

# Tennis Australia Master Club Professional Course

Diploma of Management  
(BSB51107)

2013



**DEAKINPRIME**  
corporate education

Published by DeakinPrime  
Level 3, 550 Bourke Street  
Melbourne, Victoria, Australia  
Version 03

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Deakin University CRICOS Provider Code: 00113B

# Contents

<b>Tennis Australia mission statement</b>	<b>2</b>
<b>The Master Club Professional Course</b>	<b>2</b>
Key outcome of the program	3
Learning journey	3
Key program dates	3
Program successes	4
Master Club Professional Graduates	4
<b>Entry requirements</b>	<b>5</b>
<b>Program structure</b>	<b>5</b>
Module 1: Managing the Business	5
Module 2: Managing People, the Workplace and Customer Service	6
Module 3: Building a Sustainable Future	6
Assessment	6
Support	6
Time commitment	7
Qualification	7
<b>Unit of competency descriptors</b>	<b>8</b>

# Tennis Australia mission statement

Tennis Australia has recognised that the way to have more elite players at the top of the world game, you need to attract more people to play tennis, and groom them through the ranks. This supports Tennis Australia's Mission Statement.

## OUR PURPOSE

Making Australia the greatest tennis nation on the planet.

## OUR FORMULA FOR SUCCESS

Great champions	Create champions – the mark of a great tennis nation. More highly ranked players and more Grand Slam champions.
Active players	Spread the love of tennis within the community. More people playing more tennis more often.
Devoted fans	Build the buzz of tennis – supporters and potential players. More people attending more tennis events. More people engaging with tennis and tennis brands.
Invest in the game	Build sustainable resources to invest in the growth of the game. More money to grow more fans, more players and more champions.

# The Master Club Professional Course

To achieve the Tennis Australia mission and strategies, Tennis Australia recognises that one of the key resources are those Coaches at both the elite and grass roots level building their businesses to attract more people from all parts of the community to play tennis.

To support this strategy Tennis Australia, in conjunction with Deakin Prime, the commercial arm of Deakin University has designed and developed the Master Club Professional Course targeted at qualified Tennis Coaches who currently operate their own business or wish to do so in the future.

The program enables Coaches to holistically understand their business and therefore become more successful and sustainable operation.

The Master Club Professional Course encompasses eight units of competency from the Vocational Educational and Training (VET) package, the BSB51107 Diploma of Management qualification. These units have been specifically chosen as the content is closely aligned to Tennis Australia's strategic learning and development vision.

The program uses a project-based learning approach that contextualises the learning experience, allowing participants to apply their studies to the challenges faced in their day-to-day work environment.

