



**Club Pro 1**

**Certification Course**

*Workbook #1, #3 and #4*

*Answer Key*

**March 2007**

Version 6.1



# ***Workbook #1 (Pre-Course)***

**The following topics require no formal written work and are either for the purposes of:**

1. Self-reflection
  2. Personal goal setting
  3. Preparation content for presentations
- *Orientation and Assessment Reflection Tools*
  - *Instructor: Teaching Presentation*
  - *Instructor: Leading a Game while Incorporating a Skill Presentation*
  - *Instructor: Tennis Specific Warm-up Presentation*
  - *Footwork and Court Coverage Presentation*
  - *Physical Warm-up Presentation*
  - *Physical Cool Down Presentation*

## **Club Pro 1 Commitment to Excellence Contract**

*[Ensure that each bulleted point is initialled and the document is signed and dated.]*

## **Making Ethical Decisions Online Evaluation**

*[Ensure that candidates who have not completed the online evaluation (either as part of a previous Instructor course, other CBET coaching certification or by following the assignment included) register and fulfill the requirement before the 2<sup>nd</sup> Weekend of the course where the MED module will be delivered.]*

## **Tennis Professionals Association Registration**

*[Ensure that confirmation of registration is secured (via email or printed document).]*

## **Personal Demonstration Video Project**

*[This dvd is for use with candidate after completion of initial Demonstration, Playing and Feeding Evaluation. Candidates may arrange for the use of lunch time or after course hours for taping should they not have had previous access to recording material.]*

# FROM CLUB PRO 1 MANUAL

## Chapter 1: Being Successful in Giving Lessons

1. List 5 expectations of a student who takes a private lesson?  
*[p.1-1 & 1-2]*
2. List 5 keys to making your lessons enjoyable?  
*[p.1-3 to 1-5]*
3. List the 2 critical things you can do to ensure students return after their first lesson or program?  
*[p.1-8]*
4. Why is it important to keep a record of your work with a student? *Give 2 reasons.*  
*[p.1-9 plus some thought. Suggested answer: helps plan future work (especially after a considerable time lapse) and impresses student with your degree of professionalism (and thus helps ensure repeat business)]*

## Chapter 2: Begin Successful when Running Teams

5. List 5 criteria you can use in selecting players for a team?  
*[p.2-2]*
6. Why do you think it is important to have a team captain? Of What benefit(s) does having a team captain serve?  
*[p.2-3 (E) plus some thought. Suggested answer: to have a single point of contact you can work with]*
7. A typical team practice session should have 3 stages. What are they, and why is each important?  
*[p.2-4 & 2-5, plus some thought]*
8. Why is it important to evaluate your team's performance league matches? How do you evaluate your team's performance?  
*[p2-7 & 2-8 plus some thought. Best answer: glean material for future team practices and private lessons with team members.]*

### Chapter 3: Planning a Lesson Program

9. What is the purpose of a program with a *physical* focus? List a few of the things you can do to ensure this purpose is achieved.  
*[p.3-2 footnote plus some thought. Good answers: high volume of balls, lots of movement, restrict technical help to quick tips...]*
10. What is the primary goal of a program which has a *tactical* focus?  
*[p.3-3]*
11. What is the primary goal of a program which has a *technical* focus?  
*[p.3-3]*
12. What are the 2 important questions that you should ask when planning the content of a tactical program?  
*[p.3-5: Am I choosing...]*
13. List 3 *broad* tactical themes that can be useful when planning a tactical training program for recreational players?  
*[p.3-5]*
14. Once you've chosen a general theme for a tactical training program, the 5 *game situations* provide one useful framework you can use to determine the specific *patterns of play* you'll cover in your program. Suppose you've chosen the theme: "taking control of the point from the middle". For each game situation relevant to that theme, describe one pattern of play you could potentially use in your training program.  
*[creative thinking based on the material on p.3-10 & 3-11]*
15. The 4 *phases of play* provide another framework you can use to generate specific patterns of play once you've selected your general training theme. Imagine that you're going to give a club clinic on tactics using the backhand groundstroke, and you've decided to focus on how the stroke can be used in a "both back" game situation. For each of the 4 phases of play, describe one pattern of play that you could potentially use in your training program.  
*[creative thinking based on the material on p.3-11 & 3-12]*
16. Select one of the patterns of play you've described in either of the above two questions, and design a drill you could use in training players to execute it. Record your drill on the attached *Worksheet for Tactical Lesson Planning*.  
*[using the worksheet on p.3-16 appropriately]*
17. In evaluating a doubles team in preparation for future tactical training, it can be useful to have a checklist to help you determine the training priorities. List at least 6 items that would be on your checklist. (Place them in rough order of priority.)  
*[p.3-13]*

18. What are the 3 main challenges in **technical** training? Briefly describe what you need to do to meet those challenges successfully.  
*[p.3-18]*
19. Improving and grooving a stroke requires a substantial number of quality repetitions. Describe 3 things you can do to add *variety* to this stage of the training, and thereby maintain your player's interest.  
*[p.3-21]*
20. What is meant by *gameplay integration*? Why is it such a critical part of every lesson?  
*[p.3-23]*

## Chapter 4: Giving a Private Lesson

21. Why is the first private lesson with a new student so important?  
*[p.4-1 plus some thought. Bottom line: future business]*
22. How can you determine whether it's more appropriate to give a lesson focused on tactics, or one focused on technique?  
*[p.4-2 ]*
23. In your first lesson with a new student, there are 5 important things you need to do before beginning work on the first training topic. List them, and briefly state why each is important.  
*[p.4-5 (the first 5 lesson stages), plus some thought as to why each is important; with respect to importance, see the initial paragraphs in the sections that elaborate on each lesson stage (notably p.4-7, 4-9, 4-11 and 4-16; for the 2nd lesson stage, anything related to delivering a student-centred lesson would be appropriate)]*
24. What you need to do in the *evaluation* stage is different for tactical and technical lessons. In one or two sentences describe the basic difference.  
*[playing out points versus setting up drills that use the requested stroke(s). Candidates will have to understand and boil down the material on p.4-11 through 4-15 to come up with this answer.]*
25. What does the acronym "SMART" stand for? Briefly elaborate on the meaning of each letter.  
*[p.4-22]*
26. In working with a student, it is important to look at both *outcome* and *process*. What is the difference? (Include a few examples of each.)  
*[p.4-24 & 4-25]*

## Chapter 5: Running a Tennis-specific Warm-up

27. What is the difference between a pre-match warm-up and a pre-training warm-up?  
*[p.5-1]*
28. What 4 areas can be emphasized during a quality tennis-specific warm-up? Describe each briefly.  
*[5-1 through 5-3]*

## Chapter 6: Feeding

29. What energy system is primarily used in tennis? What are the implications of this for drilling?  
*[p.7-4]*
30. When training students to execute a particular shot, the feeding must be increasingly realistic, simulating what students will actually encounter in a live gameplay situation. List 5 ways in which you can make your feeds increasingly realistic.  
*[Summary on p.7-6 & 7-7]*

## Chapter 7: Drill Organisation

31. What does it mean to have players “walk through” a drill?  
*[p.6-1 & 6-2]*
32. Imagine you are working with a group of four players. The lesson topic is “dealing with a high ball on the backhand side in a “both back” game situation. Design a 3-drill progression (basket feed => combined basket & live feed => point playout) that **YOU** could use to train players in this area. Use the attached court diagrams to record the 3 drills.  
*[accept anything that is logical and that shows an effort]*
33. What does research say about the optimal number of repetitions for learning a new motor skill, e.g., a tennis stroke/shot? (How many repetitions, how should they be done...)  
*[p.6-22: 130-180, quality, in sets...]*
34. “Once the basic motor pattern has been acquired, the coach should use drills of high physical intensity to rapidly accelerate development of the skill. For example, an appropriate drill might consist of 5 sets of repetitions. In each set, the player should hit to the point of near exhaustion. Sets should be separated by a rest period of approximately 1 minute.”  
True or false? Explain.  
*[p.6-22 & 6-23]*

