

CLUB PRO 2 WORKBOOK

First Edition
March, 2004

Note: This workbook is part of evaluation process for the Club Pro 2 Course and must be completed by all Candidates by the end of the course

Name: _____

Date: _____

Name of Course Facilitator: _____



National
Coaching
Certification
Program



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Off Court Self- Evaluation

Prior to the start of each weekend circle the number, which you feel best describes your understanding of the descriptor. Then after the weekend course, re-evaluate yourself based of what you have learned.

The purpose of this is to help you establish your knowledge base on an ongoing basis and measure the improvement in overall understanding of the Club Professional 2 competencies.

1. Poor 2. Fair 3. Good 4. Very Good 5. Excellent

Please rate your understanding of the following:

		Weekend 1	Weekend 2	Weekend 3
1.	The five roles of the Club Pro	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.	The overall club business	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3.	The types of clubs and how they do business	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.	Customer Service	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5.	Club Operations	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
6.	Why members join or quit clubs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7.	What is the image of the Club Pro 2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8.	How to market to members and non members	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9.	How to attract members to programs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
10.	The “Types” of programs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
11.	How to organize and run programs proficiently	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
12.	How to create and design programs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
13.	How to create and adhere to budget for programs	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
14.	Business and supervisory skills required for CP2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
15.	Club Maintenance and safety issues/procedures	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
16.	Pro shop involvement/sales	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
17.	Public Relations skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
18.	Community involvement	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
19.	Career Management skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
20.	Teaching aids	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

SECTION 1: UNDERSTANDING THE CLUB BUSINESS

A) The Club Professional

- 1. List the 5 roles of the Club Professional.

B) Successful Club

- 1. List the 3 major attributes of a successful club.

- 2. List three types of tennis club business operations.

C) Customer Service

- 1. What is the definition of customer service?

- 2) List the stages of integration of a club member?

3) List the three phases of member's attitude and mentality to integration.

4) List 6 components of what members want and need in a club.

D) Understanding Club Operations

1. List five types of club operations.

2. Which one is the most important and why?

E) Communication

1. List the three types of communication. Which one is the least desirable? Why?

2. In the communication flow chart, list the three processes and the importance of each.

3. In a club setting we want to eliminate _____ communication, reduce _____ and increase _____ communication.

4. Our club business is all about self -esteem, we either have to sell them on _____, or sell them on _____.

5. Why should you greet people with a smile?

6. Greeting: who have you said hi to in the last 2 days? List a minimum of 10 people. How did they respond to you!

Name	Response
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

F) Why Members Join or Quit

1. List 5 reasons why members quit and 5 reason why members join clubs

2. What do you do at your club to help ensure that you retain new members?

G) Teamwork/Staff and Club Expectations

1. List 3 club expectations of a club pro and reason why.

2. List 3 Club Pro 2 expectations of the club and reason why.

3. What will determine a “good working” relationship between the CP2 and the club/manager?

H) Dealing with Different Types of Members

1. List three types of members and their characteristics and how to deal with each.

2. Why is it important to be able to identify the personality characteristics of members?

I) Conflict Resolution

1. What are the four R's of conflict resolution?

2. What are some key words you would use when dealing with an upset member?

3. Why is important to take pen to paper when listening to a members complaint?

4. What type of body language can you display to show empathy?

SECTION 2: IMAGE OF THE PRO

A) General

1. Why is dress and presentation important in the CP2?

2. List 5 personal qualities of the CP2.

3. Name five key ethical issues of club pro.

4. What are the five components of “customer service mentality”?

5. What do we mean when we say the CP2 must be a leader?

6. Internet Skills:

a. What purpose do tennis development centres serve?

b. List the names of 5 Ontario Level three certified coaches.

c. List 3 of the organizations with web links on Tennis Canada site

d. What is the “mission” of Tennis Canada?

e. What year was Tennis Canada founded?

f. What is the website address of your provincial tennis association?

g. What are the main headings on your provincial tennis association homepage website?

h. Are there any sponsors listed on your provincial tennis association website? If so name 3.

i. Does your provincial tennis association website list a summary of tournaments? If so how is it organized?

