



# ENDORSED MEMBERSHIP APPLICATION

How many years:

You've trained dogs \_\_\_

You've taught, as the full charge instructor,  
group \_\_\_; private \_\_\_

Approximately how many dogs go through your training courses per year \_\_\_\_\_

## GENERAL INSTRUCTIONS

The application and all supporting material can be submitted as digital files, either e-mailed or mailed on a CD, to the appropriate Regional Administrator. If you prefer to submit a hard copy/paper application and supporting materials, everything must be submitted in triplicate and mailed to the appropriate Regional Administrator.

**DISCLAIMER:** Since our applications do not ask for any personally identifiable sensitive information, the option of electronic submission is being offered for your convenience. However, please recognize that submissions by e-mail are not considered secure or private.

- ALL QUESTIONS MUST BE COMPLETED IN FULL. In answering the questions, keep in mind that NADOI wants to know your qualifications as an INSTRUCTOR. Be specific in describing what you tell your students to do to train their dogs. NADOI examiners are looking for step-by-step methodology rather than general descriptions. Answer the questions in your own words.
- Any response of "not applicable" should be explained as to why it is "non-applicable".
- Attach an extra sheet for questions requiring more space, making sure the question number is shown with each answer. Print your name the top of each page and number the pages consecutively.
- Unless specifically stated in the directions, copies of handouts or homework sheets will not be accepted as the complete answer for any of the questions. However, if you have handouts for students on a given subject, you may submit them as supporting information IN ADDITION to your responses, not in place of your responses. The author of all handouts must be listed on the handout.
- This questionnaire is geared toward the practical application of your knowledge. If you teach strictly competition obedience, you will need to approach your answers from the standpoint of either how you would apply competition obedience to real-life situations, or how you would handle the situation as asked.

## PERSONAL INFORMATION

Name	Home Phone	Age
Address	City, State, Zip, Country	
E-mail	Occupation	
Web site URL		
Dog Business Name	Business phone	
Hobbies/Other Interests		

## **PART 1: BACKGROUND INFORMATION**

1. List the dogs you have personally trained, giving breed, level of training reached, and any titles earned, showing approximate dates of the highest titles earned.
2. Check any of the following types of dog training in which you are or have been active:

<input type="checkbox"/> Pet manners/CGC	<input type="checkbox"/> Drug/bomb/other detection
<input type="checkbox"/> Competition obedience	<input type="checkbox"/> Tracking
<input type="checkbox"/> Therapy/pet assist activities/service	<input type="checkbox"/> Agility/flyball
<input type="checkbox"/> Herding	<input type="checkbox"/> Field/hunting
<input type="checkbox"/> Protection/K-9/Schutzhund	<input type="checkbox"/> Conformation/breeding/exhibiting
<input type="checkbox"/> Other (please list) _____	
3. List any books and/or video tapes that influenced your instructing, including approximate publication/production dates. Also list any periodicals or discussion forums that influenced your instructing.
4. What courses or seminars, including approximate dates, have you attended that influenced your instructing? Did these include any that specifically taught instructing skills?
5. What, if any, previous experience did you have teaching or working with people before you began teaching people how to train their dogs?

## **PART 2: REFERENCE INFORMATION**

6. How did you gain your instructing experience? If you assisted or apprenticed, how long did you do so?  
. If available, please provide the name(s) and contact information for the person(s) or organization you assisted or apprenticed with.
7. Please give names and complete contact information for any individuals or organizations you have taught dog obedience for in the last ten years, including address, telephone number(s) and e-mail address.
8. List any training schools, breed or obedience clubs, performance event clubs, or professional organizations to which you now belong or were involved in the past.
9. Please provide three names along with phone numbers and e-mail addresses that we may contact as references (i.e., veterinarian, pet professionals, dog club officers or past customers).
10. Please give the names of any NADOI members you know or have known in the past.
11. Have you ever applied to NADOI before? If so, when?

## **PART 3: GENERAL**

12. What is your training philosophy and who/what (authors, instructors, seminar presenters, videos, mentors, etc.) were the most important influences in developing your philosophy?
13. List any dog care (grooming, health care) instructions you provide. If you use handouts to provide this information, you may attach them as your answer to this question.

## **PART 4: STUDENT INFORMATION**

14. Have any of your students earned certification with any titling organization (AKC [include CGC], UKC, AMBOR, Therapy/Service Dogs, dog sports, etc.) on their dogs? If yes, list the most recent titles or certifications as well as the breeds of dogs.
15. What background information, if any, do you get from your students? If you use a form, you may attach it as your answer to this question. Give an example of how you would follow up on any of this information.
16. Please list three examples illustrating why you would refer a client to another trainer/school, veterinarian/health practitioner, or other dog professional.

17. Do you have a minimum age requirement for handlers in your classes and/or private lessons? If you teach children, do you alter your curriculum/ teaching techniques to accommodate them? Please explain any alterations.
18. Do you allow more than one family member to handle the same dog in your classes and/or private lessons? Please explain your reasoning. If applicable, how are multiple handlers incorporated into the class or private environment?

