
- 5) **To help candidates adapt their teaching when working with kids. (“Fundamentals for kids.... how to adjust the training for kids”)**

**IMPLEMENTATION:**

- 4) To help candidates make sure that their students learn more in group lessons by ensuring that they provide group objectives with individual feedback and that they can do both technical and tactical progressions. (“Help your Students Learn more in group lessons”) **[1 hr, 30 mins]**
  - a) Introduction: CC Presentation/Discussion
    - review issues for group instruction (i.e. 4 privates.. see chart of programming)
    - emphasize the importance of equal positive attention to all candidates (although group lesson.. everyone must feel like they are receiving feedback)
    - review what we will cover:
      - Group objective and individual feedback

- Technical vs task progression
- b) Group objective and individual feedback
  - CC takes candidates through (role models) a warm-up where a group objective is provided to everyone, then individual feedback is provided to everyone; CC does a series of objectives (teaching points) and emphasizes that they are doing an example of a technical progression
    - provide both outcome and process objectives
    - role model and emphasize importance of taking control of group through leadership skills (get everyone's attention, animate)
  - Give a few candidates a chance to lead entire group (few minutes each); give feedback to entire group on: ability to take control of the group, if group objective was clear, if individual feedback was given on group objective
  - Break into two courts, have remainder of candidates each have a chance to lead their respective court for a few minutes each; CC provides feedback
- c) Technical vs Task Progression
  - CC refers to what has just been done and emphasizes that it was a technical progression, in other words, a series of teaching points; CC emphasizes that a technical progression can be very helpful for both privates and groups, however there are dangers when using a technical progression with groups which center around players being at different levels, hence you could find yourself in the situation where a task is too challenging which could lead to one of two problems:
    - some will players will get it right away and others will struggle which will make it difficult for a group training
    - it will require many teaching points which would take too long for all players of the group to accomplish the task  
(note to CC: this is a good transition to task progression)
  - using the same example of the forehand drive, we could do a task progression, which starts from the net; the key for doing a task progression is to present it in a manner which is game based, hence it will become a "tactical progression"; for example..
    - o we will start close to the net i.e. Easy sitter close to the net,
    - o at the midcourt, i.e. an approach shot,
    - o at the backcourt, a slow ball in the middle
  - a task progression will likely lead to everyone getting it at each step, which will then allow them to attempt the next most challenging tactic (task); this will ensure that all the group progress together; this will give us the opportunity to use the concept of L-M-C activities at each step of the task; CC then takes the group through a task progression: i.e. Attacking forehand.. from close to net ... then move back;
  - CC quickly shows another task progression (tactical progression) for slice bh: drop shot, approach shot, slice rally from baseline
  - pairs activity: 1 teacher-1 student: then switch roles, 1/3 of court; topics: topspin fh and approach shot
  - emphasize that at any time during a task progression you can provide a series of teaching points (technical progression); the key with doing a technical progression is to find a task which can be accomplished by everyone within the group fairly quickly

- 5) To help candidates adapt their teaching when working with kids. ("Fundamentals for kids... how to adjust the training for kids") [30 mins]
- CC presentation/discussion
    - again, emphasize the importance of using the “learning to play” document
    - emphasize the importance of the proper equipment (balls and racquets) and have candidates experience the different balls in order to emphasize their importance
    - review how to split up the court into various court areas depending on the number of players and their level of play
    - emphasize importance different contents for:
      - very young children: 4-7 years: skills development
      - 5-8: micro court
      - 6-8: mini
      - 8+: mini to  $\frac{3}{4}$  to full court
    - emphasize other important differences including: animation, how to be, importance of variation, even more playing focus, etc...
    - refer to “learning to play” and takes candidates through the 5 playing situations and how you can have a technical focus within each situation

WEEKEND 3  
DAY 2: On Court  
11:15 – 12:30 PM  
1:30 – 2:00 PM

**ROLE AS A DRILLER**

The role of the driller is to be able to provide volume on a new skill which has been learned, to be able to groove a stroke or a sequence of shots as well as be able to set-up any drill for any topic and once a drill has been set-up, to adjust it in order to provide variety and/or increased challenge. As well a good driller can create energy and provide tips while players are drilling.

The ability to drill has been covered in both the Instructor and Coach 1 Courses. Here we will review how to set-up and run drills using the 6 organizational elements and 5 scanning elements in order to provide variety and challenge; we will also look at how to create energy and provide tips when we drill. We will also look at the energy systems and how this knowledge will affect our drilling. Finally, we will look at how to set-up and run game simulation drills.