B) Business or Supervisory Skills

1. List three components of supervisory communication.

2. Why is it important to have all staff adhere to company policies?

3. What is the difference between independent contractor and employee?

4. Why is it important to send out thank you letters?

5. What are two technologies that all CP2's should be proficient in?

C) Career Management

1. List and describe 4 aspects of importance for the CP2 in career management.

2. List the benefits and drawbacks of a CP2 as an employee and independent contractor.

3. Why is it important to have a career plan for the future and a current CV?

4. In contract negotiations, what are some of the key elements that should be discussed with the manager or T.D.?

5. How would the CP2 sell themselves in an interview process?

D) Teaching Aids

1. List 4 teaching aids that a CP2 could use on court.

SECTION 3: PROGRAMMING

A) Club Program Marketing

1. List the three concepts to promote an activity or program at the club.

2. List 6 different forms of promotion at a club. What is still the best form?

3. List three ways to evaluate marketing/member satisfaction.

4. List key elements of post event/program marketing.

5. Attach an example of how you used post event marketing?

- a. What was the event: _____
- b. When did the event occur: _____

6. Design marketing promotion materials i.e. a flyer, brochure or hand out for one of the following. Attach it to this page.

- Topic 1: Summer Camp
- Topic 2: Open House
- Topic 3: Mixed Round Robin
- Topic 4: Battle of the Sexes

7. Intra Club Leagues: What presently goes on at your club and how would you vary it?
List 3 ways.

8. Get a court sheet layout of 1 week of regular programming: (attach)
- a. Evaluate existing program and given your knowledge of the membership, where do the gaps exist?

- b. What programs would you slot in to the gaps and explain your rationale

- c. Signature of Manager or Tennis Director _____

B) Club Programs

- 1. List three reasons for club programming.

- 2. List the two “types” of club programming and their definitions.

3. List and describe two examples of each “type” of program under each category.

4. What is permanent court time or block booking? Why is this beneficial to members?

5. Call 3 people following a round robin to find out how they enjoyed it?

Who did you call?	What was their response?
1.	
2.	
3.	

C) Creating Something for Everyone

1. What data is important to determine new and assess existing club programming?

2. What are the typical “base programs” at a club?

3. What are some of the ways the CP2 could create and name programs at a club?

D) Budgeting

1. Why is it important to create a budget?

2. What are the basics of creating a budget, how can the CP2 use a budget to benefit their profitability?

3. There are times when you will be asked by the club to either increase the profitability of a program or reduce the cost for greater participation in a program. What are three components that are used to accomplish this?

4. Based on your response from the above question, provide the solution to the following:

You are running a “Doubles Practice” for a group of 8 participants where there is one hour of drilling, followed by Pro supervised 30 minutes of play.

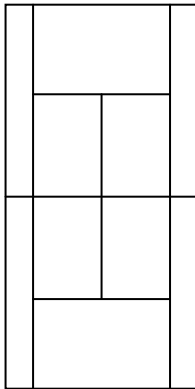
a. Provide 3 different ways to increase profits for the club/pro? Show your calculations. With each, what are the disadvantages/concerns with making the change?

b. Provide 3 different ways of reducing the cost of the program to the participants. Show your calculations. With each, what are the disadvantages/concerns with making the change?

SECTION 4: PLANNING

1. Design a Drill which takes into account the following considerations:
 - 6 players (3.5 rating)
 - competitive game situation drill (players compete against one another)
 - focus: players practice receiving high arching balls on their backhand in a competitive situation (at least on the first shot, then point can open up)

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



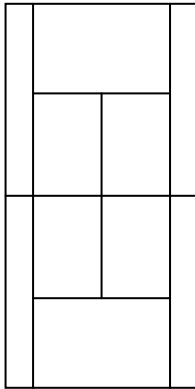
B. What is the goal of the drill for:

1. The player receiving the high ball on the backhand

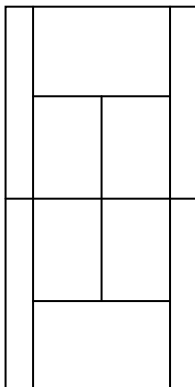
2. The player sending the moonball

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

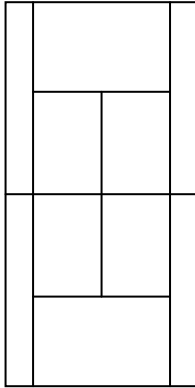
D. Adjust the drill by changing the Feed and/or Receivers responsibility (while maintaining same focus of the drill).