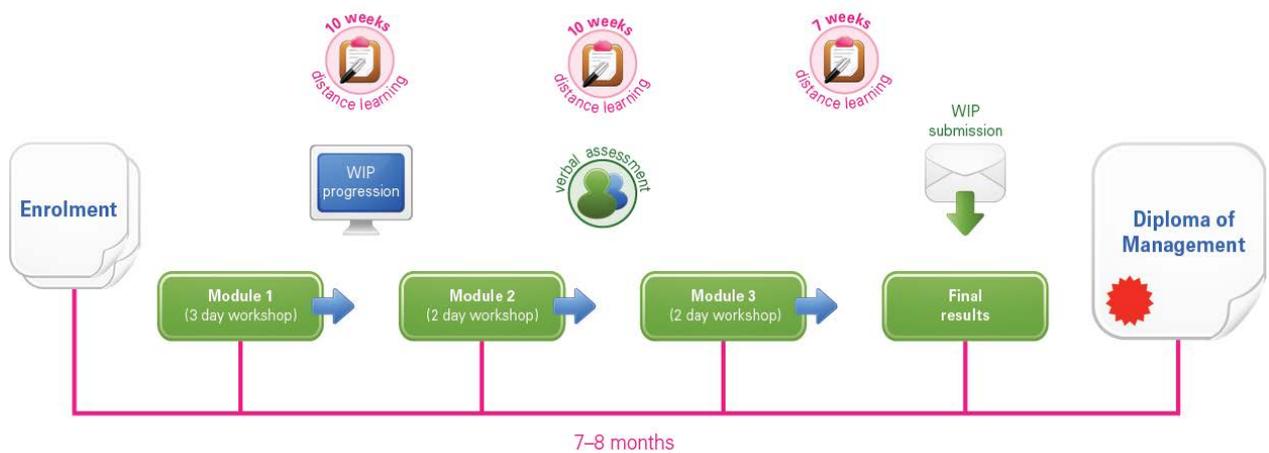
# Key outcome of the program

A Master Club Professional graduate is well placed to provide superior customer service and tennis programming which is of paramount importance for tennis facilities and coaching programs all competing for people's leisure time.

As the Diploma of Management is a competency based learning program, the learning outcomes are able to be applied immediately to the workplace; that is, the Coaches business and/or Facility. This has been consistent feedback from participants.

In practical terms, at the completion of the program, each Coach develops a full Business Plan for the next three years for their business. This plan is then used to manage the business, to optimise key resources, and ensure that the business does grow and become sustainable.

# Learning journey



# Key program dates

The 2013 program commences 11 March and concludes 11 November.

Module 1 Workshop: 11, 12 & 13 March 2013 (3 full days)

Module 2 Workshop: 17 & 18 June 2013 (2 full days)

Module 3 Workshop: 16 & 17 September 2013 (2 full days)

## Program successes

There have been some spectacular successes from previous participants of the Master Club Professional Course such as:

1. Major regional centre increased membership numbers by 40% in 18 month period.
2. A key outcome for participants is their success when contesting Tenders – they are invariably successful.
3. A participant increased their business from 4 centres to 8 – and won several tenders to manage other facilities.
4. Two participants have been awarded the Tennis Australia Newcombe Medal for Coaching Excellence.
5. A participant, who was previously managing a Facility for other people, won the right to run his own Facility.
6. A participant has been able to start up their own Academy, and found innovative ways to create funding and new sponsors.
7. A participant was elevated from the Coach of a centre to the General Manager of the broader Facility.
8. A participant has grown their business so much that their key problem is finding enough suitable coaches to manage all the Facilities.
9. A participant identified an opportunity to take their business model and apply it internationally.
10. A participant moved to another state to start their own business, the program gave them the confidence “to follow their dream”.

## Master Club Professional Graduates

<b>2012 Participants</b>	There are currently 15 coaches participating in the Master Club Professional Course, and they are due to complete in early 2013.
<b>2011 Graduates</b>	Stephen Day, Laurie Geist, Alison Scott, Ian Stralow
<b>2010 Graduates</b>	Rodney Fahey, Christie Hopgood, Marc Svenson, Gavin Vickers
<b>2009 Graduates</b>	Chris Ackermann, Kane Dewhurst, Rick Foley, Fairlie Lamond, Peter Owen, John Trickey, Rob Urquhart, Darran Wrighton,
<b>2008 Graduates</b>	Scott Fletcher, Ryan Henry, Joe Kubizniak, Charles Noble, Adrian O'Sullivan, Tom Petery
<b>2007 Graduates</b>	Jeff Baldassarre, Ken Barton, Tina Bianchi, Mitko Blagoev, Graeme Brimblecombe, Paul Kleverlaan, Brett Lennard, Jamie Parrott, Peter Vandeleur



### 2012 Graduates

*Left to right:  
Patrick McInerney (Coach Education Manager),  
Stephen Day, Laurie Geist,  
Ian Stralow and  
Terry Grant (Facilitator)*

# Entry requirements

To gain acceptance into the Diploma of Management, applicants will be required to meet the entry criteria determined by Tennis Australia.