**GOAL:**

- 1) To help candidates provide variety to their drills through reviewing how to use the 6 organizational elements and the 5 scanning elements.. ("How to spice up your drills")
- 2) To help candidates to be able to set-up and run "Game Simulation" drills.
- 3) To develop awareness of the energy systems and the associated impact when working with recreational players.

**IMPLEMENTATION:**

- 1) To help candidates provide variety to their drills through reviewing how to use the 6 organizational elements and the 5 scanning elements. ("How to spice up your drills")

**[45 mins]**

Into:

- CC Presentation/discussion:

- people like variation especially in our time where the television change images every few seconds.... they like to be "stimulated"; hence we will look at various ways of providing volume and variety to your drills as well as how we can increase the challenge of a drill through reviewing the 6 organizational elements and the 5 scanning elements (note to CC: this was first introduced in the Instructor Course and carried on in the coach 1 Course... however some candidates, who have not taken certification in last few years might not have seen this before)
- Specifically, we will look at:
  - Using the 6 organizational elements
  - The five scanning elements

- Using basket-live-playing type drills (use double situations)
  - Increasing and decreasing the challenge of a drill
  - Creating energy in your drills
  - Providing tips while players train
  - Drills for fun, social activities
- Using the 6 organizational elements, 5 scanning elements, increasing and decreasing the challenge of a drill and using basket-live-play continuum of drills;
    - Role Model, Problem Solving; using a group of 4 candidates: use example of “moving the opponent around, live ball cooperation drill (Coach 1, pg. 7-19)
      - CC role models the initial set-up of the drill while reviewing the 6 organizational elements then runs the drill while reviewing the 5 scanning elements (under 2 main headings of “well done” and “fun”) then does problem solving with all candidates in order to:
        - find ways to vary drill and increase challenge through changing any of the 6 organizational elements; be sure to emphasize that by changing feed and projection we can adjust drill from a basket to live to play situation (we will see play situation or sometimes known as game simulation later)
        - CC reviews another example, this time a doubles situation to show how we can progress from basket-live-playing type drills; begin with initial set-up (6 org elements) of a play situation and show how to adopt the organization for live and then basket drills; do problem solving with candidates... ask them to come up with ways of varying scoring, rotation, etc.
- Providing Tips when drilling: CC role models how to provide tips (emphasize a skill) while running a drill; CC will emphasize that even when the orientation is on providing volume on a skill(s), a Pro can provide tips, both technical and/or tactical while they drill; refer to “role of teacher” modules and importance of having a group objective (tip) with individualized
- Creating Energy: CC reviews how to create energy when doing basket type of volume/fitness drills; using a sequence of shots: gs-approach-volley-overhead; creating energy through communication, voice and especially through the pace and challenge of the drill (note to CC: be sure that you use markers and targets)
- Drills for fun, social activities: CC takes candidates through (have them all experience) various drill set-up which can be used for fun social activities, i.e. Sharing a racquet, around the world, doubles team competition drills, team tennis, etc.

- 2) To help candidates to be able to set-up and run “Game Simulation” drills. **[45 mins]**
- CC Role Model, use both courts, 4 per court to emphasize key elements of game simulation training including:
    - feed precedes the skill
    - competitive scoring
    - respect of topic (feed, movement)
    - use of constraints as required



- Topics to cover: (note to CC: be sure to present topic in a simulating and stimulating manner, cover as many as you have time for)

Doubles:

- 1 Server: approaching on a weak return;
- 2 Servers Partner: understanding their area;
- 3 Returner: coming in on a weak serve;
4. Returners Partner: defense from the servers partners volley

Singles:

1. high ball on the backhand
2. receiving easy ball in  $\frac{3}{4}$  court

3) To develop awareness of the energy systems and the associated impact when working with recreational players. **[15 mins]**

- CC Presentation/Discussion
  - Present the 3 energy systems and their importance in our sport; CC to take candidates through drills with 3 different participants: depletion drill; low intensity and long hitting; sequence of high intensity 3 shots sequence
    - Aerobic: endurance system, for recovery between points, games, matches, practices, etc.
    - Anaerobic Lactic: not prevalent in tennis; need to be careful when running drills that you don't get into this system as lactic acid is by product and effects overall coordination and ability to continue
    - Anaerobic Alactic: prevalent system in tennis; should consider this when running fitness type drills
- CC Presentation, use 4 candidates as student
  - emphasize that it easier in group training to recreate the proper work/rest ratio which is realistic for tennis
  - take candidates through 2 different examples:
    - basket feeding, series of 4 shots (see above sequence); intense movements
  - cooperation drill, x's; 4 balls then competitive