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

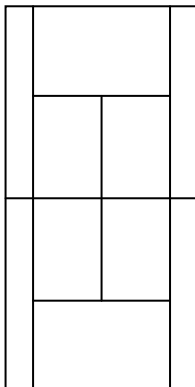


- F. Provide one way to adjust the initial “people positioning”, explain why it would be a good alternative to your previous set-up and mention the associated changes required with the other organizational elements of the drill.

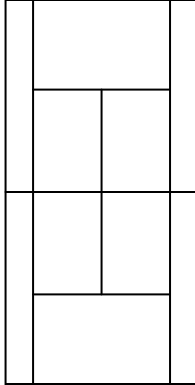


2. Design a plan for the topic “Moving the Opponent” from the baseline. More specifically, when receiving an easy ball that lands in the $\frac{3}{4}$ court, which will allow the player to attack from the baseline, using your forehand to send the ball in one corner, which will followed by another weak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

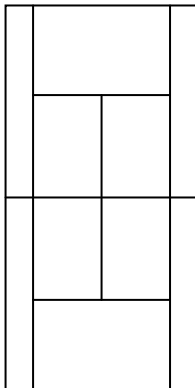
- A. Design a Basket Feeding Drill which will include all six organizational elements and explain each element including why you position your basket feed at a certain position.... Show the movement pattern for recovery behind the line and how you will ensure safety. Describe the main focus of this activity,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



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

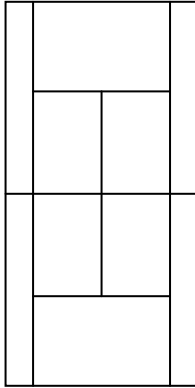


C. Design a Game Simulation (Playing) which will include all six organizational elements:
Explain each element and how you will ensure that the drill is competitive.

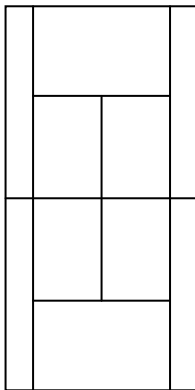


3. A group of 2.5 Level players have been introduced to a slice backhand. Design a sequence of 3 drills using the concept of “learn-move-competete” to provide the students volume on new skill. Use the organizational elements of feeding and reception to progressively provide volume on the skill. For each drill, include the other organizational elements as well.

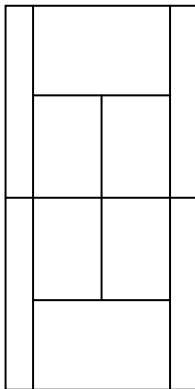
i. Learn



ii. Move



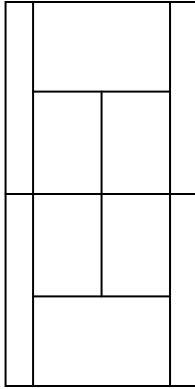
iii. Compete



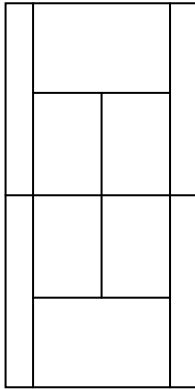
4. From the “Teaching Players to Play and Improve their Tennis” document, provide a series and/or progression of tasks (minimum of 4) for the following topics and describe for each task (outcome) what you will focus on (process) in order to build up to the final task/skill. Assume a 3.0 level of play.

