

<p align="center">Off Court: Making Ethical Decisions W2: Friday 3:30 - 4:30 pm</p>	<p align="center">Reference Materials</p>
<p>Objectives and/or Purpose:</p> <p>To enable Pros to:</p> <ul style="list-style-type: none"> • To gain more experience with legal implication decision making and personalizing the coach's decision. <p>Unfolding the Topic (Learning Activities):</p> <p>See appendix 1 Making Ethical Decisions</p>	<p><u>For Candidates:</u></p>
<p align="center">CF PEDAGOGY: <i>Communication by Experience</i></p>	
<p><i>Personal notes or reminders:</i></p>	

CLUB PRO 1
Appendix 1
Making Ethical Decisions
CRITICAL PATH WITH SUGGESTED TIMELINES

Contents	Group or Individual Work	Approx. Time
Description of the Module: This module is meant to extend the process covered in Instructor course by using relevant situations, gaining more experience with legal implication decision making and personalizing the coach's decision.	CF	5 min
Establishing the Facts in a Situation: CF to decide on how to divide the scenarios (Coaches Workbook: page 3 and 4)	Small group	10 min
Debriefing on Establishing the Facts: Discussion of general challenges	CF	5 min
Determining the Issues in the Situation: Does the Situation Have Legal Implications? Read Reference Material: Appendix 1 in Tennis Participants Manual, pages 5-8 (Coaches Workbook: page 4)	Individual	10 min
Debriefing on Legal Implications and Critical Path	CF	5 min
Dealing With an Ethical Situation: Coaches to choose one Scenario from 1-6 to work through (preferably one used above): Complete Column 1 of Worksheet 1: Establishing the Facts	Individual	5 min
Complete Column 2 of Worksheet 1: Determining the Ethical Issues in the Situation	Individual	5 min
Complete Column 3 of Worksheet 1: Options for Decision or Action and Possible Consequences (Pros and Cons of the Options for Decision or Action)	Individual	10 min
Outcome and Process Worksheet: Choose 1 option and complete the table (Coaches Workbook: page 6)	Individual	5 min
Quick Debriefing on Criteria related to Outcome and Process	CF	5 min
Selecting the Best Option for Decision or for Action: Complete Table on Factors that could influence the coach (page 7 and 8)	Individual	10 min
Complete Your Decision Table (page 9)	Individual	5 min
Complete Validate Your Decision (page 10 and 11)	Individual	5 min
Complete Implementing the Decision and Managing the Consequences (page 12)	Individual	5 min
Good Ideas and Wrap Up	CF and Individual	10 min
Total Time		100 min

Ethical Scenarios

SCENARIO 1

You've been the head pro at your club for 2 years and are asked to give advice (which you know will probably be followed) about which of the applicants should be hired for the new assistant coaching position. Your boy/girlfriend is among the applicants and you think that he/she is qualified. However, you are also concerned about how your endorsement of him/her will look to the management and the other coaches. What do you do?

The facts of this situation:	Ethical issues: Answers in bold
<ol style="list-style-type: none"> 1) You have been the Head Pro at club for 2 years. 2) Your boy/girlfriend is one of the applicants. 3) You think your boy/girlfriend is qualified. 4) You are concerned about how endorsement of him/her will look to management and the other coaches. 5) You have been asked to give advice (about new assistant coach hiring) and you feel it will probably be followed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety of certain individuals <input type="checkbox"/> Well-being or health of certain individuals in the short or long term <input type="checkbox"/> Respect for established principles, rules (rules of the team; the game etc.) or policies of an organization <input type="checkbox"/> Obligations, loyalties, or responsibilities of the person(s) concerned <input type="checkbox"/> Appropriate use of power by the individuals in a position of authority <input type="checkbox"/> Objectives and goals sought by the group or by an individual <input type="checkbox"/> Behaviours or practices that are generally considered acceptable or that are expected under the circumstances at hand (standard of behaviour) <input type="checkbox"/> Fairness and equity <input type="checkbox"/> Confidentiality of information and privacy <input type="checkbox"/> Respect of people

Legal implications () YES () NO

SCENARIO 2

You have been newly hired at a community club. You get along with your supervisor and become fairly close. You are then approached by the president of the club and asked if you would consider taking over your boss' position, as they are pleased with your work and thinking of restructuring the club. You are concerned about how your choice might be perceived by your boss. What do you do?

The facts of this situation:	Ethical issues: Answers in bold
<ol style="list-style-type: none"> 1) You are newly hired at community club. 2) You get along with the supervisor and are fairly close. 3) Club interested in restructuring. 4) President approaches you about taking over your boss' position. 5) They are clearly happy with your work. 6) You are concerned about how your decision will be perceived by your boss. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety of certain individuals <input type="checkbox"/> Well-being or health of certain individuals in the short or long term <input type="checkbox"/> Respect for established principles, rules (rules of the team; the game etc.) or policies of an organization <input type="checkbox"/> Obligations, loyalties, or responsibilities of the person(s) concerned <input type="checkbox"/> Appropriate use of power by the individuals in a position of authority <input type="checkbox"/> Objectives and goals sought by the group or by an individual <input type="checkbox"/> Behaviours or practices that are generally considered acceptable or that are expected under the circumstances at hand (standard of behaviour) <input type="checkbox"/> Fairness and equity <input type="checkbox"/> Confidentiality of information and privacy <input type="checkbox"/> Respect of people

Legal implications () YES () NO

SCENARIO 3

It has come to your attention that the assistant coaches regularly take things from the club (e.g. tournament t-shirts, racquet grips and strings, balls, drinks, etc.) without paying for them or recording what they took. You are quite sure that the management would like to know about this but you are the new coach at the club and don't want to feel alienated from your co-workers. What do you do?

The facts of this situation:	Ethical issues: Answers in bold
<ol style="list-style-type: none"> 1) Assistant coaches are taking t-shirts, grips, etc. without paying for them or recording what was taken. 2) You are the new coach at the club. 3) You don't want to be alienated by other staff. 4) The assistant coaches are your co-workers. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety of certain individuals <input type="checkbox"/> Well-being or health of certain individuals in the short or long term <input type="checkbox"/> Respect for established principles, rules (rules of the team; the game etc.) or policies of an organization <input type="checkbox"/> Obligations, loyalties, or responsibilities of the person(s) concerned <input type="checkbox"/> Appropriate use of power by the individuals in a position of authority <input type="checkbox"/> Objectives and goals sought by the group or by an individual <input type="checkbox"/> Behaviours or practices that are generally considered acceptable or that are expected under the circumstances at hand (standard of behaviour) <input type="checkbox"/> Fairness and equity <input type="checkbox"/> Confidentiality of information and privacy <input type="checkbox"/> Respect of people

Legal implications () YES () NO

SCENARIO 4

During a warm-up exercise you overhear one of the 9 year-old kids say to his friend “you throw like a girl”. You are concerned with the implications of this comment but you are also aware that because it is so commonly used in society, saying something might not make much of a difference. What do you do?