WEEKEND 3  
DAY 2: On Court  
2:00 – 2:45 PM

**ROLE AS A COACH**

Although there are limited situations where a Club Pro will be involved in the role as a Coach (as our Coaching Stream will deal with HP Juniors); there will still be occasional situations where the Club Pro will need to be a Coach, one of these is Interclub Leagues. Hence, we will

**GOAL:**

- 1) To help understand the Club Pro’s coaching role when in charge of a league (“In charge of leagues.... "Do more than giving the balls")

**IMPLEMENTATION:**

- 1) To help understand the Club Pro’s coaching role when in charge of a league (“In charge of leagues.... "Do more than giving the balls") **[45 mins]**

Intro:

- CC Presentation/discussion:
  - when players are competing, i.e. Leagues, the Club Pro should assume the role of a Coach (note: there may be other situations in which the club pro will be a coach; many include the informal observation of competitive matches which occur at the club which might be followed by interaction between the member and Pro (i.e. ladder matches, tournaments, Intra club leagues, etc). Hence, the pro must be prepared to provide feedback on the performance of the player and give some tips about improving their game.
  - encourage everyone to re-read “Being successful when running teams” (from Coach/Club Pro 1, Chapter 2), which discusses such topics as:
    - Announcing leagues and team tryouts
    - Communicating information
    - Team selection
    - Team meeting
    - Team leadership and synergy
    - Team practices
    - Partnerships and line-ups for league matches
    - League matches
    - The coach’s role in league matches
  - cover most important considerations, including:
    - Addressing team as a Coach before a match
      - Clarify who will play which side, who will serve first; how each player wants to play (serve and volley or stay back; poach or not, return and come in or stay back)
      - Encourage them to have fun

- Provide a tactical objective (refer to Tactical Knowledge on Doubles) which will make the difference, what will allow them to win
- Emphasize teamwork: communicate well, refocus strategies
- Be inspirational (i.e. “you have all the solutions, just work as a team”)
- Address team after a match
  - CC should emphasize the following possibilities could occur and hence Coach (Club Pro 2) can deal with each situation a little differently
    - a. Team (meaning entire team) won, you (meaning doubles team) lost: feel good for the team
    - b. Team won, you won: everyone feels good
    - c. Team lost, you lost: everyone in same boat, everybody feels bad
    - d. Team lost, you won: you don’t feel quite as bad
  - start by addressing the team, then the individuals, always begin by asking them what they thought
  - bring awareness to what they did well
  - bring awareness to what was the main difference in the match
  - provide recommendation on what they might do better next time
  - Bottom Line: show that it matters; show that you care
  - Note to CC: Emphasizing that during the match the Pro should focus on the match and not to get distracted as this will help show that he/she cares and will show other members who will see the Pro focusing on the team that the Pro really cares and hence, create a favorable impression of the Pro.
- Learning Activities: role playing; groups of 3, 1 Pro and 2 students (1 doubles team); teams will play one another a very brief match, 10 pts. total, with one player serving entire game; feedback to be provided by students to the pro following their address, on the considerations presented by the CC
  - Activity 1: Address team before they play and make it real (note: the candidates should know the level of the participants at this stage of the course)
    - Checklist for feedback:
      - Pro’s Communication: overall were they motivating, confident
      - Specifics:
        - Clarify who will play which side, who will serve first; how each player wants to play (serve and volley or stay back; poach or not, return and come in or stay back)
        - Encourage them to have fun
        - Provide a tactical objective (refer to Tactical Knowledge on Doubles) which will make the difference, what will allow them to win
        - Emphasize teamwork: communicate well, refocus strategies
        - Be inspirational (i.e. “you have all the solutions, just work as a team”)

- Activity 2: Address team after a match (any 3 of the above 4 scenarios). Ensure that there are some tactics being delivered and not just encouragement or “tough luck” type of feedback.
  - Checklist for feedback:
    - Did the Pro have a proper focus and body language as they play (note C.C. will ask the players to look at the Pro at times and to provide feedback at the end on how they felt when the Pro was looking at them.
    - CC should emphasize the following possibilities could occur and hence Coach (Club Pro 2) can deal with each situation a little differently
      - a. Team (meaning entire team) won, you (meaning doubles team) lost: feel good for the team
      - b. Team won, you won: everyone feels good
      - c. Team lost, you lost: everyone in same boat, everybody feels bad
      - d. Team lost, you won: you don't feel quite as bad
    - start by addressing the team, then the individuals always begin by asking them what they thought
    - bring awareness to what they did well
    - bring awareness to what was the main difference in the match
    - provide recommendation on what they might do better next time