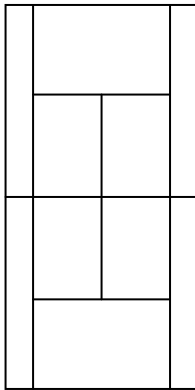
A. Rallying Groundstroke

B. Maintaining a Rally (tasks could be related to balls received and/or intention of balls hit)

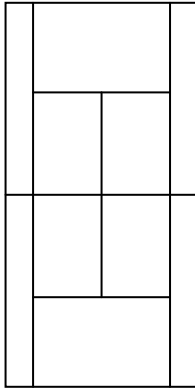


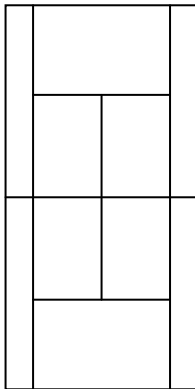
B. Attacking forehand from the $\frac{3}{4}$ court





C. Defensive Backhand on the Backcourt

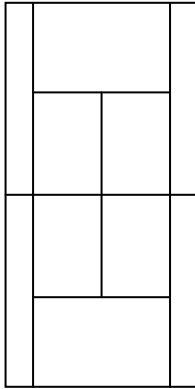




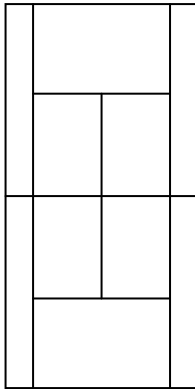
6. Using the following chart, use the 4 variables to define a specific situation and task to be trained. Use a combination of variables and then design a drill for 4 players, which include the 6 organizational elements. Complete 4 different drills using different combination of variables. Start each new drill with the main focus of an element of a different column (column heading).

Phase of Play <i>Select one of:</i>	Zone <i>Select one of:</i>	Ball received <i>Specify:</i>	Ball sent <i>Specify:</i>
Rally	Backcourt	Direction	Direction
Attack	3/4-court	Height	Height
Defend	Mid-court	Speed	Speed
Counterattack	Net	Spin	Spin
		Distance	Distance

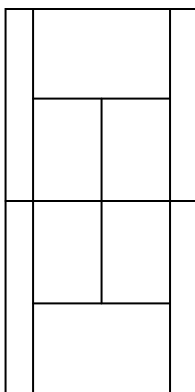
i.



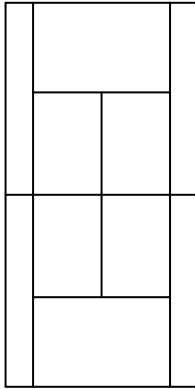
ii.



iii.



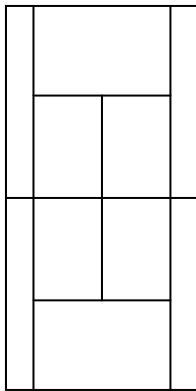
iv.



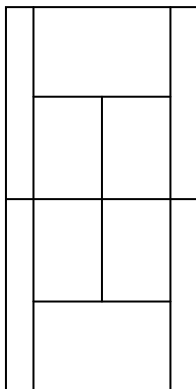
7. Design 2 drill(s) for each of the following themes based around playing against different gamestyles. Be sure to include rationale for why drills are important for playing against the particular gamestyle (4 players, 3.5 level). For each, explain the situation and why you chose it and explain the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

1. Playing Against a Retriever

A.

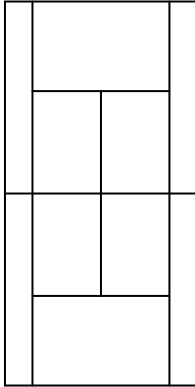


B.

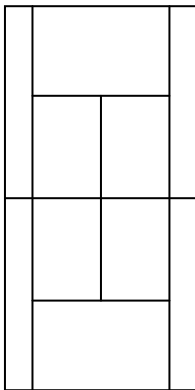


2. Playing Against a Placer

A.

