# **PGA of America**



#### The Value of Mentorship

Mentoring and leadership are indeed vital components of professional development for PGA Associates. By working closely with your Associates, you not only help them grow and achieve PGA Membership but also uplift the standards of your team and organization. Here are a few strategies to effectively mentor your PGA Associate:

- Set Clear Expectations: Clearly communicate your expectations regarding their roles and responsibilities. Provide guidance and set goals that are both challenging and achievable.
- Provide Regular Feedback: Constructive feedback is essential for growth. Regularly review their progress, celebrate their successes, and address areas needing improvement.
- Lead by Example: Demonstrate the professional standards and behaviors you expect from them. Your actions as a leader serve as a powerful lesson.
- Encourage Professional Development: Encourage your Associates to participate in additional training, seminars, and other learning opportunities.
- Facilitate Networking Opportunities: Introduce them to industry contacts and encourage them to build professional relationships.
- Create a Supportive Environment: Ensure they feel supported and valued. Encourage open communication where they can express concerns and seek advice.
- Empower Decision-Making: Allow them to take ownership of certain decisions and projects to build confidence and skills.
- Acknowledge Achievements: Recognize their hard work and accomplishments publicly and privately. This boosts morale and reinforces positive behavior.

By actively engaging in these practices, you can significantly enhance the performance and development of your PGA Associates, leaving a lasting impact on their careers and your organization.



## PGA PGM ASSOCIATE MENTORING GUIDE

#### PATHWAY TO PGA MEMBERSHIP

#### **Associate Pathway Requirements:**

- □ PGA.org
- Background check
- Qualifying level
- Playing Ability Test
- Eligible Employment
- Associated Costs

#### **Affiliate Pathway Requirements:**

- □ PGA.org
- Background check
- Qualifying level
- Associated Costs
- ☐ Eligible to complete level 1 requirements
- Must meet PGA Associate requirements to advance to level 2
  - □ PAT
  - □ Eligible Employment



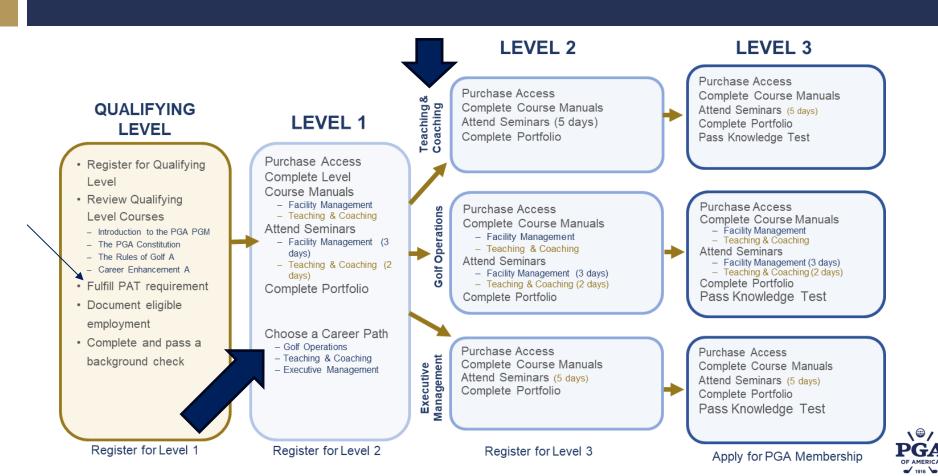


### **Eligible for PGA PGM**

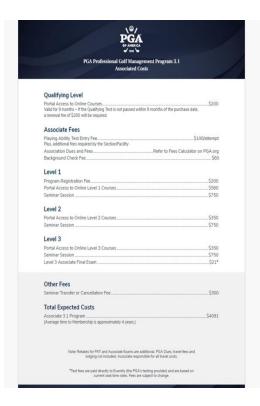
- ☐ Complete 3.1 Qualifying level requirements
- Submit Digital application found on PGA.org for PGA PGA 3.1
   Program − PGA Dues and Level 1 Fees apply
- "When does the PGA Member able to access the Level 1 Courses?"
- Once the invoices for your PGA DUES and 3.1 level 1 access fees are finalized, access is provided for 3.1 level 1 course materials on the PGA Associate's PGA portal dashboard.
- Please contact the PGA Membership Department with specific questions regarding eligibility requirements
  - **800-474-2776**
  - membership@pgahq.com



