

Master Professional Program  
Project Guidelines  
Teaching & Coaching



## Overview

The process is like that which might be used in conceiving and managing a project at a golf facility – Planning, Implementation, and Results Reporting.

### Each candidate is required to:

- Submit a project
- Present your project
- Teach a live lesson

## How to Organize and Present the Instruction Project

This project must document specific components in the science and art of golf instruction to include:

- The swing model – representing the basis of your instructional program
- The instructional philosophy
- Approach and procedures employed to teach the game of golf in a variety of settings.

### Step 1:

Decide how you are going to approach and orient your job-related problem or opportunity as it relates to your teaching business.

### Step 2:

Identify the subject, goals, and objectives of your Project by briefly describing the following as it relates to your teaching business:

- What you wanted, want, or would want, given the opportunity, to accomplish
- The context within which this accomplishment would or did have value, e.g., solve a problem, capitalize on an opportunity, improve a situation

### Step 3:

Specify the data you will need or did need to support your Project, including where and how you will or did get it and how it was, will, or would be used.

## Feedback and Evaluation Guidelines for the Instruction Project

### Step 1:      **Research**

- How and where new learning is applied to professional practice is evident.
- Knowledge of the Golf Industry is referenced in a relevant context.
- Literature Review – list a minimum of ten (10) publications that have provided knowledge which has been applied to your knowledge of learning, knowledge of teaching and athletic performance assessment.

### **Literature Review Guidelines**

1. Before writing your literature review, develop it by specifying a research topic that enhances your project and career. Then search for relevant information available in different sources on your selected topic. Use leading sources and search on the internet to collect data that will give current and relevant

information about your topic. Sources can be books, journals, previous Master Professional Projects, newspapers, magazines and websites.

2. Whenever you find relevant information about your topic, keep complete reference of that source. Record the sources from which the data has been gathered, then organize it chronologically, thematically or methodologically.
3. Write the works of other authors in your literature review, but in your own words. Include the application of your new learning and how it has enhanced your chosen career path.

## **Primary Review**

Items used for literature review should support your project and presentation requirements.

**Candidate should produce a Literature Review that explains what was read in each document and the impact it has on their overall understanding of their intended area of study. This must include individual write-ups on each document read. Candidate must also write about key takeaways, how it has influenced them both personally and professionally, and the impact the readings have had on job performance. Formatting must be consistent with Candidate's project.**

### Step 2:      **Formatting Requirements for Project and Literature Review**

- The writing is succinct, grammatically correct, and clear.
  - The format, including embedded visuals, contributes to good communication.
1. Methods of Production
    1. Word Processing
      - a. The Project must be correct in spelling and punctuation and presented in a consistent, structured format.
      - b. A single, legible font must be used throughout the Project, the only exceptions being in tables, figures, graphs, appendices, and supplemental files.
      - c. The font size should be enough for the MPP Review & Evaluation Team to read the document without difficulty (12-pt is recommended).
      - d. Accuracy and consistency in presentation and form assure “no distractions” from the value of your Project.
    2. Margins
      - a. The Project must have minimum text margins of 1.25 inches.
      - b. These margins must be consistent throughout the Project, including pages in the appendix.
      - c. All page numbers must be placed at least one inch from the bottom center of the page.
      - d. Headers are not required in Projects.
    3. Spacing and Page Arrangement
      - a. The Project must be 1.5-spaced; however, single spacing may be used in the Table of Contents, List of Tables, footnotes, endnotes, charts, graphs, figures, tables, captions, glossary, appendices, bibliography, and index.
      - b. Paragraph indentions may be five to ten spaces.