## Chapter 8: Giving Feedback

35. What is the difference between internal and external feedback?  
*[p.8-1]*
36. When giving feedback, why is it important to address both the mind and body?  
*[bottom of p.8-1; some elaboration in opening paragraphs of sections 8.1 and 8.2]*
37. What are the 3 phases of learning and how do they related to consciousness and competence?  
*[p.8-3]*
38. Well-chosen keywords can greatly accelerate the development of tennis skills. Explain why.  
*[p.8-4]*
39. Although keywords can be very useful in improving a player's execution of shot, they are of little use in developing perception and decision-making skills. True or false? Explain.  
*[p-8-4]*
40. List the 5 words suggested by Tennis Canada's Actions Method to describe the feeling of a stroke. Briefly describe each.  
*[p. 8-7]*
41. What does it mean to "automate" a skill?  
*[p.8-5]*
42. List 3 things you can do to help a player develop a kinaesthetic fell for a shot?  
*[p.8-7 and 8-8]*

## Chapter 9: Singles Tactics

43. There are a number of important principles that underpin all strategy and tactics in singles play. List 5 that **YOU** feel are especially important for players at the 3.0 skill level.  
*[p.9-2 plus some thought]*
44. What are the 4 main *gamestyles*? List a few characteristics of each.  
*[p.9-3]*
45. There are a variety of things a player can do to counter an aggressive baseliner. List 5 things that would be high on **YOUR** personal list of priorities as a player.  
*[p.9-4 plus some thought: any subset of the list or reasonable alternatives]*



46. One useful way of organising one's thoughts with respect to tactics is to think in terms of the 5 game situations. List 10 general tactical considerations relevant to the "approaching or at the net" game situation.

*[9-11 & 9-12: any of the items in the table, or reasonable alternatives]*

47. Anticipating what an opponent will do — prior to their racquet making contact with the ball — is a key element of tennis. Its importance increases with the level of play. List any 3 pieces of information that can be useful in determining where and how an opponent will return a ball.

*[Students must synthesise information from the discussion on p.9-14 & 9-15. Possible answers include: habitual responses to the situation, position on court, stance, arm movement, sound of ball at impact point, etc.]*

48. When playing *into* the wind, there are a number of things players can do to improve their chances of winning points. List any 5.

*[p.9-20]*

## Chapter 10: Technical Development

49. When a ball leaves a player's racquet, its path, speed and spin are largely determined by what happened between the ball and racquet at the impact point. List the 3 racquet variables that players have control over at the impact point.

*[p.10-3: path, angle & speed]*

50. *Directional control:* You're training a player to return a crosscourt ball deep down-the-line. At the impact point, the player's racquet face is pointing directly at the target you've set up near the sideline, but the ball consistently flies wide of the sideline and out of play. What is happening? List 2 things your player can do to hit the target and keep the ball in play.

*[p.10-4 & top of 10-5: Ball is impacting (and coming off) the racquet face at an angle. Solution: (1) more racquet speed at impact or (2) change (horizontal) racquet angle at impact to compensate]*

51. *Height control:* You're training a player to hit a defensive (spinless) lob. The player consistently sends the ball too low, allowing the opponent to attack it by hitting an overhead. List 2 ways your player can send the ball higher by changing the racquet work at the impact point.

*[top of p.10-9: (1) more open racquet face combined with steeper low-to-high racquet path (2) more racquet speed]*

52. *Speed control:* The pace of a shot is determined solely by the racquet speed a player is able to generate at the impact point. The speed of the oncoming ball has no effect. True or false?

*[p.10-11: false]*

53. You're training a group of players at the 2.5 skill level to hit their groundstrokes with greater pace. One "high-tech" way of quantitatively measuring the speed of the ball is to use a radar gun. List 2 "low-tech" ways you might use to measure ball speed.

*[p.10-13 top: (1) distance between first & second bounce (2) number of bounces before the ball hits the fence]*

54. *Spin control*: Spin affects both the *trajectory* (path) and *bounce* of a ball. Briefly explain how each of the following spins generally affects (i) the trajectory and (ii) the bounce of a **groundstroke**:

*[Answer requires a comprehensive understanding of the material on p.10-13 through 10-18]*

(a) *Topspin* [*Trajectory: ball dips more quickly, landing shorter and at a steeper angle. Bounce: faster & generally steeper (due to steeper impact angle)*]

(b) *Underspin* [*Trajectory: flatter, landing deeper (underspin holds the ball up) and generally at a shallower angle. Bounce: slower (although on low friction surfaces, an underspin ball that impacts the court surface at a shallow angle can skid, causing it to come off the surface very quickly)*]

(c) *Sidespin* [*Trajectory: curving to the left or right. Bounce: sideways kick*]

55. You're teaching a student to hit with greater topspin. What 2 changes to the racquet work at the impact point will generate more topspin?

*[p.10-14: (1) steeper low-to-high racquet path (2) increased racquet speed (assuming racquet path is low-to-high)]*

56. List and briefly explain 3 advantages of hitting a topspin groundstroke.

*[any 3 advantages from the table on p.10-15 (or reasonable alternatives)]*

57. Underspin groundstrokes are generally easier to time than topspin groundstrokes. Why?

*[p.10-17 table: simpler racquet preparation]*

58. Changing the ball toss (impact point) can make it easier for players to hit spin serves. (a) What change could a right-handed player make to the toss to facilitate hitting a *sidespin* serve? (b) Is there any potential disadvantage to changing the ball toss, and if so, what is it?

*[p.10-18: (a) toss ball more to the right (b) yes, it makes the serve difficult to disguise]*

59. You're working on a *left-handed* player's serve. Would spin be of any use to the "lefty" in pulling a right-handed opponent wide when serving from the ad court? If not, why not? If so, what kind of spin should be used?

*[bottom of p.10-18 applied to a lefty: Answer: Yes. Sidespin.]*

60. When assessing a player's technique, coaches have traditionally focused on *conformity*. There is another element that is often ignored by coaches, but should actually be the first thing a coach looks at. What is it?

*[p.10-25: effectiveness]*

61. In assessing conformity of a shot, you need to consider both the player's reception and projection. With respect to *reception*, list the 3 critical areas you need to look at.

*[p.10-26: quick start to ball, balance/preparation, impact point]*

62. Intending to hit a short angled topspin groundstroke, a player hits the ball two feet wider than the sideline. Which ball control is the problem? What key points need to be corrected? (Use the P.A.S. principles to explain. For example, which must change, which must remain constant?)

*[Distance is the problem (spin is also acceptable). Player could either A) increase racquet Speed and keep the Angle & Path constant to increase spin and shorten the ball's trajectory or B) Decrease the racquet Speed while keeping the Angle and Path constant. (NOTE: "A" may be a better choice for a more 'attacking' shot. "B" is incorrect if they answered that Spin is the problem)]*

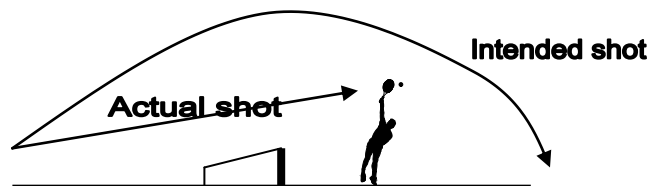
63. Intending to hit an overhead deep to the baseline, the player hits it onto the serviceline, where it bounces up and his opponent runs it down. Which ball control is the problem? What key points need to be corrected? (Use the P.A.S. principles to explain. For example, which must change, which must remain constant?)

*[Distance is the problem (trajectory is also acceptable). Player must change racquet Angle to slightly more open while keeping the Path and Speed constant.]*

64. Intending to hit a medium height volley with a straight low trajectory, the ball 'pops-up'. Which ball control is the problem? What key points need to be corrected? (Use the P.A.S. principles to explain. For example, which must change, which must remain constant?)

*[Height the problem. Player could either A) Have the racquet path go down while keeping the Angle & Speed constant. or B) Increase the racquet Speed while keeping the downward Path and Angle constant. C) Close the racquet angle and keep the Path and Speed constant.]*

65. Intending to hit a lob over an opponent at net, the opponent reaches up and hits a winning overhead. What Ball Control is the problem? What key points need to be corrected?



