

David W. Smith's

*From the author of
TENNIS MASTERY comes the
ESSENTIAL TENNIS "SYSTEM"
for anyone who teaches
or coaches tennis!*

COACHING MASTERY

The ULTIMATE Blueprint for
Tennis Coaches • Tennis Parents
Tennis Teaching Professionals



Learn How to...

- **Attract Tennis Players to Your Programs**
- **Develop Sustainable Tennis Programs**
- **Build Perennial Championship Teams**

Coaching Mastery

Book Two

The Player Development Model: Programming the Progression

BY

David W. Smith

Senior Editor, TennisOne.com

Dunlop Master Professional

Author, TENNIS MASTERY

Author, Building a World-Class Volley (DVD)

Author, The Ultimate Serve Tune-up (DVD)

USPTA P-1

David W. Smith's
Coaching Mastery

**The ULTIMATE Blueprint
for**

**Tennis Coaches, Tennis Parents, and
Tennis Teaching Professionals**

Book 2

St. George, Utah

2011

(E-Book Edition)

COPYRIGHT 2011 BY DAVIDW. SMITH

Coaching Mastery Book 2

All Rights Reserved

FIRST EDITION 2008 (Paperback)

ALL RIGHTS RESERVED. NO PART OF THIS
BOOK MAY BE

REPRODUCED OR TRANSMITTED IN ANY
FORM BY ANY MEANS

WITHOUT THE PRIOR WRITTEN
PERMISSION OF THE PUBLISHER.

ISBN: 978-0-9832616-8-1

Acknowledgements

Where does one begin to acknowledge and recognize all those who have contributed to 30-plus years of tennis education?

A book dedicated to coaching and specifically teaching tennis—one that has worth, breadth, and substance—will be a product of many contributions and contributors. While I might be the author, the reality is that the majority of my knowledge (and, hence the information within these pages), has been cultivated by the input of many.

My affiliation with the United States Professional Tennis Association, (USPTA), has been significant in creating the ability to network and discuss tennis at all levels; from teaching little kids to senior players, from social players to world-ranked players, the association I have had with many of my fellow pros has had a significant impact on my teaching.

Among fellow USPTA Pros, I would like to recognize Scott Adams, Ken DeHart, Greg Patton, Mike Letcher, Brett Hobden, John Yandell, Hank Pfister, and so many other fellow pros and speakers who share my passion for tennis and share their wisdom selflessly with other professionals.

One of the greatest contributions to tennis in recent times is the Internet. About five years ago, I was fortunate to discover Kim Shanley's cutting-edge web site, www.tennisone.com, recognized as one of the world's top-rated web sites for tennis instruction. In addition to Kim, I must recognize my fellow contributing writers and editors including Editor, Jim McLellan; Managing Editor, Jay Margolies; Senior Writers, Doug King and Heath Waters; Contributing Writers, Monty Basnyat, Kevin Pope, and Ken DeHart; Writers, Scott Ford, Jeff Greenwald, Steve Tourdo and many others, all who share pearls of wisdom and further push the understanding of this wonderful sport to the masses.

Many of the photographs within this book are from TennisOne and it is with great appreciation that I was able to use these pictures to augment my text to help students grasp my concepts better.

During my nearly thirty seasons of coaching, a career that included one of the finest high school tennis teams in the U.S., I was blessed with many excellent players and coaches; all who have helped contribute to my understanding of how players learn and ways to get those players to accomplish that which we were teaching them. Among my many assistants, I would like to recognize Tran Hong, Mike Letcher, and Kirk Dennis in California. While in Arizona, I had nearly equally successful teams with assistants J.D. McDonald and the late Stuart McCowen. In Utah, I have been blessed with some excellent professionals who have helped teach at my Academy: Namely Jason Whittington, Rick Whittington, Tim Finger, Richard Wigley, and Scott Adams.

Of course, it was my father, the late Bruce Smith, who has had the greatest influence in my coaching and teaching career. Not only in mine, but he left a lifelong, lasting-impression on many hundreds of players and people. While I continued to learn and research tennis long after his death in 1984, it has always been the memories and the lessons I learned from him as I was growing up—first as a junior player, then as a young adult. He, of course, left this world far too

soon. I think he would be proud of what I have accomplished and of this book in general. It is in his memory that I dedicated the long hours and sometimes frustrating task of writing such a book to.