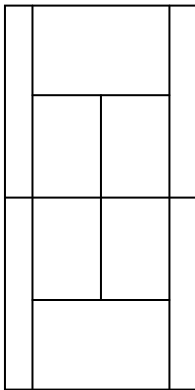


B.

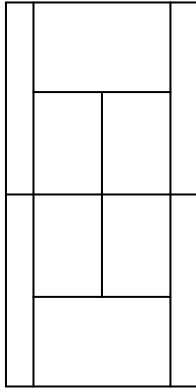


3. Playing Against a Hard Hitter

A.

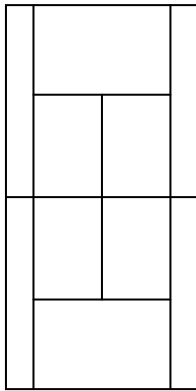


B.

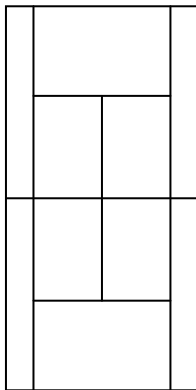


4. Playing Against a Net Rusher

A.



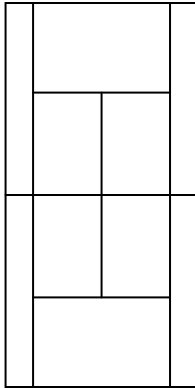
B.



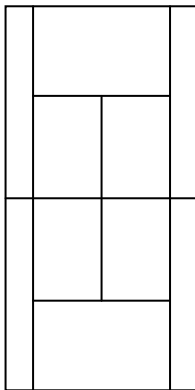
8. Given the following theme “Getting to the Net”, design 5 drills which will cover the most common play situation which allow players to “get to the net” (4 players, 4.0 level). Drills could be for singles and/or doubles.... Explain why you are choosing the drill.... Remember to explain the initial position, i.e., where the approach shot will be hit from and where they will recover to for the second shot and how they will move in order to get back behind the line. Show a basket feed and a live feed for each situation.

i. Serve

Basket

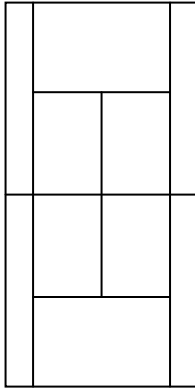


Live Ball

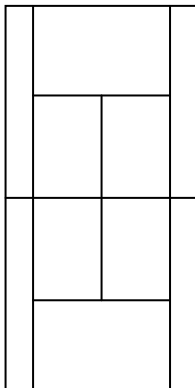


ii. Return

Basket

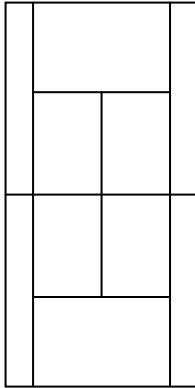


Live Ball

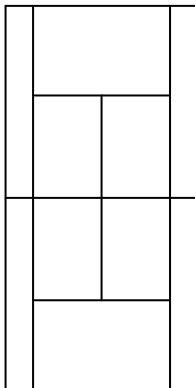


iii. Both Back

Basket

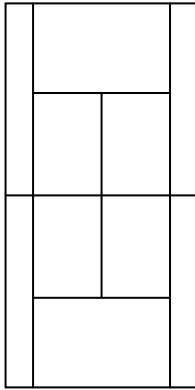


Live Ball

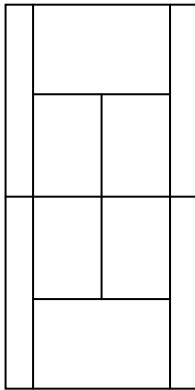


iv. Both Back (different situation than above)

Basket

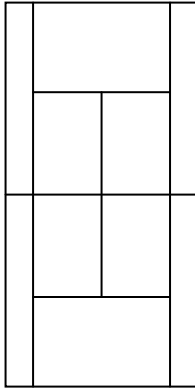


Live Ball

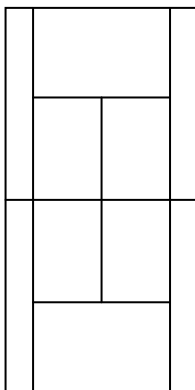


v. Both Back (different situation than above)