#### **PGM 3.1 Overview**



# PGM 3.1 Associated Costs – on PGA.org "When do I pay for each piece?"







#### PGM ASSOCIATE PROGRAM BREAKDOWN

Prerequisites for PGM 3.1 Associate Program:	☐ Level 3:	
<ul> <li>High School diploma or equivalent</li> <li>3.1 Qualifying level</li> <li>PAT qualifying score or Full PAT Pass</li> </ul>	Purchase level 3 Career Path Specific Course Manu Complete review of all L3 course manuals, preseminassignments and pass all quizzes	
☐ Eligible Employment  Level 1:	Attend In-Person Level 3 seminar in Frisco, TX (I 5 pm)	M-F
<ul> <li>Complete review of all L1 course manuals, preseminar assignments and pass all quizzes</li> </ul>	Complete and submit L3Work Experience Portfolio Operations 14 total activities and all must all be app	
Attend Virtual Level 1 seminar (M-F 8-5 pm)	□ Requirements for Election to PGA Membershi	
<ul> <li>Complete and submit L1Work Experience Portfolio – 21 total activities and all must all be approved</li> </ul>	Complete PGA PGM Program requirements	
Level 2:	Earn 28 work experience credits	
<ul> <li>Select Career Path and Purchase level 2 Career Path Specific Course Manuals</li> </ul>	<ul><li>Eligible Employment</li><li>Submit Digital PGA Membership Application</li></ul>	
Complete review of all L2 course manuals, preseminar assignments and pass all quizzes	☐ Visit PGA.org for comprehensive information	_
Attend In-Person Level 2 seminar in Frisco, TX (M-F 8-5 pm)	Contact the PGA Membership Department with specific questions regarding eligibility	h
Complete and submit L2Work Experience Portfolio –Golf Operations =16 total activities and all must all be	requirements	
Operations =16 total activities and all must all be approved	<b>300-474-2776</b>	
app	membership@pgahq.com	





### **PGA Associate L1 Portfolio Activity Checklist:**

Facility Management Activities:	Date:	Teaching & Coaching Activities:	Date:	
BP1: Define the Business BP2: Assess the Current State of Business BP3: Develop Annual Objectives & Strategies Y6 BP4a: Assumptions for Financial Forecast and 12-month budget BP4b: Annual Financial Forecast Year 6 BP4c: 12-month Budget Year 6 BP5: Monitoring Actual Performance  All other FM activities use the facility of employment		TC1: Assess your own equipment  TC2: part 1 Lesson 1 Observation (4 videos)  Instructor must be a PGA Member  TC2: part 2 Lesson 2 Observation (4 videos)  Instructor must be a different PGA Member  TC2: part 3 Observation Summary Questions  TC3: Take a Lesson (4 videos)  TC4: Conduct a lesson w/beginner student (4 videos)  Player Engagement Activities:	   Date:	
CR1: Moments of Truth – own facility CR2: Interaction Strategies & Interpersonal Skills GCF1: Analyze Fleet Policies/Procedures & Financials Rules 1: USGA Rules of Golf Scenario & video TOPS1: Plan, Prepare and Run a Tournament TOPS2: Review and Evaluate a Tournament CE1: Comprehensive Career Plan CE1a: Current Resume CE1b: Current Cover Letter		PE1: Observe a Player Engagement Program Observation Video PE2: Design a Player Engagement Program Upload ADM Completion Certificate (from PGA COACH)  Legend and Notes: Please see PGA.org and associate PGA Portal for complete details Review all level 1 course manuals for reference to complete activities Utilize case study facility provided with course manuals Activity completed In-season is most conducive PGA Professional assistance Needed		

### **PGM L1 Business Planning Activity Descriptions**

#### Activity Name: BP1: Phase 1: Define the Business

- ☐ Description:
  - Identify and Develop the Vision, Core Values and Mission Statement of Case Study Facility and provide description of Facility Profile with Market, Competition and Customer details
  - Can be completed out of season
  - Information Needed to Complete Activity:
    - Review Business Planning course manual for description of step 1: "Define the Business"
    - Review details of chosen case study for through and comprehensive information and development of Vision, Core Values and Mission Statement

#### Activity Name: BP2: Phase 2: Assess the Current State of Business

- Description:
  - Identify and review the metrics, trends, and other information regarding financial performance. Conduct a **SWOT analysis** and identify strengths, weaknesses, opportunities, and threats related to the revenue centers of the golf operation.
  - Internal factors: Evaluate the facility's core business areas that are performing well (STRENGTHS) and areas where it must improve (WEAKNESSES).
  - External factors: Consider how the market conditions, the competition, current and potential customers can positively (OPPORTUNITIES) or negatively (THREATS) that affect the business:
  - Can be completed out of season
- Information Needed to Complete Activity:
  - Review Business Planning course manual for description of step 2 "Assess the Current State of Business"
  - Review details of chosen case study for through and comprehensive information and organization of current business using the SWOT analysis