The facts of this situation:	Ethical issues: Answers in bold
<ol style="list-style-type: none"> 1) During the warm-up exercise 2) Overhear one 9 year old say to his friend “you throw like a girl” 3) You are concerned with implications of the comment 4) You are aware that it is commonly used in society 5) Your not sure saying anything would make a difference. 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety of certain individuals <input type="checkbox"/> Well-being or health of certain individuals in the short or long term <input type="checkbox"/> Respect for established principles, rules (rules of the team; the game etc.) or policies of an organization <input type="checkbox"/> Obligations, loyalties, or responsibilities of the person(s) concerned <input type="checkbox"/> Appropriate use of power by the individuals in a position of authority <input type="checkbox"/> Objectives and goals sought by the group or by an individual <input type="checkbox"/> Behaviours or practices that are generally considered acceptable or that are expected under the circumstances at hand (standard of behaviour) <input type="checkbox"/> Fairness and equity <input type="checkbox"/> Confidentiality of information and privacy <input type="checkbox"/> Respect of people

Legal implications () YES () NO

SCENARIO 5

You are asked by your supervisor to rate the performance of your two co-workers. If you are honest and tell him that a couple of people in particular are, to your mind, poor coaches who waste time and the club's money, you might be partly responsible for them losing their job. You do not like this idea but you are concerned that not telling your supervisor how you feel would be dishonest. What do you do?

The facts of this situation:	Ethical issues: Answers in bold
<ol style="list-style-type: none"> 1) Asked by supervisor to do a co-worker evaluation. 2) I am an employee at the club 3) May be responsible for co-workers losing their jobs 4) I feel that not being upfront is dishonest 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety of certain individuals <input type="checkbox"/> Well-being or health of certain individuals in the short or long term <input type="checkbox"/> Respect for established principles, rules (rules of the team; the game etc.) or policies of an organization <input type="checkbox"/> Obligations, loyalties, or responsibilities of the person(s) concerned <input type="checkbox"/> Appropriate use of power by the individuals in a position of authority <input type="checkbox"/> Objectives and goals sought by the group or by an individual <input type="checkbox"/> Behaviours or practices that are generally considered acceptable or that are expected under the circumstances at hand (standard of behaviour) <input type="checkbox"/> Fairness and equity <input type="checkbox"/> Confidentiality of information and privacy <input type="checkbox"/> Respect of people

Legal implications () YES () NO

SCENARIO 6

In the round-robin that you run players are not allowed to request partners or opponents (in the hope that this will create an inclusive attitude at the club and avoid cliques). The president of the club, however, pulls you aside and asks that she not be paired with three people whom she does not like. You don't want to break the rules, but you are being asked by your supervisor to accommodate her. What do you do?

The facts of this situation:	Ethical issues: Answers in bold
<ol style="list-style-type: none"> 1) President requires breaking of rules and regulations 2) Under club terms of fairness and my moral responsibilities 3) Request denied 4) Discriminatory action requested by president 	<ul style="list-style-type: none"> <input type="checkbox"/> Safety of certain individuals <input type="checkbox"/> Well-being or health of certain individuals in the short or long term <input type="checkbox"/> Respect for established principles, rules (rules of the team; the game etc.) or policies of an organization <input type="checkbox"/> Obligations, loyalties, or responsibilities of the person(s) concerned <input type="checkbox"/> Appropriate use of power by the individuals in a position of authority <input type="checkbox"/> Objectives and goals sought by the group or by an individual <input type="checkbox"/> Behaviours or practices that are generally considered acceptable or that are expected under the circumstances at hand (standard of behaviour) <input type="checkbox"/> Fairness and equity <input type="checkbox"/> Confidentiality of information and privacy <input type="checkbox"/> Respect of people

Legal implications () YES () NO

<p align="center">Off Court Skills: Customer Service W2: Sunday 3:30 - 4:30 pm</p>	<p align="center">Reference Materials</p>
<p>Objectives and/or Purpose:</p> <ul style="list-style-type: none"> To enable Pros to understand and deliver solid customer service. <p>Unfolding the Topic (Learning Activities):</p> <p>Group Discussion on effective customer service.</p> <ul style="list-style-type: none"> Emphasise the importance of creating an enthusiastic, friendly, and caring atmosphere. Present/Sell the steps for friendly greeting and conversation. <p>Making Members Feel Welcome (Pairs Activity)</p> <ul style="list-style-type: none"> Role model a proper greeting/conversation. One candidate greets/converses with partner. Give feedback as needed. Emphasise smiling, eye contact, and dynamic body language. Switch roles. Repeat 2 above. <p>Present/Sell conflict resolution techniques.</p> <p>Customer Service Scenarios (Pairs Activity)</p> <ul style="list-style-type: none"> Refer to Handout in Appendix 2 (Customer Service). Give 2 minutes to prepare. Role play: 1 Pro, 1 member. Evaluate (Words and message & Tone and/or body language) Switch roles. <p>Present/Sell Telephone Skills (and Dealing with Parents)</p> <ul style="list-style-type: none"> Refer to Handout (Telephone Skills), follow the same process as above. 	<p><u>For Candidate:</u></p> <p>Club Pro 1 Manual pp. 12-1, 12-2, 12-3, 12-4, 12-6</p> <p>Workbook #3 (Portfolio A)</p> <p><u>For CF:</u></p> <p>Appendix 2</p>
<p align="center">CF PEDAGOGY: <i>Communication by Experience</i></p>	
<p><i>Personal notes or reminders:</i></p>	
<p align="center">Off Court: Writing an Effective Cover Letter</p>	<p align="center">Reference Materials</p>

W3: Saturday 2 – 2:45 pm

Objectives and/or Purpose:

To enable Pros to:

- Develop effective job searching and application skills

Unfolding the Topic (Learning Activities):

1. If candidates have not already done so in Workbook #4, create a class set of copies from the cover letters completed in the portfolios. Each candidate will need a copy of all cover letters for this activity.
 - a. You may need to use a marker to delete personal information before photocopying if candidates feel it's necessary. (Or have candidates create one copy that has generic information – no personal identification)
 - b. Number the letters for rating.
2. Initial discussion about the importance of the cover letter. For example:
 - a. The cover letter is usually the first item an employer reads from you. Your letter should immediately indicate what position you are applying for and then give information that demonstrates why you should be considered for the position. Do not repeat all of the information contained in your resume. Instead, highlight or elaborate on resume items that are directly applicable to the position for which you are applying.
 - b. The Sample Cover Letter is an example of the information that should be included in your cover letter.
3. Have each candidate rate each cover letter using the Sample Cover Letter and the Cover Letter Rating Table.
 - a. Make copies of handouts for class participants.
4. Discuss findings.
 - a. What is the advantage of rating scale?
 - b. Would you use this activity?
5. Possible to set up independent working groups for mutual assistance on their personal cover letters

For Candidates:

Candidate's Personal Cover Letters (with personal identification material deleted)

Workbook #2:

- Sample Cover Letter
- Cover Letter Rating Chart

CF PEDAGOGY: *Communication by Experience*

Personal notes or reminders:

My Name

123 ABC Cres. • Town, Province A1B 2C3 • (123) 456-7890

Jan 1, 2008

Ms. Employer
Summer Tennis club
Town, Province

Dear Ms. Employer

I would like to apply for a summer Tennis Instructor Position.