And, to my mother Donna Winchester, who continues to support and follow all I do in the tennis world! By her side, I greatly appreciate her husband, Bill Winchester, who has helped me in many aspects of writing and producing this book.

Thanks to my student players who have been featured in this book. Alli Bergen, Nate Awohi, Jeremy Atkin, Carlos Morgan, A.J. Bartlett, Stephanie Caplin, and many others are featured in many of the group and action shots taken at my tennis academy.

Thanks also for the many additional photographs provided by Richard Wigley. His web site, www.teachingtennis.com is home to a great deal of tennis information and includes a great deal of information about our local tennis programs in St. George, Utah.

Finally, I must acknowledge my wife, Dr. Kerri Smith, whose own success and perseverance in the medical profession has been an inspiration to me and, as such, has made this book a reality.

To my two children, Kyla Marie and Keaton Bruce, I hope that they will grow to be an inspiration to many and pursue their dreams with the same passion I have devoted to tennis. What a joy it has been, even in the short two years that Kyla and I have spend in her training, to see her grow and become a proficient tennis player, a product of my Advanced Foundation and a testament to her hard work.

Book Two

The Player Development Model: Programming the Progression

Introduction
Forward
Preface

CHAPTER 6: STARTING OUT: AN INTRODUCTION TO THE BEGINNING TENNIS PROGRAM ~ 77

Using the Advanced Foundation in Developing Beginner
Players: Juniors and Adults ~ 77
Specific Kids Training ~ 78
A GOOD AGE to start? ~ 79
Cross Training ~ 80
Defining Fun ~ 80
Parents Working with their own Children ~ 82
Teenage Perception of Tennis ~ 82
So, How SHOULD I teach my Child? ~ 83
Progression of Learning ~ 84
Timing and Rhythm? Grips and Strokes? ~ 85
Focusing on the Stroke, not direction ~ 86
Downfall of Eastern Grips on the Volley ~ 88
Student Expectations ~ 89
Beginning Drills to Start ~ 90
Age Dependent Progressions ~ 91
Non-Racquet Drills and Games ~ 91
Relay Games ~ 93
Racquet and Ball Drills ~ 94
Targeting ~ 97
On-Court Drills ~ 97

Volley Drills ~ 97
Serve Drills ~ 99
Advanced Foundation ~ 100
Serve Progression ~ 101
Groundstroke Progression ~ 105
Groundstroke Drills ~ 106

CHAPTER 7: STARTING THE PROGRESSION: THE VOLLEY ~ 111

Why Start with the Volley ~ 111
How to find the Continental Grip ~ 112
Volley Specific Drills ~ 113
Volley Technique ~ 115
Flat Volley versus Slice Volley ~ 120
Keep the Plane the Same ~ 122
Volley Summary ~ 125
Advanced Volley Situations and Shots ~ 127
Half-Volley ~ 132
High Volleys ~ 133
Volley Drills ~ 136
Live Ball Volley Drills ~ 138
Group Volley Drills ~ 140

CHAPTER 8: DEVELOPING A WORLD-CLASS SERVE ~ 147

The Serve Progression ~ 147
Technical Serve Techniques ~ 148
Second Serve Advantage ~ 150
Reasons for Spin ~ 150
Types of Spin ~ 151
Footwork Variations ~ 159
Advanced Serve Progressions ~ 160
Defining "Flat" Serves ~ 162
Kick Serves ~ 163
Common Faults on Serving ~ 165
Teaching Tools and Drills for the Serve ~ 169
"Across the Ball; AT the Ball" ~ 172
Twenty Seven Different Serves on Each Side ~ 173
Doubles and Singles Serving Strategies ~ 173
Serving Drills ~ 174

