

# Head Women's Tennis Coach



<b>Position</b>	
<b>Title:</b> Head Women's Tennis Coach	<b>Date:</b> 01/11/2022
<b>Department/Area:</b> Athletics	
<b>Reports To:</b> Director of Athletics	
<b>Employee Classification:</b> Part-time, Stipend, Exempt	
<b>Primary Function/Purpose:</b>	
<p>The position of the Head Women's Tennis Coach holds the responsibility for coaching, recruiting qualified student-athletes, conducting and supervising regular practice sessions and contests, supervision of assistant coaches and volunteer assistants, monitoring academic progress, and fundraising</p>	
<b>Essential Responsibilities:</b>	
<ul style="list-style-type: none"> <li>• Coaching experience including effective leadership, communication, coaching and recruiting skills is preferred.</li> <li>• Recruit, train, and coach members of the women's tennis team</li> <li>• Coordinate development and promotion of the women's tennis program</li> <li>• Organize and schedule practice sessions and games</li> <li>• Manage staff</li> <li>• Represent Clarks Summit University and the women's tennis program in a professional manner</li> <li>• Promote the educational welfare and sportsmanship of the student-athletes</li> <li>• Purchase equipment and uniforms with Director of Athletics</li> <li>• Ensure that all tennis players meet NCAA &amp; CSAC eligibility requirements</li> <li>• Develop fundraisers to improve women's tennis program</li> <li>• Provide women's tennis information and statistics to SID</li> <li>• Develop a recruitment plan and actively recruit student-athletes</li> <li>• Develop a fitness and weight training program for student-athletes</li> <li>• Maintain confidentiality in all areas of responsibility.</li> <li>• Effectively interact with professional colleagues both inside and outside CSU.</li> <li>• Perform other duties as assigned by the supervisor.</li> <li>• Advance the Christ-centered mission and culture of Clarks Summit University.</li> <li>• Seek to be a role model in attitude, speech, and actions in a consistent daily walk with Jesus Christ.</li> </ul>	

- Follow Matthew 18 principles in addressing issues with students, parents, faculty, and staff.
- Show by example the importance of Scripture memorization, Bible study, prayer, witnessing, and Christian fellowship.
- Be prepared to communicate the school's religious beliefs to students and others who inquire.
- Be ready to pray and offer spiritual advice to students, faculty, and staff.

## Qualifications:

- Have a personal relationship with Jesus Christ.
- Be committed to furthering Clarks Summit University's mission as a faith-based organization.
- Be willing to submit to and honor the standards outlined in the Employee Handbook.
- Be in complete support of and adherence to Clarks Summit University's Standards of Conduct and Confession of Faith.
- Be a self-starter, results-oriented, and able to motivate others.
- Show excellent oral and written communication skills.
- Faithfully attend and financially support a local church whose beliefs are in agreement with Clarks Summit University.
- Proficiency in Microsoft Office Word, Excel, PowerPoint and Outlook are required.

## Essential Qualities:

### **Conscientiousness**

- Displays a professional image at all times, even when facing significant job challenges.
- Delivers on commitments made to others.
- Takes ownership for resolving problems rather than allowing them to persist.
- Displays positive “Can Do” attitude.

### **Flexibility**

- Adapts quickly to changing situations. This includes last-minute changes and disruptions to the schedule.
- Is receptive to new information, ideas, or strategies to achieve the organization’s goals.

### **Influencing/Negotiating**

- Anticipates potential reactions or concerns of students and takes initiative to address them.
- Builds ownership for new initiatives, or changes by involving those responsible for implementation in planning the details.

### **Integrity/Honesty**

- Avoids any action or situation that would give the appearance of unethical, or inappropriate behavior.
- Demonstrates the courage to do the right thing in difficult situations.
- Holds self and others accountable for meeting high standards of the organization's integrity.
- Leads by example through modeling ethical practices and standards.