I am currently teaching at the Winter Tennis Club. My duties include teaching group and private lessons for children, youth and adults. My goal is for my students to have fun and improve their Tennis skills.

I am a Tennis Canada certified Instructor. Currently, I am in the process of upgrading my certification to the Club Pro 1 level. I am also certified in First Aid and CPR.

The accompanying résumé can serve to provide you with greater details of my background, and what I have to offer.

Thank you for your time and consideration.

Sincerely,

My Name

November 14/2006

Mr. Employer
Vice President
Summer Tennis Club
123 DEF St.
Town, A1B 2C3
employer@sympatico.ca

Dear Employer,

From your job posting on the Ontario Tennis Association website I learned that you are looking for a Head Pro at your summer tennis club. I strongly feel that I am the Head Pro you are looking for and want running your program at Summer Tennis Club. I have a wealth of experience teaching at many community clubs and in variety of coaching settings which compliment the community goal of fostering and continuing to develop a rich tennis program among your members. My team and I of dedicated certified tennis instructors bring expertise and experience of running progressive junior programs, adult clinics, club leagues, tournaments, ladders, round robins and successful member social nights. My coaching staff and I are committed to bettering the social atmosphere of the community and spearheading your tennis program in the right direction.

Enclosed is a copy of my resume, which more fully details my qualifications for the position.

I look forward to talking with you regarding the Head Pro position at Summer Tennis Club. Within the next week I will contact you to confirm that you received my email and resume and to answer any questions you may have.

Thank you for your consideration.

Sincerely,

My Name
123 ABC Cres.
Town, Province
D4E 5F6

November 18, 2008

Attn: Current Executive
Summer Tennis Club
Town, Province G7H 8I9

Dear Employer:

I would like to apply for the tennis pro position listed on the Ontario Tennis Association site. I am currently in taking the Club Pro 1 certification course.

I have played tennis since the age of 9, and have been a competitive player for over 10 years. I have tasted success at age-restricted categories at the national level. Moving to Canada in 1999, my competitive play was very restricted due to transportation and my biggest success came in Grade 12 where I won the National School Board tournament.

Over the past few years, my university studies have kept my coaching to a part-time hobby. I have coached several juniors in the community through clinics and private lessons under the supervision of University Club. I will be happy to provide references upon request.

In addition to my practical experience, I have strong written and verbal skills. Through my education, I have further consolidated my ability to articulate what needs to be said, whether it be verbal or written.

Apart from all my skills, I think that my biggest asset is my love for the game of tennis. That love is translated in my attitude and behaviour on the court. I enjoy every moment I'm out there and always try my very best to ensure that my students are having fun too without taking away from the actual lesson.

I look forward to meeting with you in person to further discuss my capabilities and how they fit with the requirements of this position. I thank you for your time and effort in this matter.

Yours Sincerely,

My Name
(Enclosed: Resume)

Off Court: The Interview
W3: Saturday 2:45 – 3:30 pm

Reference Materials

Objectives and/or Purpose:

1. To have a general understanding of effective interviewing skills
2. To be able to sell yourself to prospective employers
 - a. Know the tennis market
 - b. Know your strengths
3. Know the basics of job interviewing
 - a. Be prepared
 - b. Practice

For CF:

Sample Questions and Possible Responses

For Candidate:

CP 1 Manual: Chapter 17

Unfolding the Topic (Learning Activities):

1. Create both a game and a learning activity out of role modeling both the position of the interviewer and the interviewee
2. Activity Choices
 - a. One: Each interviewer should ask one question from each section (similar to speed dating with 2 minutes to assess)
 - i. Personal
 - ii. Work History
 - iii. Suitability for the Position
 - iv. Future
 - v. Scenarios
 - b. Two: Did I prepare properly game?
 - i. Have interviewers in a group prepare a set of questions they will ask
 - ii. Have interviewees in a group prepare questions they think they will be asked and what appropriate responses might be
 - iii. 3 minute rounds
3. Use the Interview Checklist table and the Interview Rating Sheet to both score the interviewees and learn from the process of interviewing and being interviewed.
4. Discuss findings
 - a. Sample Questions and Possible Responses
 - b. Would you have added another category to the rating sheet?
 - c. When interviewing in the future, how would you prepare? Schedule interviews?

Sample Interview Questions

Sample Interview Scenarios

Workbook #4 (Portfolio B)

Interview Checklist

Interview Rating Sheet

CF PEDAGOGY: *Communication by Experience*

Personal notes or reminders:

<p align="center">Off Court: Tournament Activity W3: Saturday 3:30 - 4:30 pm</p>	<p align="center">Reference Materials</p>
<p>Objectives and/or Purpose:</p> <ul style="list-style-type: none"> • Understand how to effectively organise a tournament (e.g., conduct the draw and seedings, prepare the match schedule, etc.) <p>Unfolding the Topic (Learning Activities):</p> <ol style="list-style-type: none"> 1. Group or individual activity (make copies of materials depending on size of groups) 2. Candidates may choose to use their CP1 Manual as a reference tool during the exercise. 3. Candidates are given the following pieces of information: <ol style="list-style-type: none"> a. Rankings to date b. Tournament entry information c. Matches Per Round d. Master Scheduling Chart 4. CF debrief: <ol style="list-style-type: none"> a. Planning and staff coordination are key to a successful tournament. b. Work to uncover the errors and inconsistencies c. Create a list of follow up details 5. At the end of problem solving period, CF provides each group with answer key. Groups correct one another's responses (or as a game with winner decided by most errors found). 6. CF wraps up activity by emphasizing: <ol style="list-style-type: none"> a. General discussion <ol style="list-style-type: none"> i. What process did the group use to identify the errors? b. The importance of proper planning (draw and scheduling creation, checking and double checking, rain, etc.) c. The importance of staff coordination (starting times, entry fee collection, etc.) d. As a player encountering these types of mistakes, what would affect/bother you? 	<p><u>For CF:</u></p> <p>Appendix 3 Answer Key and Activity Sheets</p> <p><u>For Candidates:</u></p> <p>CP1 Manual: Chapters 13 and 14</p> <p>Workbook #3 (Portfolio A)</p> <p>Tennis Canada Rankings</p> <p>Entries for ABC Women's and Men's Open</p> <p>Matches Per Round</p> <p>Master Scheduling Chart</p> <p>ABC Women's Draw Sheet</p> <p>ABC Men's Draw Sheet</p>
<p align="center">CF PEDAGOGY: <i>Communication by Experience</i></p>	
<p><i>Personal notes or reminders:</i></p>	