### **PART 5: INSTRUCTING**

19. What type of collar and leash do you routinely recommend for your typical beginner students? List other types of collars, leashes, and other training aids you recommend, putting those most used at the top of the list.
20. Describe briefly or in outline form the complete step-by-step teaching progressions you would give your students for each of the following exercises. Start with introduction of the exercise and include all progressions to a final response to cue/command. (Even if your basic or beginning courses do not complete all the steps of the progressions, be sure you include the complete teaching progressions in your answer to this question).
  - a) *Sit on command* -
  - b) *Down on command* -
  - c) *Stay* -
  - d) *Stay during petting, examining, or other handling by a stranger* -
21. Choose one of the following two options.
  - a) Describe in detail your instructions for teaching loose-leash walking. Start with introduction of the exercise and include all progressions to a final response to cue/command.
  - b) **Submit a video** to demonstrate how you instruct your students to teach Walk on a Loose Leash. **See page 5 for Video Guidelines.**
22. If you use alternative methods or equipment, explain how you use a typical alternative method and/or type of equipment to teach Walk on Leash. What are the reasons for using this alternative?
23. Describe in detail your instructions for teaching Come When Called. Start at the beginning and explain the progressions through to the final step of a reliable response to cue/command. Include what you tell the owner to do if the dog does not respond.
24. Explain why you would handle a student's dog.

### **PART 6: BEHAVIOR**

25. Provide instructions you would give your students to address the following behaviors:
  - a) *Persistent jumping up on adults; jumping on toddlers.*
  - b) *Stealing food off counters/tables.*
  - c) *Will not allow itself to be removed from the furniture.*
  - d) *Continuous digging in the back yard.*
  - e) *Puppy constantly biting at hands when physically restrained or petted.*
  - f) *Adult dog that persistently soils its crate.*

**IMPORTANT INSTRUCTIONS: If you teach group training classes, answer Part 7a. If you conduct private lessons, Part 7b. If you do both, please complete both sections.**

### **PART 7a: GROUP CLASS**

26. How long (minutes or hours) is your class? How many weeks of classes comprise your basic course? How many students do you normally have in a class?

27. Give an outline of your basic training class curriculum, week by week.
28. Do you use assistants? If not, why not?
  - a) If you do use them, briefly describe what qualifications they must have, and/or how you train them.
  - b) Briefly describe the jobs you expect your assistant(s) to perform.
29. Approximately what percent of your students drop out before completing at least 3/4 of the course?
30. What do you believe are the most common causes for student dropout?
31. Explain how you would handle the following situations if they were to occur in your basic training class. Explain how you would manage the immediate problem IN CLASS, and include any follow-up advice you would give.
  - a) On the first night of class, a large dog about 2 years old is constantly straining at the leash, lunging at any dog that comes near. The owner is struggling to restrain the dog. He cannot hold the dog's attention long enough to complete even the simplest task.
  - b) In week three of your class, the group is working on the down on command. An elderly lady is having trouble getting her 11 month old Lhasa Apso to comply. As you are watching, she reaches for the dog's collar and the dog growls and snaps at her hand. She draws back and stops trying. The student mentions that "Precious" is likely to snap like this any time she does not want to do something.
  - c) A seven month old Shetland Sheepdog is very nervous the first night of class, trembling, hiding behind the owner when anyone approaches. The owner is offering food and verbal encouragement in an attempt to coax the dog into action, but there is no response.
  - d) On the first lesson with dogs, a lady arrives with a German Shepherd that begins barking out in the parking lot. He continues to bark as you are assembling the class for the first exercises. The lady is unsuccessful in quieting the dog, and before long it is apparent that she is hugely embarrassed, and the rest of the class is unable to hear any of your instructions.

### **PART 7b: PRIVATE**

32. Generally, how long (minutes/hours) does a private lesson last? How many sessions do you recommend, and how do you reach this decision?
33. Where do you typically conduct your private lessons? Do the locations vary? How do you decide where the lessons will take place? Do you usually conduct all of the lessons in the same place? Are there advantages/disadvantages for each of the locations? (Explain.)
34. How do you structure different types of private lessons? What is your approach to developing a plan for those lessons? Do you use a basic curriculum, guidelines, or other tool or format for developing your lesson plans? If so, please outline and explain.
35. Approximately what percentage of your clients complete enough instruction to meet their training needs? What do you believe are the most common causes of clients quitting training prior to reaching their training goals?
36. Do you feel it is important for your clients to expose their dog(s) to experiences away from home? Please explain your reasoning for your answer. Include examples of when this may and/or may not be important in your private instruction plans. If you include socialization experiences (people, dogs, situations) in your private training strategies, please give examples of how you do this.
37. Explain in detail how you would handle the following situations:
  - a) You have an elderly lady with a large but calm German Shepherd Dog as a client. She says that the dog attacked another dog while out on their evening walk. According to her, the other dog, a young Labrador, approached and was "just being friendly" but her dog tried to attack it.
  - b) A single mother and two kids have an English Springer Spaniel. Whenever the dog does not want to do something it goes under a table or chair and attempts to bite if the mother tries to reach under to get the dog. If the kids try to make it do something, it snaps, and has actually bitten the 5 year old boy.