### **PGM L1 Business Planning Activity Descriptions**

Activity Name: BP3: Phase 3: Develop Annual Objectives & Strategies

- Description:
  - Develop annual objectives and related strategies for the case study facility (Crescent Ridge Golf Course or Summit Valley Country Club) to align with the overall long-term goals provided
  - Can be completed out of season
- ☐ Information Needed to Complete Activity:
  - Review Business Planning course manual for description of phase 3: "Develop annual objectives (using S.M.A.R.T business criteria) and related strategies"
  - Review details of chosen case study for thorough and comprehensive information to develop S.M.A.R.T annual objectives and strategies to achieve them

### Activity Name: BP Activities 4a, b and c - Phase 4: Financial Forecasts and Budgets and Assumptions

- **□** Description:
  - Identify a set of assumptions that take into consideration both internal and external factors that could impact the success of the business. These assumptions should state **why and by how much** you think numbers will increase or decrease in the case study facility's revised forecast.
  - Can be completed out of season
- ☐ Information Needed to Complete Activity:
  - Review Business Planning course manual for description of phase 4: "Develop Assumptions, Annual Financial Forecasts & 12-month budgets"
  - Review details of chosen case study for through and comprehensive information to identify assumptions from Business Planning steps 1, 2 and 3 that will validate realistic and measurable projections for improvement in the next year (Y6) of business and distribute these projected improvements across 12 months of activity



#### **PGM L1 Business Planning Activity Descriptions**

### Activity Name: BP Activity 5 - Phase 5: Monitoring Performance

- Description:
  - Briefly describe how you will monitor performance when implementing the business plan for the case study facility. Historical information for the case studies is presented in the Business Planning course manual (Crescent Ridge Golf Course or Summit Valley Country Club)
  - Can be completed out of season
- ☐ Information Needed to Complete Activity:
  - Review Business Planning course manual for description of phase 5: "Monitoring Performance" of actual performance of objectives, strategies, Financial Forecasts & 12-month budgets"
  - Review details of chosen case study for through and comprehensive information to identify assumptions from Business Planning steps 1, 2 3 and 4 that will validate realistic and measurable projections for improvement in the next year (Y6) of business and distribute these projected improvements across 12 months of activity



#### PGM L1 Customer Relations Activity Descriptions

#### Activity Name: Customer Relations: Moments of Truth at my own facility

- Description:
  - Identify the Moments of Truth (MOT) that a customer experiences at your facility. Start at the entry point to the golf property and continue through the turn (end of the 9th hole) to include Moments of Truth that customers encountered during play.
- ☐ Information Needed to Complete Activity:
  - Review the Customer Relations course manual to clarify "Moments of Truth"
  - Understand the experience your customers have when visiting your facility and how to enhance positive MOTS and address/resolve negative MOTS

### Activity Name: CR Activity 2 – Interaction Strategies and Interpersonal Skills at My Own Facility

- Description:
  - Select examples of challenging customer interactions and describe how you utilized the four Interaction Strategies and seven Interpersonal Skills based on an initial desired outcome with the customer. Remember that challenging situations may be interactions where a solution to a problem is not immediately apparent. You are required to provide one example associated with each of the four Interaction Strategies.
- ☐ Information Needed to Complete Activity:
  - Visualize the experience customers have at your facility to make improvements to the operation and customer satisfaction
  - Use specific terminology for interaction strategies and interpersonal skills in your descriptions as explained in the Customer Relations course manual.



### **PGM L1 Golf Car Fleet Activity Descriptions**

#### Activity Name: Analyze Fleet Policies, Procedures and Financial Performance

- Description:
  - Understand the importance of the golf car to the customer, golf professional and facility. Utilize policies and procedures necessary for the operation of a safe and efficient golf car program. Know the characteristics of a well-managed fleet, proper storage and awareness of Projecting fleet revenues and budgeting that can impact bottom line. Review Lease vs purchase options
- Time Needed from PGA Professional:
  - 60-90 minutes to review procedures, reports and budgets.
- Information Needed to Complete Activity:
  - Ability to review daily, weekly and periodic procedures and identify strengths and weaknesses of the fleet program as well as provide recommended improvements



### **PGM L1 Rules Activity Descriptions**

#### **Activity Name: USGA Rules of Golf & Video Tutorial**

- Description:
  - Review a common rules application at your facility. Create a tutorial video to briefly describe how members or customers can proceed in various ruling situations.
- ☐ Information Needed to Complete Activity:
  - USGA Rules book or mobile app to define key terms, definitions and rulings used in the RULES OF GOLF and be able to locate and apply the USGA Rules to frequently encountered situations and encourage the use of the rules and standards of conduct when playing golf.
  - Be sure to record the rules tutorial video in an authentic setting rather than fabricated or not in the actual rules scenario occurring on the course.