### **Sensitivity**

- Treats others with respect, fairness, and consistency (e.g., listen to, respect others' views, and ideas).
- Demonstrates empathy and understanding when addressing sensitive issues with others.
- At times the director will be privileged to information that should not be shared and must maintain confidentiality.

### **Organizational Skills**

- Demonstrates initiative for completing work and improving the program.
- Organizes, manages, and takes responsibility for class developments.

### **Verbal Communication**

- Adjusts communication style and language to most effectively connect with different/diverse audiences and individuals.
- Follows through with the students to ensure that important information has been understood.
- Communicates information concisely and clearly.
- Explains complex concepts clearly.
- Maintains frequent contact with students to keep them informed about important changes.
- Ability to communicate professionally with all students.

### **Other Interpersonal Skills**

- High level of effective interpersonal communication skills, both written and verbal, plus organization and presentation skills.
- Cultivates strong working relationships with employees and students.

### Language Skills:

Ability to read, analyze, and interpret instructions, reports, and correspondence. Ability to write reports, correspondence, and process feedback. Ability to effectively present information and respond to questions from groups of students or individuals. Ability to effectively communicate information one-on-one and in group situations to other employees, students, and/or prospective students.

### Mathematical Skills:

Ability to calculate figures and amounts such as discounts, interest, proportions, percentages, area circumference, and volume. Ability to apply concepts of basic algebra and geometry.

### Acknowledgment:

This job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or to be interpreted as a comprehensive inventory of all duties, responsibilities, and qualifications required of employees assigned.

### Acceptance:

I have read this job description, understand, and accept these duties, and agree to carry out the assigned duties to the best of my abilities in the best interest of Clarks Summit University and my coworkers. I have also read, understand, and will, to the best of my abilities, follow and adhere to the Clarks Summit University management structure, Clarks Summit University's mission, and Clarks Summit University's policies. I will respect those above and under my leadership according to Clarks Summit University Standards of Conduct, Employee Handbook, and Confession of Faith.

\_\_\_\_\_  
Employee:

\_\_\_\_\_  
Direct Supervisor:

\_\_\_\_\_  
Signature/Date:

\_\_\_\_\_  
Signature/Date:

## Physical Requirements / Environmental Conditions

How much on-the-job time is spent on the following physical activities? Show the time by checking the appropriate boxes below.

	<b>Amount of time</b>			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Walk	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sit	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use hands to finger, handle or feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reach with hands and arms	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Climb or balance	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stoop, kneel, crouch, or crawl	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talk or hear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Taste or smell	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does this job require that weight be lifted, or force be exerted? If so, how much and how often? Check the appropriate boxes below.

	<b>Amount of time</b>			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 25 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 50 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Up to 100 pounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than 100 pounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Does this job have any special vision requirements? Check all that apply.

- Close vision (clear vision at 20 inches or less)
- Distance vision (clear vision at 20 feet or more)
- Color vision (ability to identify and distinguish colors)
- Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
- Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)
- Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)
- No special vision requirements

Make notes on the specific job duties that require the physical demands selected above.

Will have to work some nights and most Saturdays.

## Work Environment

How much exposure to the following environmental conditions does this job require? Show the amount of time by checking the appropriate boxes below.

	<b>Amount of time</b>			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Wet or humid conditions (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work near moving mechanical parts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work in high, precarious places	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fumes or airborne particles	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Toxic or caustic chemicals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor weather conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Extreme cold (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme heat (non-weather)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of electrical shock	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with explosives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk of radiation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vibration	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How much noise is typical for the work environment of this job? Check the appropriate level below.

- Very quiet conditions (examples: forest trail, isolation booth for a hearing test)
- Quiet conditions (examples: library, private office)
- Moderate noise (examples: business office with computers and printers, light traffic)
- Loud noise (examples: metal can manufacturing department, large earth-moving equipment)
- Very loud noise (examples: jackhammer work, front row at a rock concert)

Make notes on the specific job duties that are affected by the environmental conditions selected above.

**Additional Information:** Include any other information that will aid in the preparation of an accurate description of this job.