- c) A middle-aged single woman has an eight month old Aussie that shrinks back and behaves fearfully in public. She would like to take the dog places, but the dog appears miserable. She never took it anywhere when it was younger because she wanted to wait until it was older and better behaved.
- d) A young couple have a year old Yorkie that urinates and defecates in the house. They refuse to try crate training the dog, and do not have a suitable place to leave her outside when they are gone, although they do have a fenced yard. They presently shut the dog in a bathroom while they are gone and at night. Both the man and the woman work during the day, but the wife is able to come home during her lunch hour. The dog is immediately taken outside, but doesn't always "go." She often slips into either the dining room or the spare bedroom to eliminate, even after being outside. Their main complaint is that the dog will not "ask" to be let out.
- e) A family with two children have a Labrador Retriever that they would love to keep in the house but the dog is in constant motion when inside. If left outside, he barks and digs.
- f) A college student has a dog that constantly barks when she leaves for school. She lives in an apartment complex and the neighbors are complaining. The dog has also destroyed her shoes and pillow on several occasions.

## **GUIDELINES FOR VIDEOS**

We are interested in seeing how the instructor interacts with the student(s) and how they manage routine situations. We are not interested in methodology and student background since this is all covered in the written portion. We do not want to see orientation speeches. We suggest you do a "test run" by videoing something beforehand in the location and under similar conditions that you will do the actual recording. That way you can work out problems with camera positioning and audio before the actual session.

- 1. The video is to be 10 to 30 minutes in length total.**
2. Please put the time and date stamp on your video. We do not want edited videos, although you can stop the camera if you have to clean up a mess or change collars. We specifically do not want pieced-together videos. The time/date stamp lets us know the recording was done in one session. **Video formats currently accepted are VHS tapes, DVD, or CD.**
3. We must be able to hear what you say. If it's not possible to wear an external mike, be sure to either stay close enough to the camera to be heard, or advise the camera person to stay fairly close to you.
4. Except for demonstration purposes, the student(s) must handle the dog.
5. The video must consist of the first session of you teaching "walk on a loose leash." If other issues come up during the session, they may be included in the video.
6. You may send written explanations with the video that you feel will clarify anything to the evaluators. This may include things such as, in the case of private instructors, a brief synopsis of the subject's history, and in the case of group instructors notations of which students have had previous classes or training.
7. Send three (3) copies of your video to your Zip Code Regional Administrator (listed on the last page of this application) along with your written application.

The videos will be used and viewed only by the Membership Committee. If for any reason we see the need to let anyone other than Membership Committee members or Board members view the video, we will first ask your permission. We recommend that, as an ethical issue and a courtesy to your students, you ask their permission before recording and tell them the purpose of the video.

## PLEASE READ THE FOLLOWING CAREFULLY

*I understand that this application will not be considered unless it is accompanied by the non-refundable \$75.00 processing fee.*

*I hereby certify that I have answered all of the above truthfully. I understand that any misrepresentation or material omission will constitute grounds for rejection of this application. If any misrepresentation or material omission is discovered after my acceptance, the matter may be referred to the Ethics Committee for immediate action, which action may include suspension or revocation of membership, or other disciplinary action the Ethics Committee may deem appropriate.*

Signature \_\_\_\_\_ Date \_\_\_\_\_

If submitting electronically, type your name in the signature block above. Please check the box at left to acknowledge you have read the disclaimer concerning electronic submissions on page one of this application.

NADOI is a network of instructors based on the concept of sharing and free exchange of ideas. Your permission to reprint information submitted in your application, for use ONLY by the NADOI Education and Training Committee, may be indicated by checking the box at the beginning of this paragraph. If any information is reprinted, appropriate credit will be given. This permission pertains to training responses only and does not include personal information.

### IMPORTANT NOTICE

If mailing your application, submit three (3) copies of: the completed form, your typed responses, all attachments, and optional video along with your processing fee to your ZIP CODE Regional Administrator listed below.  
**DO NOT USE REGISTERED OR CERTIFIED MAIL, OR ANY OTHER SERVICE THAT REQUIRES A SIGNATURE.**  
 Make check or money order payable to NADOI. Please do not send cash.

We accept online payments via PayPal for a nominal convenience fee of \$2.00. E-mail your application fee plus convenience fee payment to [Treasurer@nadoi.org](mailto:Treasurer@nadoi.org) identifying it as "Membership Application Fee".

**00001-34999**

NADOI Regional Admin  
 Fran Tardif  
 124 Gray Corner Rd.  
 Woolwich, ME 04579  
 mahidandogs@yahoo.com

**35000-99999 & Foreign  
 All Electronic Submissions**

NADOI Regional Admin  
 Linda Lundgren  
 17918 Emrose Lane  
 Cypress, TX 77429-1541  
 Linda@skoof.com

### FOR NADOI USE ONLY

DATE	COMMENTS
Sent to Applicant:	
Received by Regional Administrator:	
Sent to Examiners:	
Returned by Examiners:	
Approval/rejection letter sent:	