- c. Prose quotations over four lines long should be in block quote, double or single spaced, and indented on the left. Do not use quotation marks in the block quote except when indicating quotations within the block quote.
  - d. Each new chapter or major section (i.e., Chapter 1, Chapter 2, Appendix, and Bibliography) must begin on a new page.
4. Numbering of Pages
- a. All pretext and text page numbers in the Project must be centered under the text in the same location on each page and located at least one inch from the bottom of the page.
  - b. Pretext: Beginning with the first page of the preface or acknowledgements, pages preceding the text of the Project must be numbered in lower-case Roman numerals (e.g., v, vi, vii) centered at least one inch from the bottom of the page.
  - c. Pretext page numbers are not printed on the copyright page, certification page, title page, or dedication page, although all of these pages are included in the page counting.
  - d. Text: The first page of the Project text is always page-numbered with Arabic numeral "1." All subsequent pages through the Project are numbered with consecutive Arabic numerals.
5. Tables and Illustrations
- a. Pages carrying illustrative material must be given page numbers appropriate to their place in the document. Illustrative material may not be inserted after the document has been numbered and given numbers such as "10a."
  - b. All tables, figures, illustrations, and other types of examples included and referenced in the text of the Project should be numbered for identification. There should be no duplication of these numbers; i.e., no two tables should be assigned the same number.
  - c. Figures may be numbered in one of two ways:
    1. Consecutively throughout the document (i.e. Table 1, Table 2, Table 3, etc.), or
    2. Double-numbered so that illustrations' numbers reflect their locations in the document (i.e. Figure 9.3 is the third figure in Chapter 9, or Figure A2 is the second figure in Appendix A.)
  - d. Captions and legends must be placed on the same page with the figure, graph, table or illustration they describe.
    - 1) To fit both figure and caption on the same page, captions may be single-spaced, margins may be decreased to one inch, and figures may be reduced in size to fit.
    - 2) If the figures are reduced from their original size, then the page number must be added after the reduction so as not to alter its size.
    - 3) If there is no other way to manage the amount of material to be shown, the caption and figures should be side-by-side in continuous view.
    - 4) This method should only be used in the rare instance where all of the pertinent material will not fit on the same page.
- Sources are referenced.
  - Incorporation of professional best practices and proficiencies are referenced where relevant.

**Step 3: Evaluation**

- Evaluations of Project results correlate with stated objectives.
- Collaborative actions taken were implemented when appropriate.

## ELEMENTS

submit on PGA.org

Per recommended schedule of Phases

### Phase 1: Instruction

#### Part I. Teaching Position

Describe your current teaching position such as, Director of Instruction at a facility, Owner of a Learning Center or Golf Range, Head Professional or other employment situation to include years of experience and job responsibility

1. Describe the ability range of your clientele
2. The volume and types of lessons offered for each level on an annual basis.

#### Part II. Facility

Describe the facility and the business relationship between the facility and the golf operation and its staff.

1. If you are responsible for a teaching staff describe the composition of this staff.
2. Attach an organizational chart and job descriptions for all instructional staff.
3. Include your business model.

#### Part III. Teaching Philosophy

Describe fully your philosophy of teaching

1. Identify the most important points about the game
2. How this philosophy is incorporated into your teaching approach.

#### Part IV. Swing Model

Elaborate in significant detail the swing model used in your instructional program and why you believe this swing model is successful.

1. Incorporate the cause and effect of the golf swing based on the swing model.
2. The model should indicate a sound full swing touching on the physical laws and principles as well as the biomechanics of the model.
3. Your model should effectively demonstrate key principles, positions, and motions utilized
4. Include either video diagrams or annotative swing sequence photos illustrating the major points.
5. In addition, answer the following questions in detail:
  - A. Describe the grip, stance, ball position and posture you prefer for a student hitting a 5 iron (assume student has a 12 handicap)
  - B. Describe the preferred club (shaft and face angle) position at the following phases in the swing sequence:
    - 1) Take away
    - 2) Back swing
    - 3) Top of swing
    - 4) Forward swing
    - 5) Impact
    - 6) Exit position
    - 7) Finish

- C. Describe the process you use to diagnose swing faults.
  - 1) Does this process change depending on the individual student?
  - 2) What is the first thing you look for when correcting ball flight?
  - 3) Give three reasons why people slice the ball and give corrections for those ball flight errors?
  - 4) Give three reasons why people hook the ball and give corrections for those ball flight errors?
  - 5) Describe how your swing model is applied to:
    - a) Putting
    - b) Chipping
    - c) Pitching
    - d) Bunker Play
- D. Describe in detail what you desire in a student's swing from the pre-shot routine to the finish of the swing.