### **PGM L1 Career Enhancement Activity Descriptions**

Descri	ption:
	Part 1: Interview a supervising professional where you work or at a facility where 30–60-minute complete work experience activities.
	Part 2 Refine a personal development plan identifying career interests, strengths, weaknesses and development targets
	Can be completed out of season
Time N	Needed from PGA Professional:
	30-60-minute interview
Inform	ation Needed to Complete Activity:
	Ask questions regarding the supervising professional's career path progression and describe positions they have had.
	Identify what they think key knowledge, skills and experiences are needed to succeed. Discuss challenges they have had to overcome in their career.
	What feedback did they provide regarding the development plar for your career progression as well as the plan to support you in the PGM Program.

**Activity Name: Comprehensive Career Plan (3 parts)** 

#### **Activity Name: Update a current Cover Letter and Resume**

J.	I Description:		
		Part 3: Provide an updated resume that includes your current accomplishments. Utilize power statements and other guidelines presented in the course manual. Upload the cover letter and resume to submit your assignment	
)	Inform	nation Needed to Complete Activity:	
		The Career Enhancement Course Manuals from level 1 and the Qualifying level for descriptions of standardized and professional formats for cover letters and resumes	
		Review the Career Services section of PGA.org	
		Utilize the local PGA Career Consultant to review these documents	



### **PGM L1 Tournament Operations Activity Descriptions**

Acti Ever	•	ne: 1: Plan , Prepare and Run a Tournament
	Descri	ption:
	Time N	leeded from PGA Professional:
		60-90 Minutes to review Tournament Operations and planning a significant event at the facility
	Inform	ation Needed to Complete Activity:
		The documents and procedures should represent typical forms, checklists, and procedures used for planning and running events.
		Utilize the Tournament Operations Appendix as a guide for example procedures and forms. As the Tournament is planned and executed, take photographs and/or acquire copies of key documents and checklists to support the activity answers. The selected event is likely to require the use of many of the examples listed in the Tournamer Operations Required documentation form provided in the activity directions and Tournament Operations appendix

Activity	Activity 1					
	☐ Description:					
[	Conduct a review and analysis of the tournament from Activity 1 – focusing on customer satisfaction and financial performance and variances to the initial tournament budget					
☐ Tin	ne Needed from PGA Professional:					
[	30-60 minutes to review tournament results including customer feedback and financials					
☐ Info	ormation Needed to Complete Activity:					
Į	Review tournaments and provide suggestions to planning, preparing, staffing and conducting for improvements to future events					

Activity Name: 2: Deview and Evaluate the Tournament from



#### **TC Activity 1: Assess Your Own Equipment**

- Description:
  - In this exercise, you will assess your own equipment for static and dynamic measurements.
- Information Needed to Complete Activity:
  - Measure all ten static club performance specification numbers and
  - Determine each club's playability dynamically
  - Measure the carry distance to help you in your gap analysis
  - Identify possible performance gaps that exist in static measurement or dynamic performance
  - Make recommendations for appropriate golf club adjustments to improve performance





U	ACTIVITY	/ 2-1 and 2-2: Observe 1 wo different full Swing Lessons Conducted by PGA Member Professionals
	Descr	iption:
		In this exercise, observe two different PGA Member Professionals as they each conduct a full swing lesson (each with a different student) of 50-60 minutes.
		Before the lesson observation, the PGA Associate and the PGA Member Professional conducting the lesson should review the lesson worksheet
		During the lesson, make sure the required videos and photographs are being captured.
		Utilize the worksheet and start to document specific information - what was observed and what was or was not adjusted throughout the lesson. This includes specific elements from the opening interview through the conclusion of the lesson.
		After the lesson, utilize the videos and photographs from the lesson, and work with the PGA Member Professional who provided the lesson to review and complete this worksheet thoroughly and accurately.
	Time	Needed from PGA Professional:
		60-120 minutes for worksheet review and delivery of full swing lesson
	Inforn	nation Needed to Complete Activity:
		Capture and document the lessons using videos and photographs.
		The pre-lesson videos will include one swing from the down the line perspective and one swing from the face-on perspective. The post-lesson videos will be the same (down the line and face-on) for a total of four videos for each observed lesson.
		The photographs should feature both the teacher and the player in the learning environment.
		Be sure to utilize specific terminology as described in the course manual in your observation. For example: GRIP: overlapping, open-faced, creating an open club face position at impact
		The course manual states that only one to three topics should be discussed in any one lesson. However, if the PGA Member Professional conducting the lesson worked on more than three topics all adjustments made should be documented.