*[The trajectory is the problem. Player must: Open the racquet angle slightly and/or increase the low to high racquet Path. While keeping the speed constant]*

## Chapter 11: Wheelchair Tennis

66. Of what benefit is integrating wheelchair players into existing able bodied tennis programs? What level of wheelchair instruction is the exception to this rule?  
*[p.11-3 and personal reflection]*
67. Using the playing level comparison chart, how many categories are specific to wheelchair players only and why? An ITF/ITN rated 7 wheelchair player should look for what able bodied level of group clinic to participate in and why?  
*[p. 11-4; 3.0]*
68. List 7 key similarities between wheelchair and able bodied tennis. List 5 key differences.  
*[p. 11-5]*
69. List 4 components of the Mobility Cycle? What is the goal of each?  
*[p.11-13]*
70. What is the difference about the recovery of a wheelchair player compared to the recovery of an able bodied player?  
*[p. 11-16]*
71. List 5 gamestyles of wheelchair tennis and describe one key point of each.  
*[p. 11-8 and 11-9]*
72. What are the two major differences in the basic stroke sequence for wheelchair tennis? Why?  
*[p.11-9 and 11-10]*
73. In the wheelchair doubles game, what are the two most common playing configurations? Explain briefly.  
*[ p.11-18 and 11-19]*
74. List and describe 5 considerations when ball feeling to novice wheelchair players.  
*[Once. p.11-11]*

## Chapter 15: Facility Operations

75. List four common areas of off-court responsibility.  
*[p.15-2 and 15-3]*
76. What types of activities occur at the front desk of your club? Why is it important for YOU to know how the front desk operates?  
*[p.15-1 and some thought as well as reflection on personal work experience]*
77. List three common court reservation systems. What is the key that allows a particular court reservation system to work effectively?  
*[p.15-1: tagboard, racquet queue, reservation sheet]*
78. Why is it important to maintain the tennis grounds? List 3 reasons.  
*[p.15-2 and 15-3]*
79. List five practical tips for overall court maintenance.  
*[p.15-2 and 15-3]*

## Chapter 16: Safety

80. Based on the "Safety Checklist", create an on- and off-court checklist that is specific to the club environment that you teach and/or train in. Explain any items on your lists that are not presented in the CP1 Manual.  
*[p.16-1]*

## Appendix B: Actions Method

81. What is the name of the official tennis method in Canada? Who created it? When did Canada change its official methodology to this approach?  
*[p.B-1]*
82. What are the 4 "pillars" of the Actions Method? Briefly explain each.  
*[p.B-1, B-2 and B-3]*
83. What is the philosophy and methodology of the traditional "model" approach?  
*[p.B-2: footnote]*
84. What is the philosophy and methodology of the game-based approach?  
*[p.B-1 and B-2]*

85. What is the difference between Tennis Canada’s game-based approach and a “games-based” approach?

*[p.B-2]*

86. Based on this chapter and your previous knowledge of Actions Method, how (if at all) do your current teaching/coaching practices differ? Explain.

*[personal reflection]*

87. Based on your previous learning environments (i.e., as a student in private lessons and clinics), in what ways have you experienced Actions Method from your coaches? Describe one example of a learning moment and/or outcome and link it to your understanding of Actions Method.

*[personal reflection]*

88. In your own words, explain what Actions Method?

*[personal reflection]*

## Teaching and Playing Profile

*This assignment to be completed with personal information*

Name		Age	
Date of Birth		Category	
Years playing		Ranking(s)	

1. My style of play is ... My best shot and/or stroke is...
2. Tennis Accomplishments and Significant Results:
3. Complete the following: I play tennis and/or compete because...
4. Other sports, interests and hobbies:
5. How do you think players/clients would describe you as a teacher/coach?
6. What are you most proud of as it relates to your teaching?
7. What area(s) do you feel you could improve the most in and why?
8. Besides certification courses, what other types of professional development opportunities have you taken to enhance your job performance? In what ways have they made a difference to your practice or your knowledge?

9. Are you currently involved in a club? If so, what type of club and what are your major areas of responsibility?
10. Briefly describe your teaching experience (e.g., age and level of play, private or group, recreational or high performance).

## **Self-Presentation Assignment**

*This assignment to be completed with personal information and reflection.*

### Your Favourite Quote

1. Write your favourite quote (expression, saying) in the space below. This could also be a phrase or expression that relates to your coaching and teaching or to being a professional.
2. Prepare your quote on a 3x5 index card without your name or any identification.

### A Positive Teaching Moment

1. Write about a positive teaching, learning or coaching moment. This could be either one that you experienced as the teacher or as the student. It should reflect a "high point" or a time when you felt most effective and engaged. Think about how you felt and what made the situation possible.

### Through the Eyes of Others

1. How do you think players/clients/members would describe you as a teacher or as a coach?

### Introducing...Yourself

Choose from one of the following:

1. You have recently been hired at an indoor tennis facility and will be introduced to the membership at a formal social event by the Head Tennis Professional. She has asked you to prepare a brief introduction (5-10 lines) of yourself that she can read.
2. You find yourself at a social event with an opportunity to meet a key person at Tennis Canada with whom you would like to work. You realize that you may only have a few moments of their time and want to make the best first impression. Prepare a brief (5-10 lines) introduction of yourself.
3. Write your own obituary.

## Progressive Tennis: Running a Team Competition

1. **Watch** the following the clips to learn about the court setups for  $\frac{1}{2}$  court and  $\frac{3}{4}$  court tennis and **be prepared** to re-create the competition setup of both. (You may also find it useful to read "Progressive Tennis Description".)

- 1/2 court setup:
  - [1/2 court setting up the nets](#)
  - [1/2 court Training Setup](#)
  - [1/2 court Competition Setup](#)
- 3/4 court setup:
  - [3/4 Court marking](#)
  - [3/4 Court training setup](#)
  - [3/4 Court competition setup](#)

*[Candidates will be required to set up the competition environment and may choose to include notes and diagrams of key information.]*

2. **Read** the following and **prepare** a competition format based on the number of your fellow participants (include yourself in the competition) and the number of courts allotted for the Club Pro 1 course.

- 1/2 Court Team Competition
- 3/4 Court Timed Flight Tournament

*[Candidates will be required to prepare the competition format which would include assigned teams, round robin or PT tournament playing schedule and times as well as the court assignment schedule for matches.]*



# Workbook #3 (Portfolio A)

The following topics require no formal written work and are either for the purposes of:

1. Self-reflection
2. Personal goal setting
3. Preparation content for presentations
  - *Explanation and Demonstration of Ball Controls*
  - *Leading a Game*

## Chapter 12: Customer Service

1. In the final analysis, why is outstanding customer service so important to the success of tennis clubs and programs, and to ultimately to your success as a tennis professional?  
*[p.12-1 plus some thought. Answer: future business]*
2. You are working at a tennis club. What are 5 important things **YOU** can do to when first saying hello to a member you don't know?  
*[p.12-1]*
3. You are answering the telephone at a tennis club. List 7 things you can do that are likely to create a BAD impression and annoy or frustrate the caller.  
*[Answer: the reverse of any of the items listed on p.12-2 & 12-3].*
4. An angry club member approaches **YOU** and complains about something that has happened at the club and has upset them. List 10 things **YOU** can do to appease their anger, earn their respect, and build a good future rapport with them.  
*[p.12-4 & 12-5]*
5. When working with parents, what type of approach should you use and who should it involve?  
*[p.12-6]*
6. List 5 things **YOU** can do or should keep in mind when dealing with parents.  
*[p.12-6 and personal experience]*
7. List 3 things **YOU** can do each day you are at your club that are "unpaid" duties but will undoubtedly leave a good impression on the general membership and with the management.  
*[personal experience and reflection]*

## Chapter 13: Developing an Overall Club Program

8. In designing an overall program for a tennis club or facility, you should try to create a *continuous pathway* for people. What is meant by “continuous pathway” and why is it important?  
*[p.13-1]*
9. Before you design an overall program for a club, you need to know several things. List the 2 that **YOU** think are most important and explain why.  
*[p.13-3 plus some thought. Several possible answers including: what the members want, program options, facilities available, structure of past programs...]*
10. List 5 types of *instructional* programs/activities you might consider?  
*[p.13-3+ or reasonable alternatives]*
11. List 5 types of *competitive* programs/activities you might consider?  
*[p.13-5+ or reasonable alternatives]*
12. What two factors are critical to “creating interest” in an event or activity? How are they different?  
*[p.13-13]*
13. What are the most powerful key words used in catching people’s interest and attention?  
*[p.13-14]*
14. Why is it important to post activity sign-up sheets early? Why is it important to NOT post an empty activity sheet?  
*[p.13-13]*
15. Why is it important to do some follow-up “marketing” after a program or activity is finished? List 2 things **YOU** could do after a club barbeque.  
*[p.13-15 and self-generated ideas or personal work experience]*
16. Find (and attach at the end of this portfolio) an effective club flyer advertising a program or activity. List 3 reasons why **YOU** think it is effective and 1 thing you might change to increase its appeal.  
*[attached flyer; self-generated ideas based on readings of the chapter and personal work experience]*

## Chapter 14: Running Competitive Club Programs

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

*[p.14-1 and self-generated ideas or personal work experience]*

18. Why are round robin events popular?

*[p.14-13 and self-generated ideas or personal work experience]*

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

*[p.14-13, 14-14 and self-generated ideas or personal work experience]*

20. The following is a round robin scorecard:

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

Who won the match between B and D?