**Part V. Lesson Structure.**

Outline the lesson structure that you follow in an organized and systematic approach to Instruction based on the following cases:

1. Candidate is required to submit 3 - 1-hour video lessons. The lessons must be as follows;
  - An intermediate student with a 15 handicap who is working on improving his/her full swing.
  - One full swing lesson with student of choice.
  - One short game lesson including Putting, Chipping and Pitching.
2. Include the background of the student.
3. Describe the lesson structure used.
4. Outline key steps that you follow from the greeting to the close of the lesson.
5. Identify how teaching aids and drills are integrated into the lesson structure (used or suggested).
6. Justify methodology and philosophy consistent with the future presentation.
7. Write up and submit short and long-term plans for each lesson.
8. Submit a practice routine for each student.
9. Include equipment assessments for each student.
10. Submit a lesson recap for each lesson.
11. Include effective communication techniques used in each situation.

**Submit Phase 1 of the Project on PGA.org for review and approval by the Review & Evaluation Team before submitting Phase 2.**

## Phase 2: Assessments & Evaluations

### Part VI. Learning Styles

Discuss in detail your utilization of learning styles for your students.

### Part VII. Teaching Tools/Aids

Indicate the (2) most important tools you utilize in teaching and define exactly how the tool/aid is used and its related purpose. Evaluate (2) tools that you do not use.

### Part VIII. Evaluation Methods

Describe how you and the student assess progress toward performance objectives.

1. How student progress is tracked and recorded
2. How students are assisted in carrying out specific tasks for themselves.
3. Include forms utilized in this process.

### Part IX. Technology

Describe the types of technology utilized in your instructional program.

**Submit Phase 2 of the Project on PGA.org for review and approval by the Review & Evaluation Team before submitting Phase 3.**

## Phase 3: Business Practices

### Part X. Marketing and Promotion

Describe how you market yourself and promote your instructional program.

### Part XI. Best Practices

Identify 3-5 **Best Practices** you have utilized that other PGA members in Instruction might find extremely useful.

### Part XII. Growth of the Game

Describe in detail activities used to promote **Growth of the Game**.

Submit Phase 3 of the Project on PGA.org for review and approval by the Review & Evaluation Team before registering for a Checkpoint.

**Upon approval of your project please contact PGA Education to schedule a checkpoint. You will also need to provide three bound copies of your project a month in advance of attending a checkpoint. Checkpoint presentation guidelines are provided below;**

#### Presentation Guidelines

- 1-hour presentation – Create and justify your methodology and philosophy. Must be consistent with what occurs in the live lesson.
- 45-minute question and answer session
- Debrief with Faculty

#### PowerPoint best practices:

- 3 - 5 points per slide
- Professional background
- Consistent font
- Clear Images

**Candidates must successfully complete the presentation before being able to proceed to the live lesson.**

#### Live Lesson Guidelines

- 30 minutes in length
- Question and answer
- Debrief with Faculty
- Random student will be provided



## Outcomes

1. Change Ball Flight
2. Justify Methodology and Philosophy presented in the presentation
3. Must be aligned with Project Presentation
4. Candidates will be expected to complete and retrieve the following;
  - Introduction to the student
  - Student Goals
  - History
    - Physical
    - Game
  - Assessment
    - Physical
    - Game
    - Equipment
  - Instruction
  - Feedback
  - Swing Changes
    - Short Term
    - Long Term
  - Coaching
    - Practice routines
    - Drills and Aids

### Closing

- Next steps