Basket



Live Ball

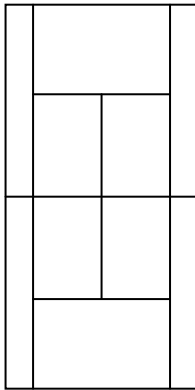


9. For the following theme, “Defense in the Midcourt” in Doubles, provides a list of topics, 4 different situations and 4 different responses, which takes into account the various situations and responses in which each player could be involved in this situation.

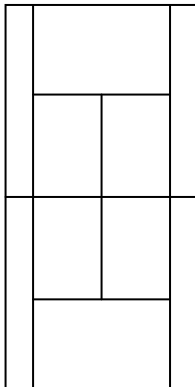
10. Design 3 different drills for each of the following doubles topics. For each drill explain the specific purpose for the given topic. Include all 6 organizational elements. (4 players, 3.5 rating)

i. The role of the server

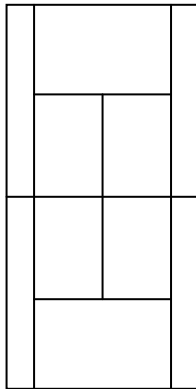
A. For the 1st serve and movement following serve to the net



B. For the 2nd shot after the serve when staying back with an easy return

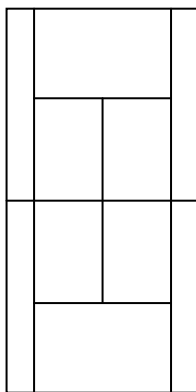


C. For the 2nd shot when coming in with an approach volley or approach shot

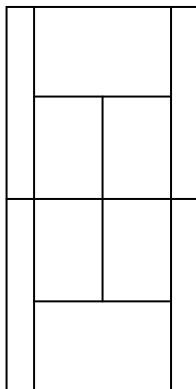


ii. The role of the Receiver

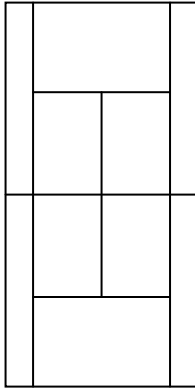
A. For the returner on a 2nd serve, return crosscourt and come in behind it



B. For the 2nd shot, when approach volley from server is volleyed into the corner

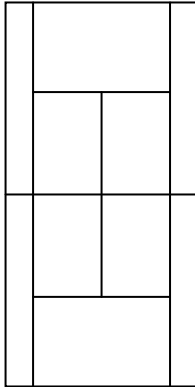


C. For the 2nd shot, when the server stays back and hits a weak short return which allows returner to come in

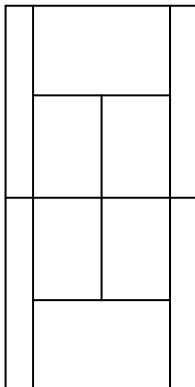


iii. The role of the Servers Partner

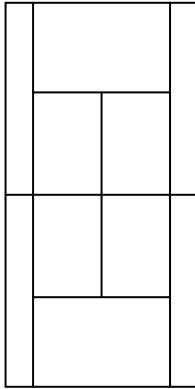
A. For the initial positioning and adjustment according to the landing of the serve



B. For the understanding of their territory on a crosscourt return

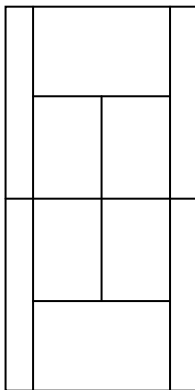


C. For poach by reaction on an easy crosscourt return

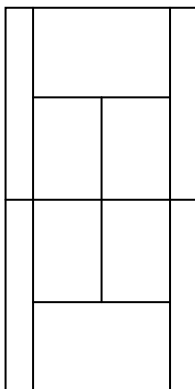


iv. The role of the Receiver Partner

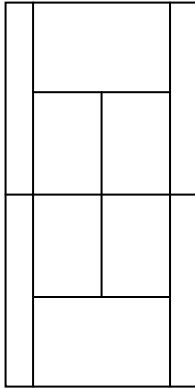
A. For a defensive situation where volley comes from server's partner