What was the score?

How many total games did C win?

How many total games did D lose?

*[B]*

*[8-1]*

*[14]*

*[21]*

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

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

- a) What is the maximum number of seeds?
- b) Create names for the seeded players and list the seed on the attached draw.
- c) How many byes will there be?
- d) How many round-of-64 matches will there be?
- e) Place the byes on the attached draw. Explain your logic for how you have placed the byes.
- f) Create a master scheduling chart.
- g) Provide a schedule for each match in each round (this can be done on the draw).
- h) Provide an explanation for the logic that underlies your scheduling?

a) *12 seeds*

b) *1-line 1, 2 –line 64, 3 & 4-draw for lines 17/48, 5 & 6-draw for lines 32/33, 7 & 8-draw for lines 16/46, 9 & 10-draw for lines 9/56, 11 & 12-draw for lines 25/40*

c) *17 byes*

d) *15 matches*

e) *Rules of the Court, p. 61-63*

f) *Rules of the court, p. 73-74 (any scheduling which makes sense and has a logic to it)*

g) *Completed on the draw sheet, ensuring proper time between matches and based on master schedule created.*

h) *Based on court time, number of courts, length of matches in each round, etc.*

## Planning a Lesson Competency

Design a Drill which takes into account the following considerations:

- 6 players (3.5 rating)
- competitive game situation drill (players compete against one another)
- focus: players practice receiving high 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.

*[Any drill which respects topic and includes all 6 organizational elements]*

B. What is the goal of the drill for:

1. The player receiving the high ball on the backhand

*[Any goal that makes sense]*

2. The player sending the moonball

[Any goal that makes sense]

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

*[Any 3 ways which make sense based on rationale provided]*

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

*[Any adjustment that makes sense]*

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

*[Any adjustment to the rotation that makes sense]*

- 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.

*[Any adjustment to initial “people positioning” that makes sense]*

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 be 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.

*[Any basket feeding drill which respects the topic and includes all 6 organizational elements and completely answers each element of the questions.]*

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

*[Any cooperation drill which makes sense]*

- 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.

*[Any game simulation drill which makes sense]*

- D. 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 – 4: Any answer that is complete and makes sense]*

## Footwork and Court Coverage

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

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

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

*[To ensure good positioning close to the service line]*

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

*[False]*

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

*[Inside the baseline to look for an attacking opportunity]*

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

*[True]*

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

*[The server must quickly shuffle to return the ball into play and then recover deep behind the baseline because the returner is likely to be in control of the point.]*

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

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

*[False]*

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

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

*[Because even great players miss]*

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

*[True]*

- c) True or False: Return of 1<sup>st</sup> Serve – Step out and crossover when outside of hitting area: When the serve is fast and outside of the hitting area, the returner will step with the foot furthest from the ball to open the hips to then crossover with the other leg.

*[False]*

- d) True or False: Return of 1<sup>st</sup> Serve – Step out and shuffle when slightly outside of hitting area and slower serve: When the serve is slower and outside of the players hitting area, the returner will often shuffle then pivot to get in position to hit the return.

*[False]*

- e) Return of 1<sup>st</sup> Serve – Sliding out of the way for a jam serve: Name 2 movement the returner can perform in order to properly distance themselves from the ball when it is being jammed into their body?

*[Slide or shuffle movements]*

- f) True or False: Return of 1<sup>st</sup> Serve – Recovery after a wide 1<sup>st</sup> serve: After the returner has successfully returned a wide 1<sup>st</sup> serve, the returner must run full out in a diagonal pattern in order to buy time for the next shot.

*[True]*

- g) Return of 1<sup>st</sup> Serve Recovery after returning a serve towards the ‘t’: Why is the recovery from a ‘t’ serve usually simpler?

*[Because the returner already finds himself in the centre of the court or almost in the centre of the court (take a couple more steps).*

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

- a) Return of 2<sup>nd</sup> Serve – Run around to hit forehand: When does the returner begin to make a diagonal movement in order to give the time to run around and attack with their forehand?

*[During the server’s toss]*

- b) True or False: Return of 2<sup>nd</sup> Serve – Approach on run on easier serve (“chip and charge”, “catch and charge”): To move into the net off of a 2<sup>nd</sup> serve, the returner will often hit first and then run into the net.

*[False (run through the shot)]*

- c) Return of 2<sup>nd</sup> Serve – Drive and charge: When the returner drives the ball into the corners, when will they approach the net?

*[When they recognize that the server is in a defensive position]*

- d) True or False: Return of 2<sup>nd</sup> Serve – Recovery after a neutral return: If the returner neutralizes the serve, they will recover inside the baseline.

*[False]*

- e) Return of 2<sup>nd</sup> Serve – Backup to return: Why do players back up before returning?

*[In order to buy time to execute their shot]*

#### 5) Transition Footwork

- a) True or False: Drive approaches, double hop step: When performing the double hop movement, you start by hopping on the front foot and then land on the other foot.

*[False]*

- b) True or False: Drive approaches, pivot on front foot: While moving forward the players switch feet.

*[True]*

- c) Drive approaches, running step: Give 2 reasons why a player, while approaching, uses an open stance to run through the shot.

*[To move through the court and into the net and when trying to move up the sideline]*

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

*[Momentum forward through the shot]*

- e) True or False: Baseline attack, then approach (move in after recognizing opportunity following the shot): This approach is hit from the backcourt instead of the mid-court and the decision to approach is made after recognizing an opportunity to finish the point at net.

*[True]*

- f) Backhand underspin approach shot: cross behind, “Karaoke Step”: What is the key to the backhand underspin approach shot?

*[To remain sideways]*

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

*[Running steps]*

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

*[Pete Sampras and 7]*



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

*[Above the height of the net]*

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

*[Balance, flexibility, reflexes, explosiveness and timing]*

- k) True or False: Approach volley: getting low, balanced and spreading out legs: Prior to establishing a wide base, the player will bring the leg closest to the ball close to the ball.

*[True]*

- l) Volley on the run vs. volley being stop: Which leg moves forward when running through the volley smoothly?

*[Back leg]*

## 6) Net Footwork

- a) Net Footwork – Location from where most volleys take place from after an approach shot: Where do most volleys take place after an approach shot?

*[Just inside the service line]*

- b) True or False: Net Footwork – Pivot, step out and drop step followed by a crossover step on fastballs: Players mostly use a crossover step to initiate the movement at the net.

*[False]*

- c) True or False: Net Footwork – Volley; bring body to the ball through running steps on slower balls: Through the use of running steps the player moving into the net gets closer to the ball.

*[True]*

- d) True or False: Net Footwork – Volley, closing the net on sitters: Through the use of running steps the player moving into the net gets closer to the ball.

*[False (accelerated running steps)]*

- e) Net Footwork – Overhead; shuffle steps on easy lobs: What kind of steps do players use to position themselves for the overhead smash?

*[Shuffle steps]*

- f) Net Footwork – Athletic smash for challenging balls: What is the first step that initiates the momentum to move backwards for a challenging overhead smash?