#### **TC Activity 2-3: Lesson Observation Summary Questions**

- Description:
  - Use the Activity 2, Part 3 worksheet to summarize the two different full swing lesson observations.
- Information Needed to Complete Activity:
  - The PGA Associate needs to summarize the following:
  - How have these two observations changed your ability to structure an effective golf lesson?
  - How have these two observations influenced your ability to diagnose and improve a student's desired ball flight?
  - Compare and contrast the observations you made throughout this activity between the two different lessons.
  - Compare and contrast the communication styles between the two observations. What was most effective, and what was least effective?
  - How has this helped your own methodology for delivering an effective golf lesson?





IC	Activity	3: Take a Full Swing Lesson with a PGA Member Professional
	Descr	iption:
		In this exercise, you will take a full swing lesson of 50-60 minutes from a PGA Member Professional.
	Time	Needed from PGA Professional:
		60-120 minutes to review lesson worksheet and conduct full swing lesson
	Inforn	nation Needed to Complete Activity:
		Before the lesson being taken, the PGA Associate and the PGA Member Professional conducting the lesson need to review the lesson worksheet.
		During the lesson, capture the required videos and photographs.
		Utilize the worksheet and start to document specific information - what was observed and what was or was not adjusted throughout the lesson.
		☐ This includes specific elements from the opening interview through the conclusion of the lesson.
		After the lesson, utilize the videos and photographs from the lesson, and work with the PGA Member Professional who provided the lesson to review and complete this worksheet thoroughly and accurately.
		The pre-lesson videos will include one swing from the down the line perspective and one swing from the face-on perspective.
		The post-lesson videos will be the same (down the line and face-on) for a total of four videos for the lesson.
		The photographs should feature both the teacher and the player in the learning environment.



#### TC Activity 4: Conduct a Full Swing Lesson with a Beginning Skill Level Student

Descri	iption:					
	In this exercise, you will give a full swing lesson of 50-60 minutes to a student who must be of beginner skill level.					
	Beginner skill level is defined as somebody who likely doesn't keep score, but if a score is kept, it is probably 60 or higher for 9 holes.					
	There is no age restriction of the student or their relationship to you.					
Inform	ation Needed to Complete Activity:					
	Before the lesson review the lesson worksheet to clarify the requirements of opening interview, student objectives, ball flight laws, principles, practice assignments and summary questions.					
	Utilize the worksheet and start to document specific information - what was observed and what was or was not adjusted throughout the lesson.					
	☐ This includes specific elements from the opening interview through the conclusion of the lesson					
	During the lesson, capture the required videos and photographs.					
	After the lesson, utilize the videos and photographs from the lesson to review and complete the worksheet thoroughly and accurately.					
	The pre-lesson videos will include one swing from the down the line perspective and one swing from the face-on perspective.					
	The post-lesson videos will be the same (down the line and face-on) for a total of four videos for the lesson.					
	The photographs should feature both the teacher and the player in the learning environment.					
	An effective opening interview collects important background information and clarifies the lesson priorities.					
	The length of the opening interview can vary but should result in more narrowly defining the objectives for the lesson with the student.					
	Be sure to utilize specific terminology as described in the course manual in your observation.					
	For example: GRIP: overlapping, open-faced, creating an open club face position at impact					
	The course manual states that only one to three topics should be discussed in any one lesson. However, if more than three topics were addressed and adjusted, all adjustments that were made should be documented					