B. For a poach when the server stays back and sends a slower crosscourt ball (2nd shot) which is close to the center and within reach of the returner's partner

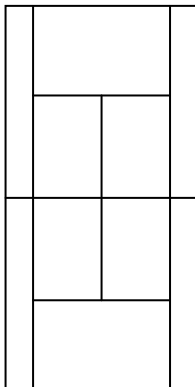


C. For a defensive situation where the return of serve is a weak lob to the server's partner.

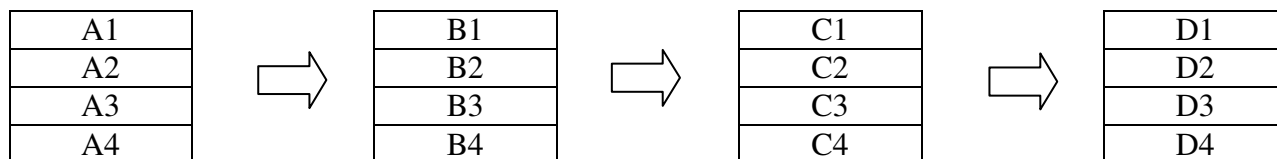


Notes: Design just 1 drill for the following topics:

v. Initial movement of server's partner and returner's partner after a crosscourt return of serve



11. Design a series of 4 practices for your Ladies 4.0 Doubles Interclub Team. Each practice is 1.5 hours and there are 8 ladies. There should be a progressive logic for each practice and a logic for linking the 4 practices. Include times and topic headings as well as a couple of bullets explaining the drill and the logic of your progression to prepare them for their first match of the season after practice 4.



PRACTICE 1	PRACTICE 2	PRACTICE 3	PRACTICE 4

SECTION 5: ROLE OF THE TEACHER

1. You have been asked to work with a member on their volleys. Provide a list for singles then another for doubles of the tactical topics which you would cover for each. Prioritize each list in the order that you would cover them. Minimum 7 topics for each. Explain why you have prioritized the list in the order you have selected

SINGLES

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____

Rationale:

DOUBLES

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____

Rationale:

2. What is the importance of decision making training? What are the variables which can effect a player's decisions? Present a situation in which you could use any of the 4 possibilities to justify decision-making and then prioritize amongst the 4 which you would use to develop decision making.

3. What are 5 issues that members have when taking private lessons?

4. What are 5 issues that members have when taking group lessons?

5. Why is the concept of learn-move-compete an important one when “learning new skills”?

6. How can you make your students feel good during a private lesson?

7. What does it mean to “have a group objective and provide individual feedback”? Provide an example for a down-the-line drive approach shot for a group of 4.0 players.

8. A pro is giving a lesson to a group of 4 players members and while providing them some feedback, says “I want you to be set-up early for the ball.. I want you to react early... then I want you to move fast in order to be set up early”? Please comment and elaborate.

9. What does SMART refer to? Why is it important?

10. What is the difference between a technical and task progression? Provide an example of each using a similar topic.

TECHNICAL PROGRESSION

TASK PROGRESSION

<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
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11. Provide and explain 5 recommendations on how you would adopt your teaching when working with recreational juniors?

12. Discuss the importance of having the proper equipment when working with 6-8 year olds. Explain which equipment is important.

13. Private Lesson on Technique: Self Evaluation

Name of Student _____ Level of Student: _____

Date: _____

After teaching a private lesson on technique complete the following technical private lesson evaluation sheet?