Appendix 3

Tournament Activity

Reference Material and Answer Key

1. 29 players entered in the Men's draw with 8 seeds and 3 byes
2. 25 players entered in the Women's draw with 6 seeds and 7 byes
3. Types of Errors
 - a. Incorrect number of seeds
 - b. Incorrect seeding based on ranking
 - c. Placing seeds in the wrong place on the draw
 - d. Placing byes in the wrong place on the draw
 - e. Spelling mistakes in player names
 - f. Scheduling too many matches at one time
 - g. Insufficient time between matches
 - h. Incorrect match times
 - i. Placing loser forward in the draw
 - j. Incomplete or incorrect score

Tennis Canada Rankings

Statistics Current as of Month, Day, Year

Men's Open Singles

1. James Nadal
2. Rafael Fernando
3. Andy Blake
4. Mario Hewitt
5. Nikolay Andreev
6. Robby Kiefer
7. Jarkko Ferrero
8. David Lleyton
9. Andre Roddick
10. Guillermo Grosjean
11. Tommy Radek
12. Nicolas Robredo
13. Dmitry Serra
14. Oliver Massu
15. Jose Gonzalez
16. Gaston Monfils
17. Novak Kristof
18. Henri Moya
19. Marcos Hrbaty
20. Carlos Bghdatis
21. Richard Malisse
22. Felliciano Santoro
23. Gael Simon
24. Florent Rochus
25. Sebastien Andraev
26. Ivan Nalbandian
27. Gaudio Florent
28. Paul Soderling
29. Robin Acasuso
30. Greg Srichaphan

Women's Open Singles

1. Nicole Clijsters
2. Amelie Safina
3. Svetlana Petrova
4. Venus Davenport
5. Maria Kuznetsova
6. Nadia Mauresmo
7. Kim Sharapova
8. Justine Dementieva
9. Patty Pierce
10. Elena Myskina
11. Francesca Groenefeld
12. Anastasia Hingis
13. Daniela Peer
14. Martina Castano
15. Dinara Jankovic
16. Sania Dulko
17. Jie Li
18. Michaela Santangelo
19. Jelena Peschke
20. Catalina Bartoli
21. Anna Marion
22. Sofia Golovin
23. Lucie Kirilenko
24. Tatiana Zvonareva
25. Lourdes Schiavone
26. Mary Williams
27. Flavia Dechy
28. Vera Peng
29. Klara Benesova
30. Lindsay Shahar

ASSIGNMENT

Entries for the ABC Women's Open

Entry Name	Paid Cheque/CC/Cash	Starting Time	Initial if called in for starting time
1. Nicole Clijsters	Owing	Sat 9:30 am	
2. Patty Pierce	Owing	Sat 9 am	
3. Svetlana Petrova	Cash	Sat 8 am	<i>GP</i>
4. Klara Benesova	Owing	Fri 4 pm	<i>WE</i>
5. Lindsay Shahar	Owing	Fri 4 pm	
6. Venus Davenport	CC	Sat 9 am	
7. Michaella Santangelo	Cheque	Sat 9 am	<i>WE</i>
8. Amelie Safina	Cash	Sat 9 am	<i>DP</i>
9. Martina Castano	CC exp date wrong	Sat 8 am	
10. Anastasia Hingis	CC	Fri 4:30 pm	<i>GP</i>
11. Justine Dementieva	Owing	Fri 4 pm	<i>WE</i>
12. Sania Dulko	CC	Fri 4 pm	
13. Elena Myskina	CC	Fri 4 pm	
14. Maria Kuznetsova	Cash	Sat 8 am	<i>CP</i>
15. Flavia Dechy	CC	Sat 9 am	<i>GP</i>
16. Vera Peng	Owing	Fri 4 pm	
17. Kim Sharapova	Owing	Fri 5:30 pm	<i>PS</i>
18. Jie Li	Wrong CC #	Fri 4 pm	<i>DP</i>
19. Jelena Peschke	CC	Sat 9 am	<i>CP</i>
20. Anna Marion	CC	Sat 8 am	
21. Francesca Groenefeld	CC	Fri 5:30 PM	
22. Dinara Jankovic	CC	Fri 4 pm	<i>PS</i>
23. Nadia Mauresmo	Owing	Sat 8 am	<i>PS</i>
24. Daniela Peer	CC	Sat 9 am	
25. Mary Williams	CC	Fri 4 pm	<i>PS</i>

ASSIGNMENT

Entries for the ABC Men's Open

Entry Name	Paid Cheque/CC/Cash	Starting Time	Initial if called in for starting time
1. James Nadal	CC	Fri 5:30 pm	<i>DP</i>
2. Rafael Fernando	Cheque bounced	Fri 9 pm	
3. Andy Blake	Cash	Sat 8 am	<i>GP</i>
4. Mario Hewitt	Owing	Fri 7 pm	<i>WE</i>
5. Nikolay Andreev	Owing	Fri 7 pm	
6. Robby Kiefer	CC	Fri 5:30 pm	<i>DP</i>
7. Jarkko Ferrero	CC	Fri 8:30 pm	<i>CP</i>
8. David Lleyton	CC	Fri 7 pm	<i>GP</i>
9. Andre Roddick	Cheque to wrong person	Fri 5:30 pm	<i>WE</i>
10. Guillermo Grosjean	Owing	Fri 8:30 pm	
11. Tommy Radek	Cash	Fri 7 pm	<i>DP</i>
12. Nicolas Robredo	CC	Fri 7 pm	
13. Dmitry Serra	Cheque	Fri 5:30 pm	<i>GP</i>
14. Oliver Massu	Owing	Fri 8:30 pm	<i>WE</i>
15. Jose Gonzalez	CC		
16. Gaston Monfils	CC wrong exp date	Fri 5:30 pm	<i>DP</i>
17. Henri Moya	Cash	Fri 6 pm	<i>CP</i>
18. Marcos Hrbaty	Cheque	Fri 8 pm	<i>GP</i>
19. Carlos Baghdatis	CC	Fri 9 pm	
20. Richard Malisse	Owing	Fri 7 pm	<i>PS</i>
21. Felliciano Santoro	CC	Fri 8:30 pm	<i>DP</i>
22. Gael Simon	CC	Fri 7 pm	<i>CP</i>
23. Florent Rochus	Cash	Fri 5:30 pm	
24. Sebastien Andraev	CC # incorrect	Fri 8:30 pm	<i>WE</i>
25. Ivan Nalbandian	CC	Fri 8 pm	<i>PS</i>
26. Gaudio Florent	Owing	Fri 6 pm	<i>PS</i>
27. Paul Soderling	CC	Fri 8:30 pm	
28. Robin Acasuso	CC	Fri 7 pm	
29. Greg Srichaphan	CC	Sat 8 am	<i>PS</i>