### **PGM L1 Player Engagement Activity Descriptions**

Acti	vity 1: C Descri	bserve a Player Engagement Program ption:
		The PGA Associate observes a player engagement program at a golf facility and answer the following questions about the program. Allow for time to meet with the
	Time N	Professional that is leading the program to complete this activity  Ieeded from PGA Professional:
		6-120 minutes including the session being delivered and review of the activity worksheet
	Inform	ation Needed to Complete Activity:
		Briefly describe the facility business objective(s) being addressed by implementing the specific player engagement program. For example, is the facility focused on increasing rounds, higher total revenues, more new players, or increasing rounds from existing players? Each of these would represent facility business objectives (although they should be stated in SMART terminology).
		Describe the skill level and experience of the corresponding customer segment that is the focus of the facility's player engagement program.
		Which growth initiative from the one below most aligns with the program's customer segment?
		Create New Golfers
		Retain Beginning Golfers
		Convert an Occasional Golfer
		Open the Season
		How does focusing on this growth initiative support the facility's business objectives?  Describe the session being observed. Identify orientation and instructional objectives, the amount of instructional time, and specific activities that students will complete the session being observed.
	_	in this session, and formal practices and play opportunities
		Include video with audio of the most effective teaching activities from the session (at least 2 minutes). This video may include:
		Instructional presentation from the professional being observed
	_	Participants engaging in session activities
		Your own analysis of events in the session as you are observing the session
		☐ Set up of actual session activities with a description
		Notes:
		☐ Video MUST be recorded in the actual session environment, not an office setting.
		☐ Voice-over is permitted, but not required.
		Obtain appropriate participant (or parent) permission before filming.

### **PGM L1 Player Engagement Activity Descriptions**

Act	ivity 2:	Design	a Player Engagement Program
	Descr	iption a	and Information Needed to Complete Activity:
		PART 1:	IDENTIFY AND DESIGN A PROGRAM TO MEET FACILITY BUSINESS OBJECTIVES
			Identify how the player engagement program you have selected connects to key facility business objective(s). An example could be to increase play, membership, or revenue.
			In addition, you will describe the target audience for the program and present the basic program design in terms of objectives and activities.
			Two options include designing a customized program or selecting an existing program.
		PART 2:	PROMOTE THE PROGRAM TO SPECIFIC TARGET AUDIENCES OR CUSTOMER GROUPS
			Describe how you would promote the program to the specific target audiences. To complete this section, you must describe digital promotions and/o other methods such as person-to-person outreach, group presentations, brochures, etc.
			Your promotional material should include contact information, dates of your program, and a call to action.
		PART 3:	ANTICIPATE FINANCIAL RETURNS TO THE FACILITY
			Estimate the financial success of the program. Fill out the worksheet below to estimate the net proceeds from running the program, as well as the projected future income from the program participants. The forecast should be based on the number of students who will continue to play golf and th types of golf-related activities they intend to pursue.
		PART 4:	ANALYZE AND EXPLAIN WHAT THE VALUE PROPOSITION AND VALUE EXCHANGE ARE TO THE CLUB AND YOURSELF
			Describe the value that running this type of program would offer you? (ex: learning, loyalty, career opportunities, compensation)
			Describe how this program offers value to the facility? (ex: top line growth, bottom line growth)
			Describe how this type of program adds value to the intended audience?
			Describe how you will communicate your value to your employer?





#### **PGA Associate Level 2 Golf Operations Portfolio Activity Checklist:**

l 2 Facility Management Activities:	Date:	Lev	el 2 Teaching & Coaching Activities:	Date:
FM Activity 1: Facility Organization Chart and Staffing Analysis (use case study business plan from level 1 portfolio)			TC1: Part 1 – Technology	
FM Activity 2: Staffing Payroll Model  (use case study business plan from level 1 portfolio)  FM Activity 3: Action Plan  (use case study or own facility)  FM Activity 4: Create a Policy & Procedure  (use case study or own facility)	 		TC1: Part 2 Lesson Series (18 total videos)  Three lessons – each lesson requires 6 videos  A: "Before" Video - Down-the-Line  B: "Before" Video - Face-On  C: "After" Video - Down-the-Line  D "After" Video - Face-On	
FM Activity 5: Coordination and Collaboration FM Activity 6: Yield Management and Strategic Solutions FM Activity 6a: Hourly Utilization Chart FM Activity 7: Build Pace of Play Solutions FM Activity 8: Interview the Golf Course Superintendent FM Activity 9: Merch Buying Plan & Merch Assortment Plan FM Activity 9a: Financial History & Open to Buy spreadsheet			<ul> <li>E - Lesson Opening Video</li> <li>F - Lesson Closing Video</li> <li>TC1: Part 3 Practice Recommendations (2 videos)</li> <li>TC Activity 1: Part 3a - Practice Recommendations Video</li> <li>TC Activity 1: Part 3b - Learning Aids and Drills Video</li> </ul>	0
FM Activity 10: Enhance the Retail Environment FM Activity 11: Monitor Golf Operations Performance	_   _	Leg	end and Notes:  Please see PGA.org and PGA Associate PGA Portal for complete details  Review all level 2 course manuals for reference to complete activities  Utilize case study facility provided with course manuals  Activity completed In-season is most conducive	\ <b>@</b> /