*[Crossover step]*

## 7) Passing Shot

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

*[True]*

## Winning Tennis Tactics

**Theme:** Building the Point

### High Tempo Exchanges

1. True or False: When players' exchange, the overall objective is to mirror the tempo of their opponent.

*[False]*

2. What three shot qualities allow a player to impose their tempo on their opponent?

*[Depth and power and taking the ball early]*

3. What is a quality rally ball?

*[A shot that is still rising after the bounce to their opponent when they are in their neutral rallying position when they are behind the baseline]*

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

*[True]*

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

*[Closer to the baseline or inside the court]*

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

*[Might provide a shorter or slower ball for the opponent to attack]*

**Theme:** Building the Point

**Strategy:** Moving the Opponent

### When Receiving Balls Down the Middle

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

*[Their dominant stroke which is often their forehand]*

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

*[A more advanced position]*

#### Introduction to the use of the Crosscourt

9. What is the most common rallying stroke?

*[A crosscourt]*

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

*[False]*

11. What is a quality rally crosscourt shot?

*[Forces the other player to hit from close to the singles sideline and is rising, which forces the player to hit from their neutral position behind the baseline]*

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

*[The difference from where you make the opponent make contact with the ball (doubles versus singles line)]*

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

*[To set up a down the line (change of direction), an attack deep in the opposite corner, to set up a wrong foot shot]*

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

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

*[When the player is set up well for the shot, when contact is made on top or slightly inside the sideline as well as when struck inside the baseline and when receiving a higher bouncing slow ball]*

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

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

*[False]*

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

*[Take advantage of their opponent's position by moving in and taking the next shot early]*

### Strong Crosscourt to set up a Wrong Foot Shot

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

*[False]*

18. True or False: Wrong footing the opponent only works against quick opponents with good anticipatory skills.

*[False]*

### Inside-out Forehand

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

*[True]*

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

*[On top of or inside the baseline in a more advanced position]*

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

*[True]*

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

*[It will bring the opponent outside the singles line]*

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

*[The player will often move over to their backhand side to once again use their forehand in order to take control of the point]*

**Theme:** Building the Point

**Strategy:** Change of Rhythm

Introduction to Change of Rhythm

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

*[Will be hit with a different speed, spin or height than the rally shot; Player's timing]*

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

*[An outright error, a short or slower ball which will allow a player to take control of the point or to set up a forehand attack (by running around backhand)]*

26. What are two common ways to change rhythm?

*[A high looping ball to a player's backhand and an underspin backhand]*

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

*[True]*

Use of High Loopy Topspin

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

*[Behind normal rallying territory and outside their normal timing; Forces contact above shoulder]*

Use of Slice

29. Of what benefit is the use of slice?

*[Inside normal rallying territory and outside their normal timing; Forces contact below knee level]*

**Theme:** Finishing the Point

Attack-Attack

30. What is an attack-attack?

*[Using a combination of attacking shots to finish the point]*

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

*[To hit behind them]*

### Approaching the Net

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

*[True]*

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

*[From a lateral perspective it means being in the middle of the possible shots of the opponent]*

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

*[False]*

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

*[On or behind the service line; Inside the service line closer to the net]*

### Attacking Groundstroke followed by Intercept

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

*[An immediate commitment to come to the net whereas an attack and intercept involves a recognition following the attack that their opponent is in trouble and hence the player moves forward to the net to intercept the shot]*

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

*[The quality of the shot and the position of the opponent]*

### Drop Shot

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

*[True]*

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

*[False]*

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

*[Following an effective drop shot a player will recover inside the baseline or move forward in anticipation of a weaker shot or a drop shot by the opponent]*

**Theme:** Staying in the Point

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

*[Today's modern player has great attacking skills. To stay in the point and force the opponent to hit one more shot, making them earn the point.]*

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

*[The quality of the attacking shot by the opponent and the defensive skills of the player]*

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

*[Loopy topspin and defensive slice backhand]*

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

*[To provide more time to track down the ball]*

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

*[True]*

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

Both Back Situations

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

*[When a player takes a defensive situation and attempts to turn it around in their favor – in other words, take the opponents attack and hit an attacking shot; On the run (scrambling skills) and/or off the powerful attack of an opponent]*

Passing Situations

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

*[An outright pass, an outright volley winner, a volley mistake, make the volley but provide the passer with an easier second shot, a passing error]*

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

*[False]*

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

*[Making the opponent volley from below the level of the net, stretch out the volleyer to off-balance them or an offensive lob]*

### **General**

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

*[Personal reflection.]*

## **Cardio Tennis Activity**

**Prepare** and **attach** a plan for a 60 minute Cardio Tennis lesson (including the warm-up, drills, and cool down).

*[Any reasonable lesson plan that includes the warm-up and cool down elements, drills that incorporate a degree of volume and intensity required for a cardio routine, off court fitness work, and set times to take pulse readings from students]*



# Workbook #4 (Portfolio B)

The following topics require no formal written work and are either for the purposes of:

1. Self-reflection
2. Personal goal setting
3. Preparation content for presentations
  - *Coaching Philosophy*
  - *Career Planning*

## Summer Camp: Creating a Camp Brochure

1. **Find** 3 examples of summer camp brochures in your region. Include them in your portfolio.

*[Attach to portfolio]*

2. List what YOU think are the 5 most important pieces of information they have in common.

*[Examples of responses include: cost of the camp; objectives of the camp; camp staff; certified professionals; location of camp; and age groups or general level of play.]*

3. How do the costs of each program compare? What accounts for the difference in cost and benefits?

*[Price comparison; The difference in pricing might be determined by location, half day or full day, members or non members or certification level of tennis instructors.]*

4. Other than costs, what differences, if any, are there between the 3 programs?

*[Day care provided; extended hours for drop-off and pick-up; swimming during camp; lunch provided.]*

5. Is there information that YOU think should be included in any of the brochures? What and why?

*[Some information that should be included on the brochure are: what to bring on the first day; sun screen; water and water bottles; lunch ( if not provided); hat; where to pick up and drop off children; how the children will be divided up into groups.]*

6. If YOU were making a decision about enrolling your child or recommending a program to a friend or client, which one would you choose? Why?

*[Depending on the child and the parents work schedule most of the reasons to enrol your children to these programs are: cost; competitive versus recreational program; the benefits to joining specific clubs such as free lessons; the location.]*

7. On a separate piece of paper, design your own brochure for a summer camp.

*[Attach to portfolio]*

## **Summer Camp: Rainy Day and Off-Court Activities**

Whether in the event of inclement weather, or just taking a break from the elements, off-court activities are a productive and important element of summer camp. Below is a list of non-tennis related games.

1. Using these concepts, create one *tennis-specific* activity for each element.
  - a. Word search
  - b. Crossword puzzle
  - c. Rules trivia quiz
  - d. Name the famous player

*[Ensure these games are in portfolio]*

2. Create two additional off-court *tennis-specific* activities (and attach at the end of this portfolio if there is not enough space below).

*[Ensure these games are in portfolio]*

*Examples could include:*

1. *Tennis Specific Trivia*
  - a. *Who won the French open?*
  - b. *What does a western grip look like?*
2. *White Board demonstration*
  - a. *Setting up a point from serving*
  - b. *Explaining scoring*
  - c. *Explaining high percentage plays*
3. *Paper Mazes- how to get to the court*
4. *Have tennis magazines to play games with]*

## Instructional Layout Assignment

Instructional articles featuring a layout sequence of a professional's stroke are among the most widely read pages of most tennis publications; they are also good visual reference tools which may be helpful in your lessons. Capitalize on this fact also means keeping in mind that there are several limitations when using this tool, including but not limited to:

- the limited number of frames shown may not reveal key technical information
- camera angles and viewpoints may not reveal necessary information
- the context (ball received, opponent's position, score, patterns of play, etc.)

1. **Find (and attach)** an instructional layout sequence from a magazine or website (e.g., PSO publication, TENNIS, TW). Below is an *example* of a stroke sequence as illustrated in a recent article on TPA website. **DO NOT USE THIS EXAMPLE.**

*[Ensure layout sequence attached]*

2. What are 3 key things you would use this layout sequence to highlight during a lesson?

*[Possibilities could include something technical, tactical, physical or psychological, as long as it relates to the layout sequence provided.]*

3. What do you think is the technical/tactical context of this illustration?

*[Any reasonable response based on court positioning visible, ball received and possible tactical intention of the stroke sequence.]*

4. What key pieces of information are missing and why (list 3)? How would you explain this absence to your students?

*[The ball received; the tactical context; the gamestyle of the player; a particular camera angle or frame in the sequence of the stroke; explanation to correlate to what is missing.]*

5. As the instruction editor, what other images/angles/perspectives would you have used to highlight key information and why? You may find it useful to document your findings with pictures from other layout sequences.