WEEKEND 3  
DAY 2: On Court  
2:45 – 3:45 PM

**ROLE AS AN ANIMATOR**

The Club Pro will take on the role of an animator (“organizer with personality”) for many activities including running club socials, round robins, interclub leagues, open houses, etc. As well, although the Club Pro will be mainly in the role of teacher and driller in most instructional type programs, even in these situations the Pro must take on the role of an animator when it comes to selling or encouraging members to sign up for new activities “closing.” Hence, we will look at the Club Pro as an Animator in two situations: both the “closing” and how to deal with large groups for an activity like an open house.

**GOALS: (How to Attract: Closing)**

- 1) How to ensure that your members in existing programs stay in programs all year as well as joining new programs. (“How to retain our students all year long”)
- 2) To provide the Pros with ideas on how to organize an Open House with lots of perspective members on a few courts. (“What to do during at an Open House with lots of perspective members on few courts?”)

**IMPLEMENTATION:**

- 1) How to ensure that your members in existing programs stay in programs all year as well as joining new programs. (“How to retain our students all year long”) [1 hr.]

Intro:

- CC Presentation/discussion
  - Emphasize that one of the most important ways of ensuring that you fill your programs and get members to join new programs is to never leave the court without signing them up for another lesson, session, social, etc.); we can call this the “closing” (Note: in Coach 1, we stressed opening, here in Club 2 we will stress closing)
  - Emphasize that one of the best ways of ensuring that members stay in lessons is to make them aware of what you will do in the next lesson.. session, etc.; for this it is important that you can tell a story of where you are going with their stroke or game, (Refer back to planning of lessons)
- Pairs Activity: 1 Pro – 1 student; switch roles; two topics: practice closing in selling the next private lesson; student to provide feedback at end on Pro’s ability to:
  - Express what they have improved today
  - What we will work on next time, (the focus must be tactical);
  - Be enthusiastic

Topic 1: you have been working on their backhand conformity in a rallying situation

Topic 2: you have been working on their attacking forehand when they receive an easy ball in the middle

- Small Group Activity: Groups of 4; 1 Pro- 3 students; rotate after each topic; practice different “closings” for different situations; students to provide feedback to the Pro following their presentation on ability to stimulate interest on the activity, including:

- Providing a compelling reason to join
- Their enthusiasm

Topic 1: there is a valentines day round robin and party coming up in 2 weeks

Topic 2: you would like to get someone who is taking private lessons only involved in a group activity (choose the activity)

Topic 3: from a group lesson, you want to encourage someone to take a private lesson

Topic 4: at the end of a session of kids lessons, you want them to sign up for the next session

2) To provide the Pros with ideas on how to organize an Open House with lots of perspective members on a few courts. (“What to do during at an Open House with lots of perspective members on few courts?”) **[30 mins]**

- CC Presentation/Discussion (will use candidates to show set up and to give ideas, do not go through ... just demo/explain); Refer to Participants Guide for Drill Ideas.

Present the following issues and considerations:

- Discuss major considerations and issues for this type of activity (see chart of Programming)
- Set ups for large groups (12 per court, 6 courts, in other words 72 perspective members); show 6 per half court per Pro; show possibilities for type of drills you can do
- Emphasize that it’s all about personality and leadership ability
- Remember to “close the deal”: this is the most important part... you have them through the door now you need some promotion, incentive and programming that they can join right away (you must be well prepared for this type of activity)
- Emphasize that we can also use these type of drills for socials and other activities (show how type of drills could be different depending on the level of the players (1.0 vs 2.5 vs 4.0))
- Discuss possibility of using music for atmosphere

WEEKEND 3  
DAY 2: On Court  
4:00 – 5:00 PM

**EXAM PREPARATION**

The Course Conductor will:

- review evaluation process for both the on and off court evaluations (refer to appendix)
- answer questions, re: evaluation
- schedule evaluations for each candidate
- if extra time exists, provide additional practice re: private or group evaluation (which ever you feel requires more time)
- Encourage candidates to practice with one another or someone who can provide them with critical feedback. Encourage the candidates to “live” the material everyday as this will provide them with best chance to be successful.
- **collect workbooks from everyone (CC may decide to collect workbooks at time of evaluation)**