ASSIGNMENT

Matches Per Round

Event	Draw size	Round of 64	Round of 16	Quarter Finals	Semi Finals	Final	Total Matches
Men's Open	32	16	8	4	2	1	32
Women's Open	32	7	8	4	2	1	25

ASSIGNMENT

Master Scheduling Chart

Friday						
Times	Court 1	Court 2	Court 3	Court 4	Court 5	Court 6
4:00pm	Elena Myskina Vs Jie Li	Mary Williams vs Dinara Jankovic	Martina Castano Vs Sania Dulko	Michaela Santangelo Vs Justine Dementieva	Anastasia Hingis Vs Flavia Dechy	Vera Peng Vs Daniela Peer
5:30pm	Florent Rochus Vs Gaston Monfils	Patty Pierce Vs Kim Sharapova	Open Court	Lindsay Shahar Vs Francesca Groenefeld	Anna Marion Vs Klara Benesova	Dmitry Serra Vs Jose Gonzalez
7:00pm	Gael Simon Vs David Lleyton	Open Court	Mario Hewitt Vs Tommy Radek	Gaudio Florent Vs Henri Moya	Nicolas Robredo Vs Richard Malisse	Andre Roddick Vs Nikolay Andeev
8:30pm	Paul Soderling Vs Oliver Massu	Robby Kiefer Vs Robin Acasuso	Marcoss Hrbaty Vs Ivan Nalbandian	Guillermo Grosjean Vs Sebastien Andraev	Greg Srichaphan Vs Carlos Baghdatis	Jarkko Ferrero Vs Feliciano Santoro

ASSIGNMENT

Saturday						
Times	Court 1	Court 2	Court 3	Court 4	Court 5	Court 6
8:00 pm	W Rnd 16 Myskina/Li Vs Williams/Jankovic	W Rnd 16 Venus Davenport Vs Pierce/Sharapova	W Rnd 16 Castano/Dulko Vs Maria Kuznetsova	W Rnd 16 Nadia Mauresmo Vs Santangelo/ Dementieva	W Rnd 16 Flavia Dechy Vs Svetlana Petrova	W Rnd 16 Groenefeld/Shahar Vs Benesova/Marion
10:00 am	W Rnd 16 Peng/Peer Vs Amelie Safina	W Rnd 16 Nicole Clijsters Vs Jelena Peschke	M Rnd 16 Jose Gonzalez Vs David Lleyton	M Rnd 16 Mario Hewitt Vs Henri Moya	M Rnd 16 Nicolas Robredo Vs Nikolay Andreev	M Rnd 16 Robby Kiefer Vs Oliver Massu
12:00 noon	M Rnd 16 James Nadal Vs Florent Rochus	M Rnd 16 Felliciano Santoro Vs Sebastien Andraev	M Rnd 16 Andy Blake Vs Hrbaty/Nalbandian	M Rnd 16 Ferrero/Santoro Vs Grosjean/Andraev	M Rnd 16 Srichaphan/ Baghdatis Vs Rafael Fernando	Open Court
3:00 pm	W Qtrs	W Qtrs	W Qtrs	W Qtrs		
5:00 pm	M Qtrs	M Qtrs	M Qtrs	M Qtrs		

Sunday						
Times	Court 1	Court 2	Court 3	Court 4	Court 5	Court 6
9:00 am	W Qtrs	W Qtrs	M Qtrs	M Qtrs		
1:00 am	W Final	W Final				

ASSIGNMENT

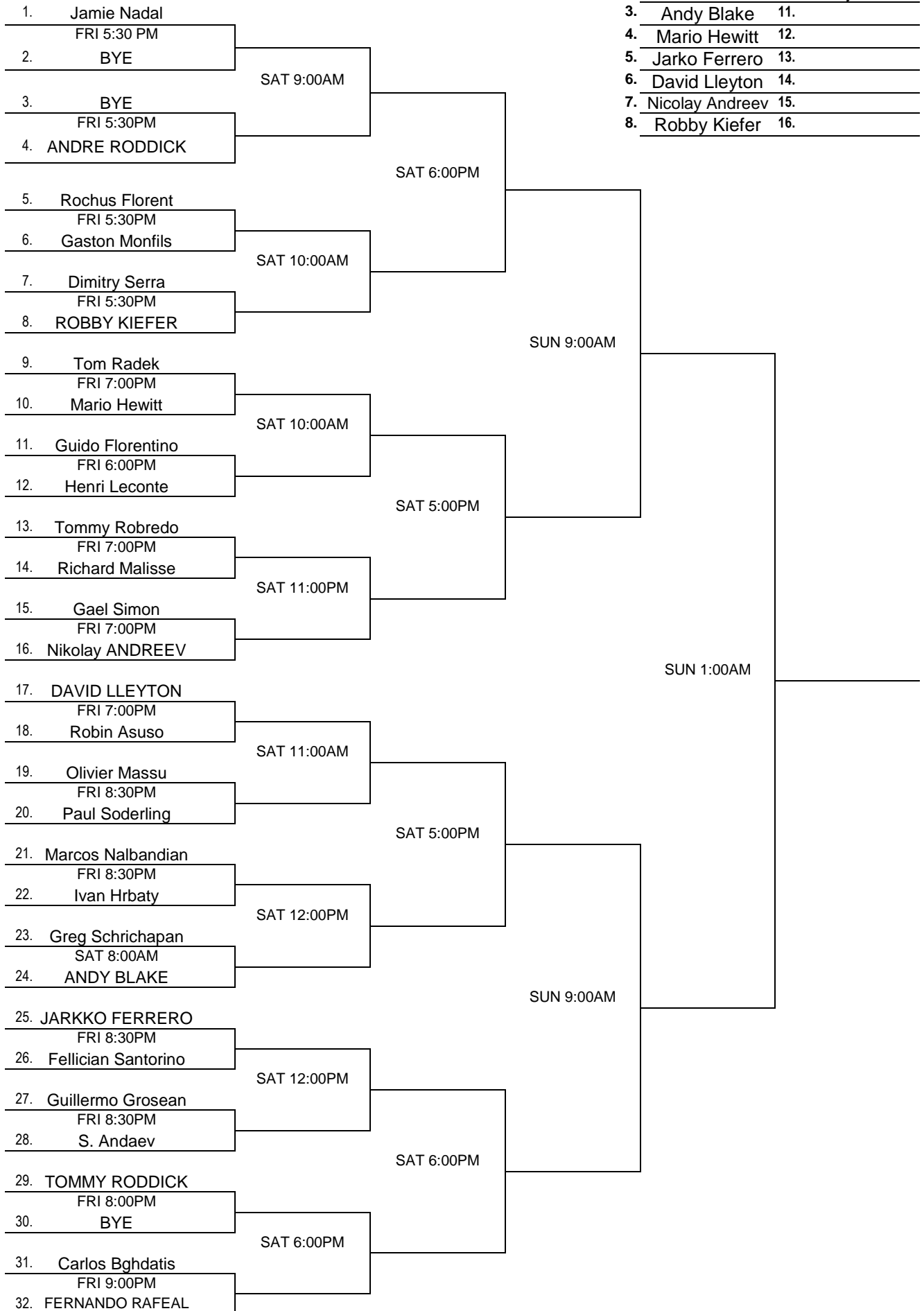
SEEDS:

1.	Nicole Clijsters	9.
2.	Amele Safina	10.
3.	Venus Davenport	11.
4.	Maria Kuznetsova	12.
5.	Svetlana Petrova	13.
6.		14.
7.		15.
8.		16.



ASSIGNMENT

- SEEDS:**
- | | |
|--------------------|------------------|
| 1. James Nadal | 9. Andre Roddick |
| 2. Rafael Fernando | 10. Tommy Radek |
| 3. Andy Blake | 11. |
| 4. Mario Hewitt | 12. |
| 5. Jarko Ferrero | 13. |
| 6. David Lleyton | 14. |
| 7. Nicolay Andreev | 15. |
| 8. Robby Kiefer | 16. |



ANSWER KEY

Entries for the ABC Women's Open

Entry Name	How Paid Cheque , CC or Cash	Starting Time (Correct)	Starting Time (Errors)
26. Nicole Clijsters	Owing	Sat 10:00 am	Sat 9:30 am
27. Patty Pierce	Owing	Fri 5:30 pm	Sat 9 am
28. Svetlana Petrova	Cash	Sat 8 am	
29. Klara Benesova	Owing	Fri 5:30 pm	Fri 4 pm
30. Lindsay Shahar	Owing	Fri 5:30 pm	Fri 4 pm
31. Venus Davenport	CC	Sat 8 am	Sat 9 am
32. Michaella Santangelo	Cheque	Fri 4 pm	Sat 9 am
33. Amelie Safina	Cash	Sat 10:00 am	Sat 9 am
34. Martina Castano	CC exp date wrong	Fri 4 pm	Sat 8 am
35. Anastasia Hingis	CC	Fri 4 pm	Fri 4:30 pm
36. Justine Dementieva	Owing	Fri 4 pm	
37. Sania Dulko	CC	Fri 4 pm	
38. Elena Myskina	CC	Fri 4 pm	
39. Maria Kuznetsova	Cash	Sat 8 am	
40. Flavia Dechy	CC	Fri 4 pm	9 am
41. Vera Peng	Owing	Fri 4 pm	
42. Kim Sharapova	Owing	Fri 5:30 pm	
43. Jie Li	Wrong CC #	Fri 4 pm	
44. Jelena Peschke	CC	Sat 10:00 am	Sat 9 am
45. Anna Marion	CC	Fri 5:30 pm	Sat 8 am
46. Francesca Groenefeld	CC	Fri 5:30 pm	
47. Dinara Jankovic	CC	Fri 4 pm	
48. Nadia Mauresmo	Owing	Sat 8 am	
49. Daniela Peer	CC	Fri 4 pm	Sat 9 am
50. Mary Williams	CC	Fri 4 pm	

ANSWER KEY

Entries for the ABC Men's Open

Entry Name	How Paid Cheque , CC or Cash	Starting Time (Correct)	Starting Time (Errors)
30. James Nadal	CC	Sat 12 noon	Fri 5:30 pm
31. Rafael Fernando	Cheque bounced	Sat 12 noon	Fri 9 pm
32. Andy Blake	Cash	Sat 12 noon	Sat 8 am
33. Mario Hewitt	Owing	Fri 7 pm	
34. Nikolay Andreev	Owing	Fri 7 pm	
35. Robby Kiefer	CC	Fri 8:20 pm	Fri 5:30 pm
36. Jarkko Ferrero	CC	Fri 8:30 pm	
37. David Lleyton	CC	Fri 7 pm	
38. Andre Roddick	Cheque to wrong person	Fri 7 pm	Fri 5:30 pm
39. Guillermo Grosjean	Owing	Fri 8:30 pm	
40. Tommy Radek	Cash	Fri 7 pm	
41. Nicolas Robredo	CC	Fri 7 pm	
42. Dmitry Serra	Cheque	Fri 5:30 pm	
43. Oliver Massu	Owing	Fri 8:30 pm	
44. Jose Gonzalez	CC	Fri 5:30 pm	
45. Gaston Monfils	CC wrong exp date	Fri 5:30 pm	
46. Henri Moya	Cash	Fri 7 pm	Fri 6 pm
47. Marcos Hrbaty	Cheque	Fri 8:30 pm	Fri 8 pm
48. Carlos Baghdatis	CC	Fri 8:30 pm	Fri 9 pm
49. Richard Malisse	Owing	Fri 7 pm	
50. Felliciano Santoro	CC	Fri 8:30 pm	
51. Gael Simon	CC	Fri 7 pm	
52. Florent Rochus	Cash	Fri 5:30 pm	
53. Sebastien Andraev	CC # incorrect	Fri 8:30 pm	
54. Ivan Nalbandian	CC	Fri 8:30 pm	Fri 8 pm
55. Gaudio Florent	Owing	Fri 7pm	Fri 6 pm
56. Paul Soderling	CC	Fri 8:30 pm	
57. Robin Acasuso	CC	Fri 8:30 pm	Fri 7 pm
58. Greg Srichaphan	CC	Fri 8:30 pm	Sat 8 am