*[Might provide other illustrations that highlight the features missing or not properly captured; might discuss why information is missing or difficult to see.]*

## Internet Research 1: TPA

1. What is the “purpose” of the TPA?

*[The overall purpose is to enhance development of it's members, improve communication with it's members, provide benefits to its members, provide up op date education resources.]*

2. List five benefits of TPA membership.

*[\$2000000 liability insurance; professional development opportunities; discounted TC resources; job find; discounts on Human Kinetics resources.]*

3. What is the discounted rate of a 1-year TENNIS MAGAZINE subscription for TPA members?

*[\$ 10 USD is the discounted rate for tennis magazine compared to \$35]*

4. View the video clip from the 2004 archives entitled “Tip 1: Movement (High Performance)” by Louis Cayer. Describe the topic and main teaching point.

*[The main teaching point is changing zones and explosive movement to the forehand and backhand having projection and good reception along with quick recovery. The topic is reception skills.]*

5. Visit the “Website of the Month”. List 3 things you found useful or insightful.

*[Answer dependant on the month of the course.]*

6. Visit the “Progressive Tennis” section of the website. Watch any 5 of the clips listed. Based on these images, what 3 things will you incorporate into your on-court practice?

*[Personal answer. Possibilities include use of equipment; court markings and training areas; curriculum.]*

7. How will you incorporate Progressive Tennis into your club’s programming?

*[Personal answer. Possibilities include use of equipment; court markings and training areas; curriculum; recreational programming changes; schools programs visits.]*

8. What resource do YOU find the most useful? Why?

*[Personal answer. Possibilities include online videos; Human Kinetics information; TPA Store which has discounts on clothes, racquets and shoes.]*

9. What benefit or resource would you like the association to add? Why?

*[Personal answer. Possibilities include resume preparation for specific tennis pros; a pro stroke gallery; message board or blog where there can be dialog with certain players and professionals.]*

## Internet Research 1: NSO and PSO

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

*[To lead the growth of tennis and foster the pursuit of excellence for all players.]*

2. When was Tennis Canada founded?

*[Tennis Canada was founded in 1890]*

3. Who is the President and CEO of Tennis Canada? List all contact information.

*[Michael S. Downey, 1-877-283-6647 ext. 7909, msdowney@tenniscanada.com]*

4. Who is the Vice- President of Tennis Development? List all contact information.

*[Hatem McDadi 1-877-283-6647 ext793, hmcdadi@tenniscanada.com]*

5. Who is the Director of Coaching Development? List all contact information.

*[Ari Novick 1-416- 665-9777 ext- 7940, anovick@tenniscanada.com]*

6. Who is the Manager of Wheelchair Tennis? List all contact information.

*[Janet Petras 1-888-541-2486, petras62@aol.com]*

7. How many provincial and territorial associations exist? What is their relationship to Tennis Canada?

*[There are 10 provinces and 1 territorial association. They govern tennis within their own territory or province but Tennis Canada governs over all the associations. Involved in numerous developmental and promotional activities, the Provincial Associations run programs including: the operation of a competitive schedule of events for players of all levels, ages and genders; club development programs; high performance player selections for junior nationals and provincial touring teams, maintaining a ranking system for all registered players, coaching and officiating certification; and communication with their members through magazines, newsletters and other promotional tools.]*

8. What is the purpose of the College Program? Who is the contact person? When is the best time for an athlete to begin involvement in the program?

*[The purpose is to help Canadian players to gain scholarship to a university or college that will best suit the player’s academic and athletic goals as well as meet his or her social and learning environment needs. The time to start looking into getting a scholarship is grade 11. ]*

Greg Novak , [gnovak@tenniscanada.com](mailto:gnovak@tenniscanada.com)]

9. What is the purpose of the National Team Program?

*[Allows players to gain valuable international experience while fostering Canadian pride and identity during international tours and team events.]*

10. How many High Performance Tennis Development Centers are there across Canada? Briefly describe their services and programs.

*[There are almost 40 High Performance TDCs across Canada where top quality players are offered top quality training environments and services including certified coaching, walk-on privileges, the latest training resources, leagues, tournaments, ladders, match days, and annual competitive programming for tennis, fitness and mental training.]*

11. Which coaches won the 2003 Coaching Excellence Award?

*[Ben Armstrong, Zhenya Kondratovski, Alec Bester, Alex Benyi, Pierre Lamarche, Vadim Korkh, Ladislav Simon, Bill Cowan, Rene Simpson, Peter Smythe, Janet Petras, Sylvie Buteau, Yann Rapini, Martin Simon.]*

12. When was the first Tennis Canada Player's Excellence award presented? What is the purpose of the award?

*[First presented in 1982 in recognition of outstanding contributions to Canadian tennis. The awards honour outstanding male, female, junior, senior and wheelchair players.]*

13. How would one go about finding job openings within Tennis Canada and where should resumes be sent?

*[All resumes should be sent to careers@tennisCanada.com ]*

14. What is the website address of **YOUR** provincial tennis association?

*[Dependant on region course taken.]*

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

*[Dependant on region course taken. Examples include information on the OTA, club benefits, club info, members clubs, Ontario ranking, draw tournament calendar, OTA news, OTA magazine, events, player info, coaching info, tennis pathways, DSA program, links.]*

16. Who would you contact if you were interested in hosting a tournament at your summer club? What is their position and contact information?

*[Dependant on region course taken.]*

17. Who would you contact if you wanted information on the coaching certification program? What is their position and contact information?

*[Dependant on region course taken.]*

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

*[Dependant on region course taken.]*

## Client Filing System

1. **Create** a sample paper-based filing card system that you can record and track important client information. You will need to decide on the format as well as the information you want to track (e.g., level of play, birthdays...)

*[Should include at least 5 pieces of client personal and/or playing information. Examples could include contact number; personal and family birthday; contact phone numbers; left/righty; gamestyle; level of play; tennis and fitness goals.]*

2. Use your system by **completing** a record for 5 of your current clients. (If you do not have five, then create 5 fictional clients.)

*[Ensure that system is either included or attached, filled out with client details.]*

## Career Planning

Create a 1-year, 3-year and 5-year plan. (This should include education including coaching certification, types of positions, experiences....)

*[Personalized answer could include:*

### *Year 1 Plan*

- 1) Complete and pass all competes of the CP1 course*
- 2) Gain more experience by coaching either part or full time*
- 3) Get involved and pursue wheelchair tennis certification*
- 4) Keep playing recreationally*

### *Year 3 Plan*

- 1) Working in a club environment improving coaching skills*
- 2) Starting Coach 2 or CP2*
- 3) Attending conferences*
- 4) Working with regular clients*

## Year 5 Plan

- 1) Working in a club full time
- 2) Complete studies in US
- 3) Start internship with Tennis Canada
- 4) Attending conferences
- 5) Completing Coach 2 or CP2]

## Coaching Philosophy and Career Planning

Create your own coaching/teaching philosophy. This could be a series of statements or a short reflective précis.

1. Stay positive at all times
2. When teaching KEEP IT FUN!
3. Keep them moving
4. Winning isn't everything
5. Give the players confidence
6. Develop players that will love the game for a lifetime
7. Tomorrow's success is founded on today's preparation
8. Tennis is like life, there are lots of ups and downs you must be able to bounce back and keep your head up
9. "Good judgement comes from experience" experience comes from bad judgement.
10. Preparation, practice, persistence, patience, passion, prevents poor performance.

## Resume and Interview

1. **Find** a job posting that you may be interested in applying for. Place a copy of the position in your portfolio. (You may find postings on the TPA or your provincial association website.)

*[Ensure job posting attached.]*

2. Why did you choose this posting? What about the position appeals to you?

*[Personalized response which could include: good experience; opportunity to work with juniors; challenging; variety of responsibilities; working environment; other professionals in the workplace; timing was right.]*

3. Before applying for any position, some research is beneficial. What areas did you investigate? What did you discover? How has it made a difference to your job application?

*[Find out names and positions of the people conducting the interview; if distance is realistic to living situation; hourly payment; kind of programs they run; how much a member pays for a lesson and membership fees.]*



4. **Prepare** your resume and **attach** a copy in your portfolio.

*[Ensure resume is attached]*

5. What changes did you make to your resume based on your research? Why?

*[Personalized response could include: the person or people you wish to work with; updated certification; updated past employment; updated contacts.]*

6. **Write** a cover letter and **attach** a copy in your portfolio.