- Comply with all requirements of the Tennis Australia Member Protection By-Law. This requires a course candidate to complete a Police Check (National Name Check or equivalent) as well as a Tennis Australia Prohibited Person Declaration.
- As part of your application, you must obtain and provide Tennis Australia with evidence of the following:
  - If you are coaching in a State in which screening requirements are prescribed by law, provide an original or certified
  - Working with Children check or relevant state equivalent which has been completed within two years of the date of application; OR
  - If you are coaching in a State in which screening requirements are not imposed by law, a current original or certified copy national Police Check which has been completed within two years of the date of application
  - Have the equivalent of four full-time years operating experience as an executive committee member, Club Professional, coaching or equivalent. Confirmation of experience may be required through the provision of a coaching logbook or statement.
  - If you are a current TA Qualified Coach Member you will not need to supply the above information again.

# Program structure

Each module of the Master Club Professional Course covers a range of units that are divided into elements of competence and performance criteria. Modules are delivered via workshops and distance learning.

## Module 1: Managing the Business

This module provides Coaches with knowledge and skills to plan for their future growth, rather than being reactive to the many forms of competition that abound. It incorporates knowledge and tools for determining who your customers are and could be; drawing on research from the ABS and Tennis Australia. Knowing who your customers allows you to tailor your programs to the right customers. This module includes strategic thinks tools as well.

In this module Coaches will also learn how to acquire and manage information about their customers, their competitors and their own business operations.

Units of competency covered in this module:

- Manage Operational Plan
- Manage an Information or Knowledge Management System

# Module 2: Managing People, the Workplace and Customer Service

This module focuses on internal issues and enables the Coach to become a better people manager, how to gain staff support and input so the business can operate effectively and efficiently. A key component of the program is to allow the Coach to step off court more often, to build their team, hence their business.

In addition, the key aspect of Customer Service is addressed in this module. Every business must have satisfied customers and staff to continue to grow and this module provides, key strategies and tools to enable this.

Units of competency covered in this module:

- Ensure Team Effectiveness
- Ensure a Safe Workplace
- Manage Quality Customer Service

# Module 3: Building a Sustainable Future

This module builds on the first two modules, to provide the Coach with knowledge and tools to ensure that their business will meet their objectives, not only in the short term, but long term also.

Key aspects of this module are – Managing Budgets and Finance. This is critical to understanding the finances of the business, to know how much revenue is derived, and what the business expenses are. Key features such as understanding financial statements and tools such as break even analysis enables Coaches to understand and monitor their finances.

Finally, the module enables the Coach to better understand themselves and how they can continue to grow along with their staff, customers and the business. This enables personal objectives to be met long term.

Units of competency covered in this module:

- Manage Budgets and Financial Plans
- Manage Personal Work Priorities and Professional Development
- Facilitate Continuous Improvement

## Assessment

The assessment method for the program requires submission of a workplace improvement project (WIP) and one verbal assessment interview.

The assessment measures competency against each of the eight units of competency, their elements, and performance criteria.

## Support

Participants are supported throughout their learning journey by a dedicated facilitator by telephone and email. The facilitator provides on-going distance learning support and encouragement; makes regular contact to discuss progress, assess and provides constructive feedback on the assignment tasks.

## Time commitment

The Master Club Professional Course takes approximately seven to eight months to complete. The program consists of seven full day workshops that are intermitted over the period of the program. The distance learning component will require participants to dedicate approximately four to six hours to study per week.

## Qualification

DeakinPrime, through Deakin University, provides the Diploma of Management qualification. The aim is to provide a flexible training and assessment approach for Tennis coaches that is designed to develop competent, skilled, innovative facility managers through practical business focussed learning and assessment.

# Unit of competency descriptors

## BSBMGT515A Manage Operational Plan

This unit seeks to make clear to participants the links between the various business goals—strategic, tactical and operational—as they relate to their organisation’s mission.

Emphasis is on dealing with operational variances in output as well as managing employee performance. For this reason, this competency complements ‘Manage people performance’.