ANSWER KEY

Matches Per Round

Event	Draw size	Round of 32	Round of 16	Quarter Finals	Semi Finals	Final	Total Matches
Men's Open	32	13	8	4	2	1	28
Women's Open	32	9	8	4	2	1	24

ANSWER KEY

Master Scheduling Chart

Friday						
Times	Court 1	Court 2	Court 3	Court 4	Court 5	Court 6
4:00pm	W Rnd 32 Elena Myskina Vs Jie Li	W Rnd 32 Mary Williams vs Dinara Jankovic	W Rnd 32 Martina Castano Vs Sania Dulko	W Rnd 32 Michaela Santangelo Vs Justine Dementieva	W Rnd 32 Anastasia Hingis Vs Flavia Dechy	W Rnd 32 Vera Peng Vs Daniela Peer
5:30pm	M Rnd 32 Florent Rochus Vs Gaston Monfils	W Rnd 32 Patty Pierce Vs Kim Sharapova	Open Court	W Rnd 32 Lindsay Shahar Vs Francesca Groenefeld	W Rnd 32 Anna Marion Vs Klara Benesova	M Rnd 32 Dmitry Serra Vs Jose Gonzalez
7:00pm	M Rnd 32 Gael Simon Vs David Lleyton	Open Court	M Rnd 32 Mario Hewitt Vs Tommy Radek	M Rnd 32 Gaudio Florent Vs Henri Moya	M Rnd 32 Nicolas Robredo Vs Richard Malisse	M Rnd 32 Andre Roddick Vs Nikolay Andeev
8:30pm	M Rnd 32 Paul Soderling Vs Oliver Massu	M Rnd 32 Robby Kiefer Vs Robin Acasuso	M Rnd 32 Marcoss Hrbaty Vs Ivan Nalbandian	M Rnd 32 Guillermo Grosjean Vs Sebastien Andraev	M Rnd 32 Greg Srichaphan Vs Carlos Baghdatis	M Rnd 32 Jarkko Ferrero Vs Felliciano Santoro

ANSWER KEY

Saturday						
Times	Court 1	Court 2	Court 3	Court 4	Court 5	Court 6
8:00 am	W Rnd 16 Myskina/Li Vs Williams/Jankovic	W Rnd 16 Venus Davenport Vs Pierce/Sharapova	W Rnd 16 Castano/Dulko Vs Maria Kuznetsova	W Rnd 16 Nadia Mauresmo Vs Santangelo/ Dementieva	W Rnd 16 Hingis/Dechy Vs Svetlana Petrova	W Rnd 16 Groenefeld/Shahar Vs Benesova/Marion
10:00 am	W Rnd 16 Peng/Peer Vs Amelie Safina	W Rnd 16 Nicole Clijsters Vs Jelena Peschke	M Rnd 16 Serra/Gonzalez Vs Simon/Lleyton	M Rnd 16 Radek/Hewitt Vs Florent/Moya	M Rnd 16 Malisse/Robredo Vs Roddick/Andreev	M Rnd 16 Acasuso/Kiefer Vs Soderling/Massu
12:00 noon	M Rnd 16 James Nadal Vs Monfils/Rochus	Open Court	M Rnd 16 Andy Blake Vs Hrbaty/Nalbandian	M Rnd 16 Ferrero/Santoro Vs Grosjean/Andraev	M Rnd 16 Srichaphan/ Baghdatis Vs Rafael Fernando	Open Court
3:00 pm	W Qtrs	W Qtrs	W Qtrs	W Qtrs		
5:00 pm	M Qtrs	M Qtrs	M Qtrs	M Qtrs		

Sunday						
Times	Court 1	Court 2	Court 3	Court 4	Court 5	Court 6
9:00 am	W Semi	W Semi	M Semi	M Semi		
1:00 pm	W Final	M Final				

Answer Key

SEEDS:

1. Nicole Clijsters 9.

2. Amelie Safina 10.

3. Svetlana Petrova 11.

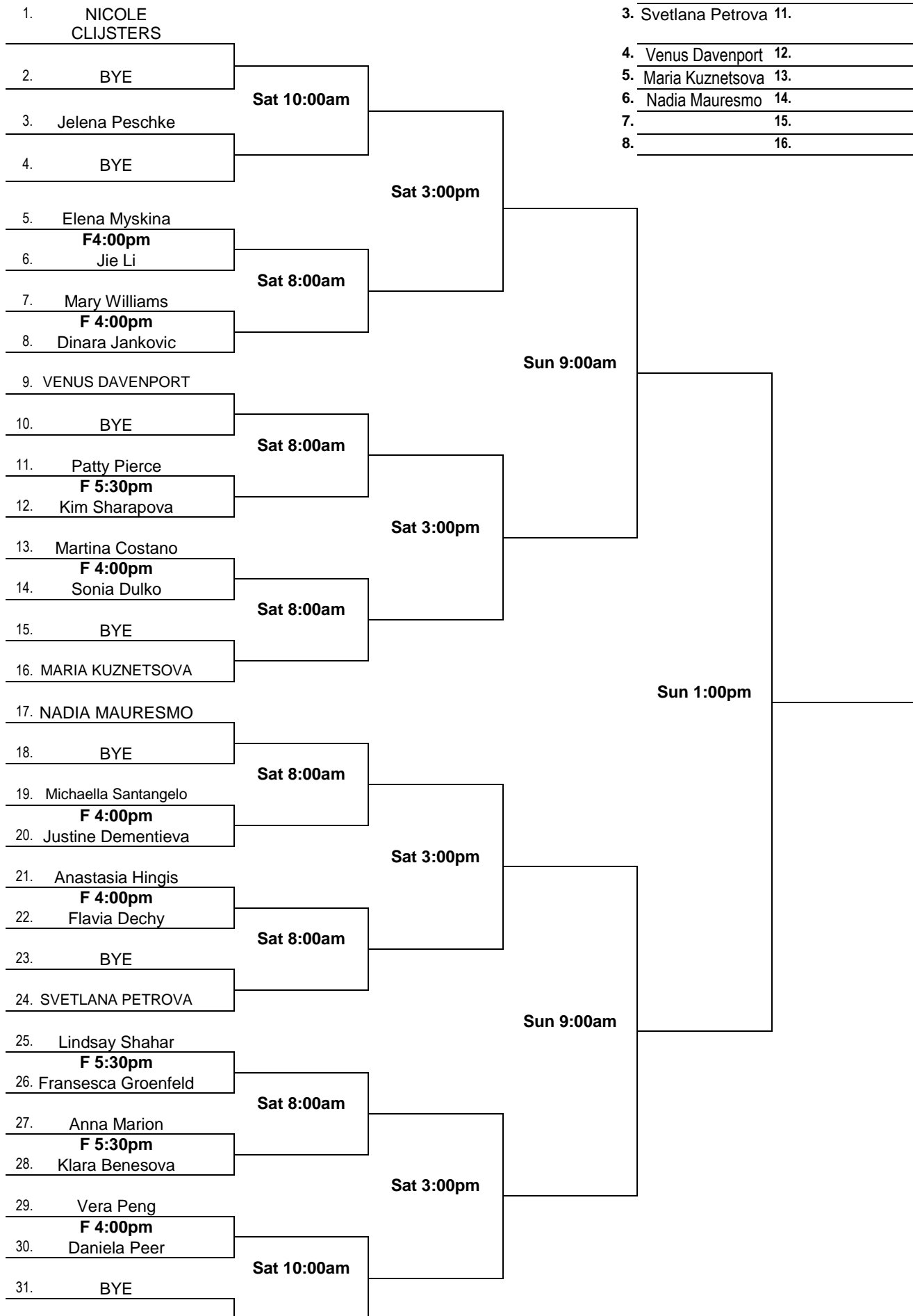
4. Venus Davenport 12.