CHAPTER 9: GROUNDSTROKES AND SPECIALTY SHOTS ~ 175

Using the Advanced Foundation for Topspin Groundstrokes ~ 175
Drill Progressions ~ 177
Initial Teaching patterns ~ 178
Using Targets ~ 178
Understanding the “Ego” ~ 178
Ball Machines, Hitting Walls, PracticeHit Device ~ 180
Topspin: Main Ingredients ~ 181
Discussion of one and two handed forehands ~ 182
Right and Left Brain Learning ~ 184
The Backhand within the Advanced Foundation ~ 185
Two-handed Backhand Mechanics ~ 186
Two-handed Backhand Stroke Pattern ~ 188
Notes on Open Stance ~ 191
Footwork Blunders ~ 192
One-Quarter Turn Principle ~ 193
Two-handed Backhand Review ~ 194
One-handed Backhand ~ 194
“Keep the Plane the Same” ~ 197
Slice Backhand ~ 198
“Spin Advantage” ~ 201
Forehand Instruction ~ 202
Two-handed Forehands: Rationale ~ 203
Two-hands as a Learning Too ~ 205
Two-handed Methods ~ 206
Two-handed Forehand Mechanics ~ 208
“Kinetic Chain & Angular Momentum” ~ 210
Recover Step ~ 211
One-handed Forehand Instruction ~ 212
Additional Follow-through Finish Patterns ~ 216
Groundstroke Progression ~ 217
Segmented Swing Tool ~ 218
Pro-fed Drills ~ 219
Changing a Ball’s Direction ~ 220
Specialty Shots: Slice Forehand ~ 222
Forehand Drop Shot ~ 222
Backhand Drop Shot ~ 224
The Overhead ~ 225
Backhand Overhead ~ 234

Introduction

Passion...the word refers to doing something with zeal, excitement, enthusiasm and delight.

Anyone looking to become a “successful” tennis instructor, coach, mentor, and teaching professional, should study this word, *Passion*, with care and sincere understanding. In fact, anyone who wants to be good at anything should have “passion” in their desire to achieve such goals.

passion

Figure 1: I believe true happiness in anything we do, be it a hobby, a job or career, relationships, or sports, stems from and is dependent on being sincerely passionate about the activity.

A few years back, I was the featured speaker at the end-of-the-year National Honor Society conference here in my home town of St. George. I spoke to the graduating NHS members at Tuochan High School, a performing arts school that teaches kids about drive, dedication, desire and determination as it relates to the arts. I did not consider myself an expert in the performing arts, even though I had played guitar in a few bands in my younger days and was a semi-professional magician. My career was tennis, and this school didn't have a tennis team nor did it even have tennis courts! So, I was taken aback at the request for my presence at such an esteemed function, particularly to be asked to be a keynote speaker at it.

However, it didn't take long for me to understand why they had asked me to be there. And it didn't take me long to know exactly what I wanted to share with these kids who were about to go out into the 'real world' hoping, I suspect, to make their mark somehow.



Figure 2: “City Slickers” was a movie that epitomized the discovery of passion and the search for it in things we do.

During my talk to the NHS members and their families, I brought up a scene from the first City Slickers movie, the part when Curley, the old wrangler was talking as a father to Mitch (played by Billy Crystal). Curley asked if Mitch knew what the secret to life was. When Mitch said he didn't know, Curley held up his index finger and said, "One thing." Mitch asked, "What is the 'one' thing?" and Curley said, "That's what you have to find out."

But what made that scene so meaningful to me was the gist of the movie as it related to that scene: Finding out what you want to be passionate about. For Mitch, it was recognizing what he already had—a great family, a good job, a loving wife; and Mitch learned that his 'one thing' was to be the best father, employee, and husband he could be.

Too many people don't approach life in such a way. They go through the motions, many afraid to throw themselves into their jobs, their relationships, their hobbies, their GOALS, with both feet. They want to just 'test the waters' or give only enough to complete the task, never having a passion for what they seek.

Such a pursuit of life is hardly satisfying.

Coaching Mastery is a book written with the idea of understanding how passion can enrich, enhance, and provide personal satisfaction for anyone who wishes to teach tennis. A nice side-effect from this is that you improve the lives of those in your program!

When you create passion in your life, in your efforts, you let nothing stop you from succeeding. And such passion is contagious. Your students begin to taste the passion and pursue the things you are teaching with vigor and resolve.

I sincerely hope that this book helps build genuine passion in you. And if it does, than my passion to share my love of the game will help you become a successful coach, instructor and/or tennis parent for all those students you encounter.

And you will love what you do!

Passionately,

David W. Smith

Forward

Responsibility and Reward

To the High School Coach

Coaching and teaching tennis, or any sport or activity for that matter, brings with it a sense of responsibility...and with that responsibility, comes a real understanding of genuine reward.



Figure 1: A tennis coach can be involved and influential in a young person's life...oftentimes more than any other adult-figure in that person's life.