	Yes	No	Comments:
1. Find the game situation in 2 minutes? Friendly interaction	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____ _____ _____
2. Sell the game situation – Interaction – Present the Topic with a game situation which is frequent or important at their level	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____ _____ _____
3. Evaluate Game – Set-up an Open Game – Run Game	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____ _____ _____
4. Improve Performance – Awareness (Questions) – SMART objectives – Reaching Goal	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	_____ _____ _____ _____
5. Replay Game Situation – Maintain Teaching Points (Key Words) – Maintain Flow/Rhythm of Competitive Play	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	_____ _____ _____

<p>6. Wrap-up</p> <ul style="list-style-type: none"> - Player mentions important elements, Coach verifies, adds, alters - Sell vision of future lessons 	<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"> - Volume (quick interaction) - Respect topic - Feeding: accurate, consistent - Praise, encourage 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

14. Private Lesson on Tactics: Self Evaluation

Name of Student _____ Level of Student: _____
Date: _____

After teaching a private lesson on tactics complete the following tactical private lesson evaluation sheet?

A) 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

- strength/weakness related to strokes: best stroke/shot; worst stroke/shot

B) 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 1st serve returns, got pressured by opponent coming in

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

- serve: 1st and 2nd:

- return: 1st and 2nd:

D) How do they position themselves?

- laterally

- up/back

SECTION 6: CONTRIBUTE TO CLUB ENVIRONMENT/IMAGE

A) Club Maintenance and Safety

1. What is a maintenance logbook and why is it important?

2. Why is it important to have an EMS procedure in place for the club?

B) Pro Shop

1. How would the Club Pro 2 encourage members to use the shop?

2. What are two characteristics or key selling features of string, racquets?

3. List 3 manufacturers of shoes on the market, and the characteristics for playing on different surfaces

4. How can the CP2 sell themselves to the owner of Pro Shop for commission based sales?

C) Public Relations

1. What are the roles and responsibilities of the Club Pro 2 as a public relations contact?

2. In all media releases, the _____, _____, _____, _____, _____, and the how should be covered.

3. Why is it important to forge a relationship with local sports writers, community club presidents, and local business sponsors?

D) Community Involvement

1. List the benefits and methods of the CP2, and the club's involvement in the community.

2. Describe a project that you could propose to your club owner or manager for community involvement.

SECTION 7: ROLE AS A DRILLER

1. Name a program that you are responsible for that you spend much of your time in as “a driller”? Answer the following questions which are related to this program.

A) In your recent session, describe in detail a drill (general volume or basket feeding) that you did? (Include all aspects of organization and date of program)

B) What was the purpose of the drill?

C) What did you do to make the drill interesting for your students?

D) What group objectives did you provide to improve their performance while they were drilling?

E) What aspect of the drill were you most pleased with?

F) What would you do different next time?

2. Name 2 recent programs in which you ran “Game Simulation” training and respond to the following questions.

A) Program 1: Name _____ Date: _____

a) Describe in detail the “game simulation” drill (include all aspects of organization)?

b) What was the purpose of the drill?

c) What did you do to ensure the drill was realistic?

d) What aspect of the drill were you most pleased with?

e) What would you do different next time?

B) Program 2: Name _____ Date: _____

a) Describe in detail the “game simulation” drill (include all aspects of organization)?

b) What was the purpose of the drill?

c) What did you do to ensure the drill was realistic?

d) What aspect of the drill were you most pleased with?

e) What would you do different next time?

f) What are the 3 energy systems? Describe their importance for the sport of tennis?
How does your knowledge of the energy systems affect your job?

SECTION 8: ROLE AS A COACH

1. When addressing a team (interclub doubles), before a match, what are some important considerations which a Pro should take into account?

2. When addressing a team (interclub doubles), after a match, what are some important considerations which a Pro should take into account?

3. When an interclub team is playing a match, what should the Pro do while the match is underway? How should the pro act?

SECTION 9: ROLE AS AN ANIMATOR

During the course we emphasized the importance of a “closing” to ensure that we never leave the court without informing them of another lesson, session, social, etc.. List the last 3 on court activity that you did and specify what your closing was. What were you satisfied about your closing? What improvements could be made to your closing?

Activity (social, lesson, etc.)	What have you done	What did you like?	What could be better?
1.			
2.			
3.			