#### **Activity 1: Facility Organization Chart and Staffing Analysis**

Ш	Descrip	ition and Information Needed to Complete Activity:
		In order to implement the Business Plan The PGA Associate developed in Level 1, analyze the current organization chart for your chosen case study facility.
		Ensure the following are included to optimize the customer experience and financial performance:
		Golf operations management structure, including
		Part-time
		Full-time
		Supervisors
		Department managers
		Head Golf Professional
		General Manager (if there is one)
		Owners or Board of Directors
		Communication connections—i.e. who reports to whom and with whom each giver position needs to communicate
		Indicate which position is responsible for different golf functions, including
		Tournaments
		Golf cars
		Teaching
		Player development
		Merchandise sales
		Determine recommendations for new or reassigned positions based on your assessment of your case study facility's strengths and weaknesses.

#### **Activity 2: Staffing Payroll Model**

Description and information Needed to Complete Activity:		
	Revise the staffing payroll model using your chosen case study facility.	
	PART 1: ANALYZE THE CASE STUDY FINANCIAL FORECAST	
	Describe the strengths and weaknesses of your case study golf operation organization in terms of staffing workflow and communication. (Click "tab" to expand the chart if necessary)	
	Describe recommendations for the positions of the existing or additional staff needed in the case study golf operation.	
	PART 2: REVISE A STAFFING MODEL	
	Revise a staffing model from Year 5 Actual using the results of your analysis and identified staffing positions to project the Year 6 Labor line item at your chosen case study facility. Double click on the Excel file below to complete it.	



#### **Activity 3: Action Plan (Case Study or Own Facility)**

financial, human, time based)

Create a promotional, operational, or financial strategy and develop an action plan to support a measurable business objective for either your chosen case study facility OR your own facility where you work or intern.
 If choosing a case study facility, review the information about the case study presented in the Case Study manual.
 Develop an action plan that identifies a series of steps to be completed that includes the appropriate resources (material,

Refer to the Golf Operations Course Manual for examples.

**Description and Information Needed to Complete Activity:** 

### Activity 4: Create a Policy and Procedure (Case Study or Own Facility)

De	scrip	tion:
		Utilize the Chosen Case Study Facility from level 1 OR Your Own Facility
		Describe the strengths and weaknesses of the merchandise operation in the case study facility chosen in Level 1 <b>OR</b> at your own facility where you work or intern.
		Develop a policy and thorough procedures to correct the merchandising weaknesses described.
		Consult the policy writing guidelines featured in the Golf Operations Course Manual. Include proper use of RESOURCES, STAFFING, and SYSTEMS.
		<b>Part 1:</b> Identify the steps to purchase and manage inventory. Include communication with vendors, purchase order procedures, and receipt of merchandise.
		<b>Part 2:</b> Identify the steps to enhance product knowledge and improve staff selling skills. Include how training materials will be sourced and communication methods that will be used with the golf operations team.
		What quantitative and qualitative improvements are expected to achieve in the merchandise department as a result of creating and implementing these procedures for proper inventory management and enhancing product knowledge

and improving staff selling skills at the facility?



#### **Activity 5: Coordination and Collaboration**

- Description and Information Needed to Complete Activity:
  - PART 1: COORDINATION AND COLLABORATION WITHIN THE GOLF OPERATION
    - Think critically about which of the coordination tools and routines presented in the course manuals are currently in use at the facility where you work or intern, as well as any tools and routines not in use that could enhance coordination within the Golf Operation.
- PART 2: COORDINATION AND COLLABORATION BEYOND THE GOLF OPERATION
  - Identify the tools and routines currently in use for coordinating operations and communicating with the golf operations department.
  - Identify the tools and routines currently in use for communicating with customers or members.
  - Evaluate the success of these coordination efforts and recommend specific improvements



<b>Activity</b>	6 and 6a:	Yield Mana	agement an	d Strategic	Solutions
□ De	scrintion	and Inform	ation Need	ed to Comp	lete Activity

An effective way to critically assess operational performance is to conduct a yield and analysis of tee times and revenues. This type of analysis for a particular window of tee times can provide a better understanding of the facility's play patterns and revenue patterns.