*[Ensure cover letter is attached]*

7. What three skills/experiences/attributes did you decide to include in your cover letter? Why?

*[Personalized response could include: friendly nature; certification; work experience and knowledge base; good work ethic; works well with others; enthusiastic.]*

8. Prepare 5 questions that you may be asked in your upcoming interview and describe your response to them.

- 1) *What qualifications do you present?*
- 2) *Do you have experience?*
- 3) *Do you work well with children/adults?*
- 4) *Do you have any playing experience?*
- 5) *What do you enjoy about teaching tennis?*
- 6) *What would you do in this situation?*
- 7) *Have you ever developed a program for any kind of level of tennis player?*

*Ensure any of their questions are answered*

<b>WINNING TENNIS TACTICS</b>		
<b>BUILDING THE POINT</b>		
High Tempo Exchanges		
	imposing tempo through use of power &/or depth	1:09
	taking the ball early (taking time away from opp)	2:00
	demonstration of quality rally (ball rising at opp)	2:14
	2 FH (1st pushed to neutral/2nd moving forward)	2:36
	penetrating GS creates: ball to drop at player	3:37
	penetrating GS creates: slower ball	4:39
	penetrating GS creates: error	5:12
	imposing depth & tempo with strength on opp's weakness	5:24
	attacking position vs defensive position	6:06
	half volley vs choosing to move back	6:22
Moving the Opponent		8:13
When Receiving Balls in the Middle		8:25
	makes opponent run corner to corner	9:52
	forward position (if in control) vs defensive position	10:45
Intro to the use of CrossCourt		11:10
	most common rally (CC) & def. Quality CC rally ball	11:21

	def. Of angle CC vs Strong CC	12:06
	pattern: strong CC to set up down-the-line	12:30
	pattern: angle CC to set up deep into opposite corner	12:48
	pattern: strong CC to set up wrong footed shot	12:57
Strong CC to set up Down-the-line		13:07
	multiple examples	13:20
	conditions to when to go down-the-line	14:01
	player is well set up	14:12
	when ball is struck at or just inside side line	14:23
	when ball is struck inside baseline on higher slow ball	14:35
	mistake #1 (hit from outside single line)	14:45
	disguise: same set up for both CC and D-T-Line	15:15
Sharp angle CC to set up Attack In Opposite Corner		15:44
	makes recovery difficult	15:55
	hit when receiving medium and low pace ball	16:28
	after sharp angle player try to take next shot early	16:42
	carefull! When cutting off sharp angle with sharp angle!	17:19
Strong CC to set up Wrong Footed		17:33
	multples examples	17:45
	choosing wrong footed: because opponent momentum	
	choosing wrong footed: opponent anticipate open court	18:46
Inside-Out Forehand		19:07
	to move opp deep on their BH before going open court	19:19
	advance position vs defense position	19:41
	use of consecutives inside-out FH to control point	21:38
	effective inside-out: bring opp outside single line	22:01
	following inside-out FH: go on their BH side to use FH	22:36
<b>CHANGE OF RHYTHM</b>		23:27
Intro to Change of Rhythm		23:39
	when&why? After regular rally ball (diff. Speed,spin,height)	23:57
	2 common ways: high loopy to BH & sliced BH	24:21
	forces player to play outside normal area & timing	24:35
Use of High Loopy Top Spin		25:35
	bounces high: pushes opp behind baseline	25:41
	creates timing challenges: mistakes	26:15
	creates timing challenges: shorter balls	26:33
	high loopy shots to set up FH	27:22
	when? Often when receiving higher loopy balls	27:45
Use of Slice		28:13
	creates timing challenges: mistakes	28:25
	creates timing challenges: shorter balls	29:04
	more effective slice: brings player outside single line	29:30
	ex: Federer vs Johannson	29:53
<b>FINISHING THE POINT</b>		31:17
Intro to Finishing the Point		31:17
Attack-Attack		31:40
	misconception: outright winner	31:52
	2nd attack in open court to move opponent (frequent)	32:19
	2nd attack behind opponent (wrong footed)	33:36
	att-att finish with groundstroke or volley	33:49
	court positioning: on or inside baseline	34:34
	court positioning: slightly behind baseline	35:02
Approaching the Net		35:24
	introduction	35:36
	key to success approach: quick recognition of short ball	36:23

	key to success approach: geometrical position at the net	36:57
	position at net: diff between power and slice approach	37:33
Att GS Followed by Intercept		38:23
	introduction	38:35
	difference with typical approach	38:50
	timing of movement forward (perception of opp & shot)	40:02
	examples of early decision	40:19
	examples of late decision	40:59
Drop Shot		41:52
	introduction of a surprise tactic	42:04
	successful: hit in or at baseline + opp behind baseline	42:24
	mistake: hit from behind baseline	43:00
	disguise	43:26
	recovery after effective drop shot: well inside baseline	45:17
<b>STAYING IN THE POINT</b>		45:46
Importance of Defensive Skill		46:06
Common Goal when in Denfense	make them earn the point	46:38
	being able to neutralize	47:23
Common Defensive Shots	to buy time and to neutralize (loopy vs slice BH)	47:54
Defensive Positioning		48:17
	occasionally from defense to offense	49:03
<b>TURNING THE POINT AROUND</b>		49:30
<b>COUNTER ATTACKING</b>		
Both Back Situations		49:49
	intro to C-A (for a winner or to put opp in defense)	49:57
	C-A on the run after prcision attack	50:39
	C-A off a power attack	51:42
	C-A after both power & precision attack	52:00
Passing Situations		52:44
	intro: C-A when opp comes up to the net	52:56
	pressure caused by player at net: often mistake from opp	53:15
	misconception of rushing a passing	53:23
	possibility: volleyer could miss 1st volley	53:40
	possibility: volleyer could give an easy first volley	53:46
	possibility: passer can hit an outright winner	53:57
	possibility: volleyer could win the point	54:07
	common tactic: 2 time passing shot	54:18
	use of an offensive lob on the BH side	54:37
	making opponent volley low on 1st volley	55:10
	making opponent stretch out on 1st volley	55:38
	outright winner by passing shot or offensive lob	56:11
	outright winner when receiving challenging approach	56:36

## FOOTWORK & COURT COVERAGE TOPIC OUTLINE – TIME REFERENCES

TOPIC	TIME
<b>FOOTWORK AND COURT COVERAGE</b>	Set timer to <b>00:00:00</b> as soon as you see Tennis Canada's logo
<b>PART 1:</b> <i>Specific Situations of Play and the Corresponding Footwork and Court Coverage</i>	00:01:25
<b>1) Starting the Point: 1<sup>st</sup> Serve</b>	00:01:45
a) "First Serve and Volley"	00:01:45
b) "First serve and move over to hit attacking forehand"	00:05:29
c) "First serve and recovery then moving in to attack"	00:06:49
d) "First serve and either a lateral movement or a small back-up movement to initiate a rally (neutral situation)"	00:08:54
e) "First serve and quick movement to the sidelines to avoid a winner or backward to avoid a half-volley (counter-attack and defend)"	00:10:55
<b>2) Starting the Point: 2<sup>nd</sup> Serve</b>	00:12:30
a) "2nd serve and recovery"	00:12:30
<b>3) Starting the Point: Return of 1<sup>st</sup> serve</b>	00:14:01
a) Return of 1 <sup>st</sup> serve - "Lunging when the serve is fast and to the corners"	00:14:01
b) Return of 1 <sup>st</sup> serve - "Step out and stroke when the serve is within hitting area"	00:15:42
c) Return of 1 <sup>st</sup> serve - "Step out and crossover when outside of hitting area"	00:17:06
d) Return of 1 <sup>st</sup> serve - "Step out and shuffle when slightly outside of hitting area and slower serve"	00:18:40
e) Return of 1 <sup>st</sup> serve - "Sliding out of the way for a jam serve"	00:20:14
f) Return of 1 <sup>st</sup> serve - "Recovery after a wide 1 <sup>st</sup> serve"	00:21:46
g) Return of 1 <sup>st</sup> serve - "Recovery after returning a serve towards the 't'"	00:23:17
<b>4) Starting the Point: Return of 2<sup>nd</sup> serve</b>	00:24:24
a) Return of 2 <sup>nd</sup> serve - "Run around to hit forehand"	00:24:24
b) Return of 2 <sup>nd</sup> serve - "Approach on run on easier serve (chip and charge; catch and charge)"	00:26:09
c) Return of 2 <sup>nd</sup> serve - "Drive and charge"	00:28:41
d) Return of 2 <sup>nd</sup> serve - "Recovery after a neutral return"	00:29:54
e) Return of 2 <sup>nd</sup> serve - "Backup to return"	00:31:42