## **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 or at the time of the written test (at the CC's discretion).

### **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: \_\_\_\_\_

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**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**

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

**FINAL RESULT**                      Met standard      Did not meet standard

\*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

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**2. Written Exam** Met standard Did not meet standard

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**3. Assignment** Met standard Did not meet standard

- Special Event

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- Maintenance Log

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**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:**

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**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:**

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## 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:**

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## **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, 1<sup>st</sup> 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	<input type="checkbox"/>	<input type="checkbox"/>	_____
– Present the Topic with a game situation which is frequent or important at their level	<input type="checkbox"/>	<input type="checkbox"/>	_____
2. Evaluate Game			
– Set-up an Open Game	<input type="checkbox"/>	<input type="checkbox"/>	_____
– Run Game	<input type="checkbox"/>	<input type="checkbox"/>	_____

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

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

**Comments:**

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## 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"> <li>- representative grouping (either 2 students or pro and student) <input type="checkbox"/> Yes <input type="checkbox"/> No</li> <li>- 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</li> <li>- check understanding through questions <input type="checkbox"/> Yes <input type="checkbox"/> No</li> <li>- walk around: address each individual <input type="checkbox"/> Yes <input type="checkbox"/> No</li> <li>- equal positive attention to all students (praise and encourage) <input type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul>			<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. Teacher:</p> <p><b>OUTCOME:</b></p> <ul style="list-style-type: none"> <li>- clearly explain and demonstrate a group outcome objective (with a clear ball control) <input type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul>			<hr/> <hr/>

measure)			
- Ensure everyone is focusing on the task presented	<input type="checkbox"/>	<input type="checkbox"/>	_____
- 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	<input type="checkbox"/>	<input type="checkbox"/>	_____
- Provide rationale why this teaching point (above) will improve performance (relate to ball control)	<input type="checkbox"/>	<input type="checkbox"/>	_____
- individual feedback on Group Objective	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>PROCESS:</b>			
- provide a group process teaching point which is the most <u>relevant</u> for the group	<input type="checkbox"/>	<input type="checkbox"/>	_____
- provide a rational why this teaching point is important for their tennis in general	<input type="checkbox"/>	<input type="checkbox"/>	_____
- individual feedback	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>GENERAL:</b>			
explanation and demonstration should be together and correct:	<input type="checkbox"/>	<input type="checkbox"/>	_____
- outcome			_____
- process			_____
<b>CONCLUSION WITH C.C.</b>			
- 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"/>	_____

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

**Comments:**

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# 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*