It is unfortunate that so many coaches do not understand these two concepts, that of responsibility and reward. It is rare to have a staff member in any high school around the country have as much connection and be as much of a role model as that of being a sporting coach. Having been in public education for 16 years, I can attest to the phenomenal teachers and faculty members at all of the schools I have taught at. However, while a student may have a math or English teacher for one school year, it is often the coach who will be influential in an athlete's life for two, three or more often, all four years of a teen's high school career. And, unlike many sports where there are often several coaches, ones that teach specific teams (as in football where there is an offensive or defensive coach, etc.), or that teach specific levels (such as varsity, J.V. or a freshman team), tennis coaches usually are the entire coaching staff for all levels and players. Thus, the tennis coach becomes much more involved in seeing his student-athletes grow, mature, and become more proficient in their sport.

It is not uncommon to have the tennis coach be the one adult that a high school tennis player will see more than any other adult; oftentimes more than parents, certainly more than school teachers, and for sure, more than any aunt or uncle! During a season, a coach usually sees each player ten to fifteen hours or more each week for several months. Many tennis coaches are involved in off-season coaching as well, being involved in many of his or her players year-round. This connection builds a relationship that is often long-lasting—if not lifelong—and certainly one that is meaningful!



Figure 2: Tennis teaching professionals can be an inspiration and an influential person in many players' lives. Juniors and adults learn a great deal about tennis...and life from a good teaching pro.

Because tennis is a lifetime sport, one that can be played for a person's entire life, (barring some handicap or injury), it is the tennis coach who, hopefully, provides the wisdom for a person to play tennis well for that lifetime. The high school coach is usually responsible for most of his athletes' training. While there are a few players who take lessons outside the high school team season, the vast majority of players will learn their tennis from their high school coach.

Thus, it should be considered by anyone teaching tennis, that what you are going to teach your students will, very well likely, be with them for a long time!

To the Teaching Pro

In many parts of the country, if not all, a teaching pro at a club or public facility is many times a regular fixture in the life of a young tennis player. I have had the pleasure of both teaching and coaching, and have had many players be involved, some heavily, in my programs for 5 to 10 years or more! Perhaps more than the tennis coach, a regular teaching pro can be involved with a player all year for many years. Tennis is a sport that is mastered in progressive steps (within advanced learning patterns), and it can be rewarding to a pro to see these steps be achieved year after year by students. We often see kids mature and build character; we get to watch personalities emerge and physical changes take place. Like a parent, we get to witness so many changes and, often, be an integral part of this growth and development.

I have students who think of me as a parent. I enjoy this. Many teaching pros, I'm sure, enjoy this reflection and adulation. Yet, with such a reward comes that word again: RESPONSIBILITY. Teaching pros must recognize this, both from a role-model aspect, as well as in teaching this lifelong sport in such a way that the student enjoys and gets the most out of it. It must not be forgotten that anyone who is involved with and has influence in the lives of any number of young people, has a responsibility to provide optimal learning opportunities, proper and appropriate learning progressions, and effective and efficient learning methods.



Figure 3: Tennis moms and dads can build a rewarding tennis 'relationship' with their kids. With understanding and patience, parents can enjoy teaching their kids.

To the Tennis Parent

Remember that you are not to live your life vicariously through your children. However, the desire for your kids to enjoy tennis and play it well—if not better than you, (if you do play it!)—is a very strong, compelling, and REWARDING aspiration. Not every child will take to tennis. Not every child can become a nationally ranked junior or an eventual world-class player. For many, tennis might be a fun thing to try but abandon it for something else for any number of reasons. And then, many of those will often return to tennis for any number of other reasons!

The purpose of this book is to provide you with the ideas, the learning progressions, the teaching ‘tools’ and the perspective you will need to provide the best opportunity for your children to get the most out of their tennis. Don’t be discouraged if your child does not want to hit tennis balls on any given day. This is not a bad sign at all. When my daughter was 5, we only spent a few minutes a week working on fundamentals...yet, we did these in a way that made her want to do more. Always stop working and practicing BEFORE your child wants to stop. Ideally, you will want to stop when your child still wants to hit more. This way, he or she will be looking forward from that point on, to hit again with you. But, this is a balancing act. Finding out where that point is, that gets the most out of a practice but allows you to stop before it gets to be too much for your child, is challenging.

There are a wide variety of parents just as there are a wide variety of children. Some parents want to push, push, push, while others are totally laid back and almost do nothing except provide balls and a hitting partner. Obviously, many children will react negatively to one approach while others might embrace that same approach with gusto.