<b>5) Transition Footwork</b>	00:33:00
a) Drive approaches, double hop step	00:33:00
b) Drive Approaches, pivot on front foot	00:34:19
c) Drive approaches, running step	00:35:32
d) Drive approaches, Javelin step	00:36:58
e) Baseline Attack, then approach (move in after recognising opportunity following the shot	00:37:46
f) Backhand Underspin Approach Shot: cross behind, “Karaoke step”	00:39:32
g) Backhand Underspin Approach Shot: cross in front footwork	00:40:23
h) Backhand Underspin Approach Shot: double hop/shuffle step footwork	00:41:45
i) Intercepting Approach Volley	00:43:00
j) Approach Volley: athleticism required for serve and volleying	00:44:13
k) Approach Volley: getting low, balanced, spreading out legs	00:45:46
l) Volley on the run vs volley being stop	00:47:36
<b>6) Net Footwork</b>	00:48:47
a) Net Footwork - “Location from where most volleys take place from after an approach shot”	00:48:47
b) Net Footwork - “Pivot, step out and drop step followed by a crossover step on fast balls”	00:50:22
c) Net Footwork - “Volley; bring body to the ball through running steps on slower balls”	00:52:53
d) Net Footwork - “Volley, closing the net on sitters”	00:53:57
e) Net Footwork - “Overhead; shuffle steps on easy lobs”	00:55:03
f) Net Footwork - “Athletic smash for challenging balls”	00:56:00
<b>7) Passing Shot: Recovery and balance challenge</b>	00:57:27
<b>PART 2:</b>	
<b>General Logic for Positioning and Court Coverage</b>	00:58:40
<b>1) “Lateral Positioning at the Net”</b>	00:59:52
<b>2) “Lateral Positioning at the Backcourt”</b>	01:02:30
<b>3) “Up/Back Positioning from the Backcourt”</b>	01:04:29
<b>4) “Up/Back Positioning at the Net”</b>	01:07:32
<b>PART 3:</b>	01:10:11
<b>General Footwork Skills (Fundamentals)</b>	
<b>1) “Attitude”</b>	01:10:11
<b>2) “Footwork Cycle”</b>	01:11:11
Positioning	
Ball Judgement/anticipation	
Moving to the ball (displacement)	
Placement (set up)	
Recovery	

<b>3) “Lively feet and split step”</b>	01:13:39
<b>4) “Moving to the Ball (Displacement)”</b>	01:15:58
a) Moving to the Ball - “Initial Movement of a Player – up/back”	01:18:16
b) Moving to the Ball - “Initial Movement of a Player – lateral”	01:21:21
c) Moving to the Ball - “Shuffle steps”	01:23:22
d) Moving to the Ball - “Running steps”	1:25:28
e) Moving to the Ball - “Crossover steps for balls requiring quick movement backwards”	01:26:40
f) Moving to the Ball - “Cross behind or shuffle steps to run around to hit a forehand”	01:28:03
g) Moving to the Ball - “Running steps when in defence”	01:29:19
<b>5) “Placement”</b>	01:30:33
a) Placement – when set-up is possible “Wide balanced base”	01:31:17
b) Placement – when set-up is possible “Open Stance”	01:33:43
c) Placement – when set-up is possible “Semi-open Stance”	01:35:36
d) Placement – when set-up is possible “Neutral Stance”	01:37:32
e) Placement – when set-up is possible “Closed Stance”	01:39:10
f) Placement – when set-up is possible “Variation of stances for slice”	01:40:39
g) Placement – when hitting on the run “Open & Semi Open Stance”	01:42:33
h) Placement – when hitting on the run “Lateral Movement – running through shot”	01:44:34
i) Placement – when hitting on the run “Lateral Movement – pivoting off front foot”	01:46:15
j) Placement – when hitting on the run “While moving backhands”	01:48:07
<b>6) “Recovery”</b>	01:49:44
a) Recovery – “Shuffle step”	01:50:44
b) Recovery – “Double hop laterally”	01:52:17
c) Recovery – “Crossover step”	01:53:50
d) Recovery – “Cross behind step”	01:55:28
e) Recovery – “Full run”	01:57:12
f) Recovery – “Combination of steps”	01:58:55

## CF Answer Key

### Problem solving using the Ball Controls: Video Analysis

<b>Discovering the error and the associated ball control</b>	
<p>Each scenario will show a sequence of 10 shots, repeated 3 times.</p> <ol style="list-style-type: none"> <li>1. Chart the ball placements by numbering each shot placement from 1-10 (i.e., chart what occurs).</li> <li>2. Identify the most likely intention of the player; in other words, what the player is attempting to do.</li> <li>3. Identify the most common/frequent error based on the player's intention.</li> <li>4. Identify the ball control (associated with the error) to be trained.</li> </ol>	
<p><b>Scenario One</b></p> <p>Placer Vs. Retriever</p>	<ol style="list-style-type: none"> <li>1. Good, Wide, Centre/Short, C/S, G, C/S, G, C/S, C/S, C/S</li> <li>2. Intention: Wide deep balls to backhand. Placer is trying to move the retriever from side to side using their forehand (strength) from the center of the court.</li> <li>3. Error: Short and centre on the inside out forehand (to opponent's backhand) from the middle of the court. Placer is not moving his opponent sufficiently wide on the backhand side.</li> <li>4. Direction</li> </ol>
<p><b>Scenario Two</b></p> <p>Deuce court Serving in Doubles</p>	<ol style="list-style-type: none"> <li>1. Success1, Net, Wide1, S2, Long, W2, W3, S2, W1, S1</li> <li>2. Intention: To serve (and volley) down the "T" to the opponent's backhand</li> <li>3. Error: Wide of the centre service line</li> <li>4. Direction</li> </ol>
<p><b>Scenario Three</b></p> <p>Serve and Volley in Singles</p>	<ol style="list-style-type: none"> <li>1. Good3, G4, Miss not in net 4, Net, M2, G1, M3, G2, M2, G4</li> <li>2. Intention: When attempting a wide-wide serve and volley combination, placing the 1st volley wider and possibly deeper into open court.</li> <li>3. Error: Missing the first volley by placing the ball short and in the centre of the court. Successful 5/10 times.</li> <li>4. Direction and/or Distance</li> </ol>

TOPICS	RESPONSES
<b>Observation and Correction</b>	What corrections (i.e., feedback to improve) would you suggest? Your feedback could be related to footwork, bodywork or racquet work. Relate all your recommendations to PAS (path, angle, speed) and the associated ball control error in question.
<b>Scenario One</b>  Placer Vs. Retriever	<b>Horizontal angle at impact is incorrect</b> and can be altered in the following ways: (1) laying the wrist back to hit more of the inside of the ball (2) bringing the impact point laterally closer to the body to assist in hitting the inside of the ball – this may also alter the path of swing beginning close and hitting away from the body (3) changing body position and maintaining impact point so as to "line up" with target.
<b>Scenario Two</b>  Deuce court Serving in Doubles	<ol style="list-style-type: none"> <li>1. <b>Serving position</b> could be altered by moving one to two steps closer to the centre of the court.</li> <li>2. <b>Horizontal angle at impact</b> is incorrect and can be altered by changing the angle of racquet face so as to hit more of the outside of the ball by (a) turning hand while maintaining grip position or (b) changing towards a backhand grip.</li> <li>3. <b>Path of swing</b> could be altered so as to "carve" around the outside of the ball more.</li> <li>4. <b>Speed of the swing</b> could be sped up so as to put more slice on the ball.</li> </ol>
<b>Scenario Three</b>  Serve and Volley in Singles	<b>Horizontal angle at impact</b> is incorrect and can be altered by changing the angle of racquet face so as to hit more of the outside of the ball (earlier impact point) by (a) setting up behind the ball earlier (b) better racquet head preparation using non-dominant hand to keep head more in front (c) using shoulder to create path of swing more across body.