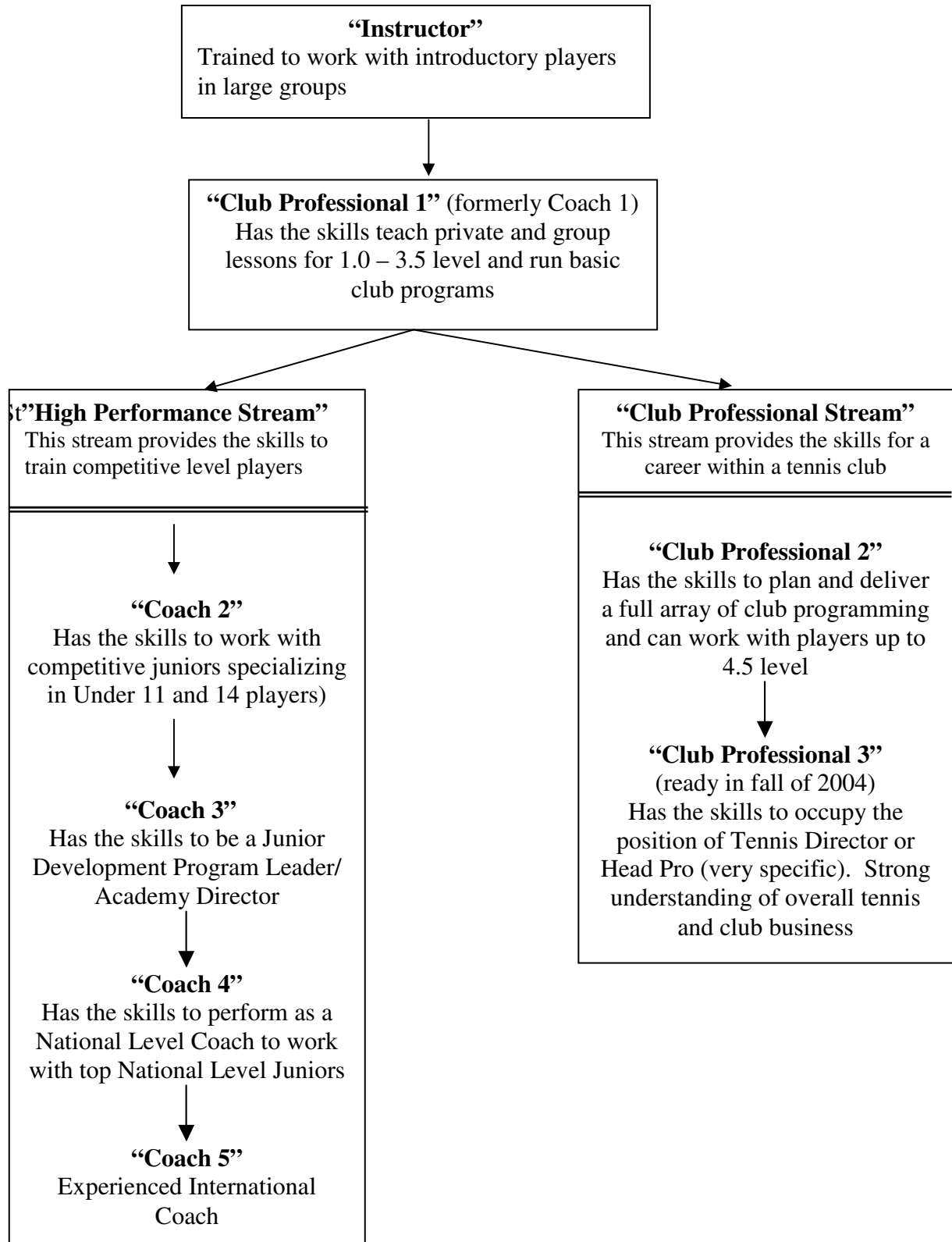
- Introduction to public relations, community programs and involvement, club maintenance and safety

### 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.

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

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

## **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) The tournament will be held during the month of April.
- b) Assume all matches are allotted 1.5 hours each for play, single elimination draw, total hours set aside is 46.5 hours for matches
- c) Court time is \$18.00 from 5:00pm to 9:00pm and \$12.00 from 9:00 to 11pm on Friday. \$18.00 from 9:00-12:00noon and \$24.00 from 12:00-6:00pm Saturday and Sunday, GST taxes are included.
- d) All participants receive a T-Shirt @ cost of \$5.00, Winner receives \$50.00 prize, Runner Up \$25.00 and 3<sup>rd</sup> and 4<sup>th</sup> receive \$15.00 each, (all prizes do not include GST or PST)
- e) All balls are supplied at a cost \$3.50(does not include GST and PST)
- f) Dinner on Saturday night @ cost of \$416.00, includes GST and PST and 15% gratuity
- g) 6 courts available for play on Friday night from 5:00-9:00pm, 4 courts 9:00-11:00pm, 2cts on Saturday from 9:00-6:00pm, 2 courts from 11:00-4:00pm Sunday.
- h) No matches to be played after 6:00pm on Saturday, maximum matches per day is 2 per participant, no back to back matches, must allow a 30 minute break
- i) Pro fee to run event is \$200.00 (does not include GST)
- j) Club wants to make a 10% profit

#### **Questions**

(Please show all your back up work)

- 1. What is the draw size of your tournament?
- 2. Create a unique name for the tournament and rationale behind it.
- 3. Show the schedule for the matches on the provided draw sheet with day and time of each match in draw pairing
- 4. What is the total cost of the event including GST and PST and gratuities but not including 10% profit?
- 5. What is the total cost of court time including GST?
- 6. What is the total cost per person, not including GST and PST or gratuities
- 7. Provide quick overview budget on the provided budget sheet.
- 8. List 5 ways to promote the event in the club.
- 9. List 3 ways to reduce the cost per participant.
- 10. What is the hourly fee rate for the Pro based on the tournament draw size?

- 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. 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  
Please show rotation format on provided sheet.
  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.
- 3. Pro “A” is making negative and derogatory comments to a member about another pro’s teaching and playing ability. You “Pro B” overhear this and must decide what to do.**
- a) What will be your response on how to handle this situation?
  - b) Why is this type of behavior not good for the club, pro’s?
  - c) How can this type of behavior be eliminated?