There is also considerable emphasis on teamwork and active team participation in solving operational performance problems.

Topics:

- The operational plan in context
- Operational goals and objectives
- Resources and performance measures
- Contingency plans and acquiring resources
- Managing operational performance
- Performance systems and performance analysis
- Performance reporting and corrective action

## BSBINM501A Manage an Information or Knowledge Management System

This unit not only focuses on managing knowledge and information systems but also on how organisations can build competitive advantage by ensuring that they have strategies in place to build human capital, an intangible asset.

Topics:

- The information age
- The difference between data and information
- Sharing knowledge
- Organise and facilitate learning
- Activities
- Review use of information or knowledge
- Ethics and responsibilities

## BSBOHS509A Ensure a Safe Workplace

The theme throughout this unit is the moral, ethical and legal responsibilities regarding safety in the workplace. The major concepts are covered in this unit, including duty of care (both of employer and employee), risk assessment, the use of personal protective equipment, hazard control and identifying when a specialist is required to provide advice and assistance.

Topics:

- Establish and maintain an OHS system
- Participation in OHS
- Identify, assess and control hazards and risks
- OHS management system

This unit looks at the skills and abilities that good managers need to ensure an effective team. Teams are considered to be essential to ongoing organisational success. More managers are taking on a leadership role to ensure the effectiveness their team by making both major and minor decisions on a daily basis.

Topics:

- The team approach
- Building and nurturing a team
- Team communication
- Supporting team decision-making
- Conflict resolution
- Group dynamics and stages of team development
- Monitoring and evaluating team
- Performance

## BSBCUS501A Manage Quality Customer Service

This unit provides hands-on learning to develop evaluative and performance tools; recovery strategies; organisational planning to ensure customer needs are met and auditing; and benchmarking processes.

As a leader, it is vital to recognise that quality customer service takes an organisational approach to develop and improve processes.

This competency complements 'Facilitate continuous improvement'.

Topics:

- Understanding customer service
- Planning for quality customer service
- Measuring customer service performance
- Recovery strategies for customer service problems
- Relationship management

## BSBFIM501A Manage Budgets and Financial Plans

This unit provides emphasis on planning and implementing financial management approaches. Importantly, there is a focus on how the team members are engaged in aspects of financial operations, and monitoring and controlling finances.

Organisations need to review their budgets and financial plans in line with a dramatically changing business and economic landscape.

The unit also requires participants to look at their organisation's approach to reviewing and evaluating the effectiveness of financial management processes in line with the financial objectives of the work team and the organisation. As with any strategic business function, ensuring that contingency plans are in place is of critical importance.

Topics:

- Business strategy
- Organisational planning
- Financial basics
- Financial analysis and interpretation
- Financial information for planning
- Role of financial management
- Budgeting process
- Budgeting in practice
- Investment proposal process
- Approval of investment proposal and its budget

## BSBWOR501A Manage Personal Work Priorities and Professional Development

This unit provides hands-on learning to develop individual and work goal-setting and motivation tools; self management and organisational skills; personal and performance management skills; and an understanding of the different types of formal and informal learning and career management strategies to ensure a productive working life.

Topics:

- Talent management
- Defining success
- Goal setting
- Planning your work
- Professional competency
- Identify your learning style
- Professional development and career management

## BSBMGT516A Facilitate Continuous Improvement

As a manager and leader participants develop skills to role-model their attitude towards developing a climate that fosters continuous improvement and quality assurance in order to leverage competitive advantage.

The concept of 'betterment' is explained via a case study highlighting the fact that even in resource-poor conditions there is still an opportunity to be creative and arrive at solutions.

Topic:

- Continuous improvement is about quality
- Improving customer service
- Processes for continuous improvement
- Building the culture for continuous improvement
- Tools and benchmarking
- Teams and their impact on continuous improvement
- Measuring and reporting on performance
- Measuring and reporting quality costs and savings
- Systems, technology and documentation
- Using statistical tools for improvement