In more cases than not, I have watched parents TRY to teach their kids tennis. In most of these cases, while the parent has probably played tennis, they seldom know how to teach tennis...especially to children. I cringe when I watch such a parent telling their child improper methods or methods that will severely limit their potential...all because the parent is ignorant and inexperienced in how kids learn and develop. Yet, given the right tools and information, parents can take this connection with their son or daughter and help them achieve terrific tennis skills. And, that is the goal of this book!

From a longevity standpoint, pushing too hard at too young of an age can create total burn out in a youngster. However, I have found ways that can help you keep challenging your child yet keep the game in a constant flux of success and fun...and build a desire in the child (and you!) to want more.

Remember, as I will mention again later in this book, fun can be defined by many criteria. You can have great fun while challenging your child to use proper grips, strokes and footwork patterns. It is all in how your child perceives fun...and how you make it that way. Use this book to create the optimal ways to have your child master this game and then enjoy it through such mastery!

You too have the same responsibilities as the tennis coach and teaching pro. In fact, your responsibilities lie on a greater plane than either of these instructors: While a player can change coaches or pros, he or she usually can’t change who their mom or dad is! Remember that no

sport is worth damaging your relationship with your child. Done right, tennis can bring parents and children closer together! So, make sure it is the latter and not the former!

Rewards

You should understand that with all these responsibilities come tremendous rewards. Not just winning team matches or having individuals win tournaments, or having your child succeed in the sport; the reward from coaching can be found in the joy of knowing these kids will be better because of you.

Kids, years later, (usually when they have a family themselves), recognize the effect you have had on them. I have enjoyed hearing from many such students, writing letters, sending me e-mails, telling me how much they learned about life, not just tennis, from their years of being on my team or taking lessons from me.

A school coach is lucky in that they usually get to teach kids that WANT to be there! Unlike some academic classes, most kids come to tennis willingly. Yet, a bad coach can turn that desire into displeasure...not by intention, but usually more by poor preparation. It is hoped that this book prevents a bad experience by you and/or by your students through a better understanding of how you can be ready. Players are more than willing to work hard for a coach they know cares about them as well as a coach who is going to give them the best shot at reaching high levels of performance.

My father, nationally recognized tennis Coach Bruce Smith had a poem that I believe can help each coach, teaching pro, and even parent, be far better. I know it has helped me remember the importance of my position. I hope it helps you, too!

At Season's End (Author Unknown)

Is a tennis player happier because of you today?
Can a single boy or girl recall that you spoke to them today?

The day is almost over and your teaching time is through,
Can any student utter now a kindly word of you?

Can you say tonight, in parting, with your day that slipped so fast,
That you helped a single player of the many that have passed?

Is someone now rejoicing over what you did or said?
Does that boy whose hopes were fading, now with courage look ahead?

Did you waste the day and lose it; was it well or sorely spent?
Did you leave a trail of kindness or a scar of discontent?

As you leave for home this day, do you think that God will say,
"You have earned one more tomorrow by the help you gave today."

Best wishes in reaching success for you and your tennis-playing students!

David Smith

September 2007

Preface

If you have picked up this book, it means you are interested in some element of teaching or coaching tennis. Obviously, those wanting to learn to *play* tennis would garner many training tips and techniques from this book too. It is equally helpful to those who are self-teaching themselves to know various methods, drills, and tips that will help lead such individuals to reaching their highest tennis potential. In reality, this book is for ANYONE who plays tennis!

Tennis is one of the most rewarding sports there is to teach and play. It provides a lifetime of activity to just about everyone who learns it. It is one of the only sports where men and women, and boys and girls of all ages can compete together. Where else can you have a 10 year old play with a 70 year old...and have fun?

The REAL Reason for this book

There are very few books on tennis that are dedicated to the actual teaching and coaching of the sport. There are a number of books that focus on teaching little kids, and there are a few books dedicated to the ‘coaching’ of tennis as a TEAM sport. While most of these books each have information that is helpful to the instructor, I have found that these books fall terribly short in two areas:

1. Teaching a philosophy that is actually designed to produce top-level juniors or adults;
2. Providing relevant and applicable COACHING concepts that are designed to produce top-playing TEAMS.