5. Maria Kuznetsova 13.

6. Nadia Mauresmo 14.

7. 15.

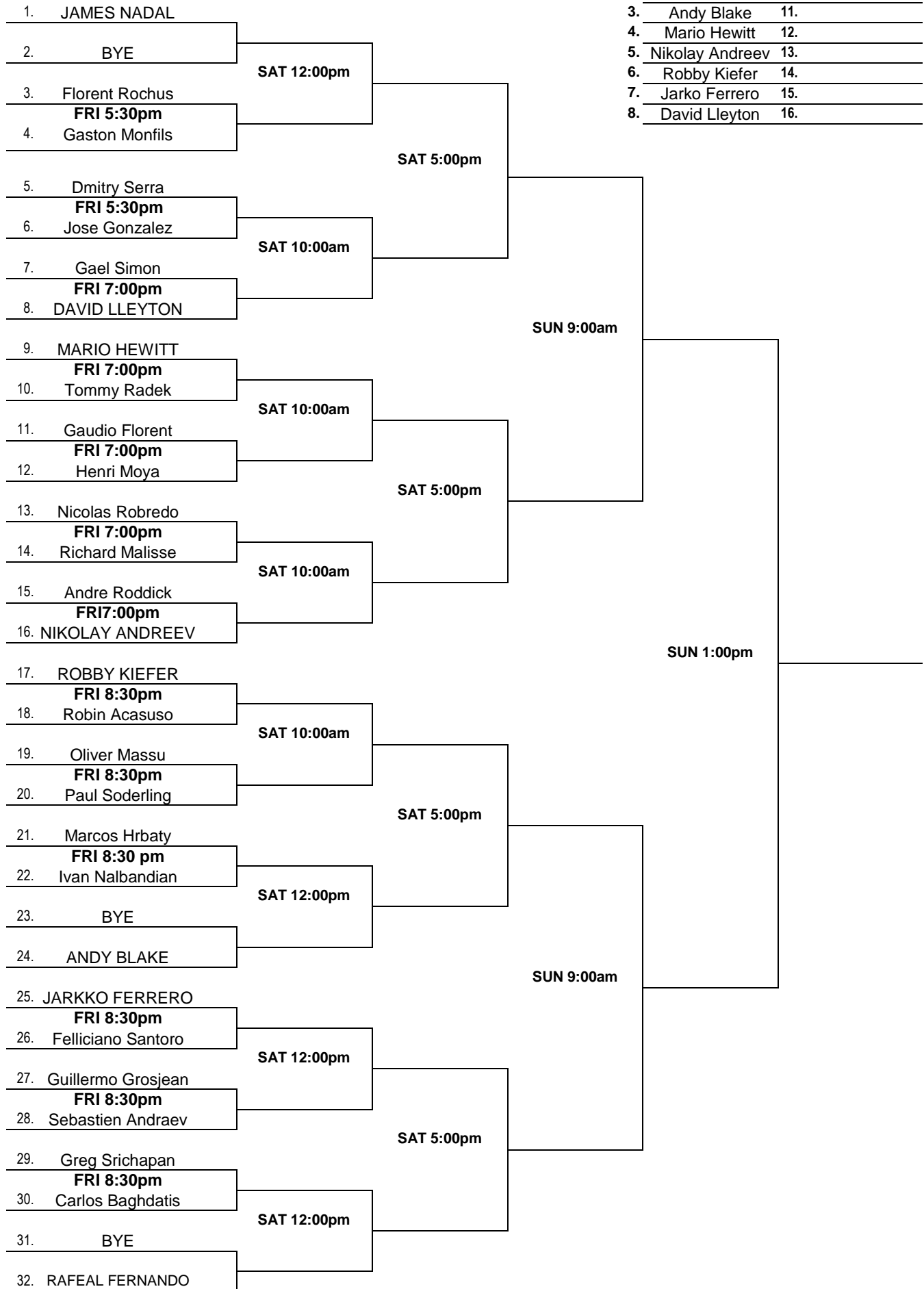
8. 16.



ANSWER KEY

SEEDS:

1.	James Nadal	9.
2.	Rafael Fernando	10.
3.	Andy Blake	11.
4.	Mario Hewitt	12.
5.	Nikolay Andreev	13.
6.	Robby Kiefer	14.
7.	Jarko Ferrero	15.
8.	David Lleyton	16.



<p align="center">Off Court: Selling a Club Program Miscellaneous</p>	<p align="center">Reference Materials</p>
<p>Objectives and/or Purpose:</p> <ul style="list-style-type: none"> • To enhance communication and customer service skills • To sell club programs and activities while promoting the benefits of tennis (physical activity, social interaction, and healthy competition) • To increase familiarity with the Tennis Professionals Association <p>Unfolding the Topic (Learning Activities):</p> <p>Lecture</p> <ul style="list-style-type: none"> • Review the 10 selling words: <ul style="list-style-type: none"> ○ <i>Invite, Enjoy, Fun Join, Other people, Want, Need, Help, Great, Guarantee.</i> <p>TPA Fair</p> <ul style="list-style-type: none"> • Create teams • Have each team come up with a "jingle" or "advertisement" for the TPA using the brochure and any other research material • Either <ul style="list-style-type: none"> ○ Play the telephone game with the jingles to check for retention ○ Contest for the best jingle ○ Contest for who can teach the jingle to other team first (in pairs) 	<p><u>For Candidate:</u></p> <p>Club Pro 1 Manual pp. 13-13, 13-14</p> <p>Workbook #</p>
<p align="center">CF PEDAGOGY: <i>Communication by Experience</i></p>	
<p><i>Personal notes or reminders:</i></p>	