The first of these weaknesses is caused by a sense of ‘tennis political correctness’. There seems to be a real fear of saying things like, “Tennis is tough and learning methods that lead to skilled play takes time.” Or we hear this: “Tennis should be all about fun for kids. Make it too tough and they will quit.” Such philosophies seem to indicate a desire to appease the short attention span of society as well as mimic the lowering of standards similar to that which has arguably been part of public education. “Don’t let anyone fail,” and “No child left behind” are often mantras that our society has adopted in fear of offending or stigmatizing young children and even adults! Where such concepts are, in many areas, producing more drop-outs than anytime in our modern history, it has also produced a diminished level of accomplishment among a greater percentage of our population. In tennis, this philosophy is even more deceiving: almost anyone can be taught rudimentary techniques that provide a player the means to hit a tennis ball over the net in the general vicinity of aim. Unfortunately, most of these methods severely limit successive progressions. Also, because it is assumed that it is natural to go through a “rudimentary” phase, such flawed methodologies go unrecognized until it is too late.

If anyone reading this book is looking for an easy way to produce tennis champions, you might as well stop here and put the book down. Anyone who believes that producing top-level players is a simple task, one that just takes some ‘secret’ formula that only the top players know or that only a few teaching pros and coaches are privy to is fooling themselves and/or their

students. Likewise, those who believe that highly skilled tennis is only for the gifted few, this book, I hope, will make you change this belief as well!

Good News; Bad News

The good news is that most all players can reach skilled levels of play, advanced levels, those levels associated with the word ‘champion.’ It may not be that all players will become state, nationally or world-ranked (as that requires, among other things, additional competitive environments that may or may not be available or doable by many aspiring tennis players); however, many can become skilled competitive players at very high levels. In fact, it is possible for ANY high school team coach to produce teams of such champions. And such coaches will also produce players who contribute to the overall success of the team even as they may not become individual champions. This understanding is one of the reasons I wrote this book.

It is not uncommon to hear people say things like ‘90% of all players can’t become advanced.’ From my experience, this is the opposite of the truth; 90% of all players CAN become advanced tennis players. The source of this discrepancy stems from the observation that about 90% of tennis players today learn mediocre techniques and fail to reach advanced levels of play because they don’t transition to more effective methods. Yet, of the 3500 players I’ve taught, 90% of them have reached advanced levels of play. The exceptions? Those who quit; those who did not want to work hard, those who decided to learn tennis in ways that they wanted instead of what was prescribed, and those who were simply not coordinated enough. Of these exceptions, the smallest group was of those who were not coordinated enough. I’ve only had about 5 or 6 players out of all those I have taught who were simply not capable of many of the rhythmic or athletic components necessary to play the game at high levels. And, even as these few players could not move to prolific levels of the game, they still were able to enjoy and play the game among the high number of players at their level.

This should be good news to you and your students! It means nearly everyone has the potential to reach relatively high levels of skilled play!

The bad news is that players are not born as champions; it is the ‘nature versus nurtured’ argument. In my 35 years, I have never met a champion that did not work to become that champion. But, this concept is also good news: Where many coaches believed their lack of team success was because they were ‘unlucky’ in not getting players who were ‘born’ a champion, a few coaches—those knowing that this is not the issue—can then dedicate themselves to ‘making’ champions...and succeed in doing so.

In addition, I have watched hundreds of well-meaning parents attempt to teach their kids tennis. Let me say that it is very rare that a parent, even those who have played for a significant period of time, can teach tennis to their kids in ways that will produce skilled players without some outside help. Few parents know the progression that best suits kids of various ages; fewer still understand the “Advanced Foundation” principles that kids should learn. It is so very frustrating for me to watch a parent emphasize various tennis methods that either should not be introduced, or, are going to literally prevent the child from becoming a skilled player. This is another reason I have written this book!

A parent who is not well-versed in tennis teaching strategies can use this book as their own “blueprint” in helping their child learn tennis in such a way that they can pursue the sport any way they wish. Even though most parents don’t believe their kid can become a pro, most parents should understand that their kids can become very accomplished tennis players. But,

such parents should also understand that going about teaching a child without the right understandings can severely limit that child's chance of learning the game well.

There is so much that coaches, parents, and tennis teachers can do to produce tennis champions. Knowing first that it IS possible to produce such champions, and second, knowing the right methods, tools, and procedures, which are proven to do so, is what this book is all about.

Sinking your teeth into a book is time consuming to say the least. Knowing that the concepts such a book as this can provide are the true keys to success, helps make the reading and learning not only completely worthwhile but inspiring and a joy as well.

I know that COACHING MASTERY will be these things to you!

David W. Smith

Author, *Coaching Mastery*