о о а р.	remains a sense and order and remains of the particular particular
PART 1:	ANALYZING THE TEE SHEET
	Review the tee-time management systems or tee sheets at your facility (or another neighboring facility in the area that could realize the benefits of Yield Management) and perform an hour-by-hour analysis for a given set of days
	Obtain a set of tee sheets (or database) from your facility for a recent month during the golf season.
	Study the pattern of play and identify days and time periods that immediately present themselves as particularly active or inactive.
	Note the tee times that are most consistently utilized and how usage changes from day to day or hour to hour within different days.
	Compare individual days of the week and evaluate if and how pricing structure affects usage at particular times, especially if pricing varies from hour to hour.
	Look for busy periods and white spaces and any other patterns that become evident.
	Answer the following questions after completing the initial analysis.
PART 2:	Activity 6a - PERFORMING AN HOUR-BY-HOUR ANALYSIS
	Select a specific day of the week and monitor the play on that day for an entire month (for example, all Mondays or all Tuesdays)
	Perform an hour-by-hour analysis of the rounds.
	Utilize a regular spreadsheet or software that is linked to your POS or tee time reservation system.
	Estimate how much revenue these rounds generate (particularly if pricing changes for different times of the day).
	OPTION 1: Use your own facility's spreadsheet but be sure to capture all of the information described above.
	OPTION 2: Download the analysis sheet available on the Education Portal to organize your data.



Activity 7: Build a Pace-of-Play Solutions  Description and Information Needed to Complete Activity:	Activity 8: Interview with the Golf Course Superintendent  Description and Information Needed to Complete Activity		
Investigate the pace-of-play program at the facility where you work to assess its effectiveness and recommend improvements.  PART 1: RESEARCH CURRENT PACE-OF-PLAY PROCEDURES	Conduct an interview with the superintendent of the go course where you work in order to learn more about the background and job responsibilities of a superintenden as well as the on-the-job challenges that he or she may		
Review how pace-of-play is maintained at the facility where you work. Familiarize yourself with the resources and the policies and procedures that the facility uses to monitor and maintain pace-of-play. Think critically about how effective the current program is and include your own observations about the facility's response to slow play.	face. It will also the PGA Associate the opportunity to compare and contrast the jobs of golf professional and course superintendent.  Part 1 Background Information Part 2 Grasses Part 3 Maintenance Practices		
PART 2: RECOMMEND IMPROVEMENTS	Part 4 Sustainability		
Identify a set of busy daytime hours or individual days during the month. Describe how the pace-of-play is monitored and facilitated using the resources, tools and procedures available at your facility. After completing the examination, answer the following questions.	Part 5 Functional Course Design  Time Needed from PGA Professional and Golf Course Superintendent:  60-90 minutes to conduct the interview		



Activity 9 and 9a: Merchandise Buying Plan and Merch Assortment Plan Financial History and OTB Projections for the Merchandise Business

Descr	iption a	nd Information Needed to Complete Activity:
		h the sales history, consider current trends, and develop a plan and outline procedures for inventory management as well as selling strategies for ONE (1) wing classifications at your facility:
		Headwear
		Golf balls
		Golf clubs
	PART 1:	DEFINE THE OVERALL MERCHANDISE OPERATION
		Identify the Facility Type and Number of holes, the Market, Customer and Competition for the Merchandise Business
		Identify Prior Year Annual Total Merchandise Sales and COGS, merchandise classifications, high and low performing classifications
		Provide the facility Mission Statement and Customer Preferences
	PART 2:	PRIOR YEAR PERFORMANCE BY MONTH - CHOSEN CLASSIFICATION
		Research and document prior performance data for the chosen classification (headwear, golf balls or golf clubs) in the merchandising operation. If access to the financials is unavailable, interview the person responsible for the merchandise operation to obtain reasonable estimates of prior performance.
		At a minimum, the sales data for your chosen classification (headwear, golf balls or golf clubs) from the year prior to your plan must be provided.



Activity 9 and 9a continued: Financial History and OTB Projections for the Merchandise Business

■ Description and Information Needed to Complete Activity:				
		PART 3	: OPEN TO BUY PLAN	
			Based on your research of past performance provided above, develop an OTB plan for the upcoming year.	
			The spreadsheet for this activity can be found in the Education Portal. The OTB plan will be based on forecasted values for gross sales, COGS, turn rate Beginning of Month Inventory (BOMI), and End of Month Inventory (EOMI).	
			(Note: the EOMI is the same as the BOMI for the following month. For example, the BOMI for February is the EOMI for January.) Refer to the course manual for additional information on developing the OTB.	
		PART 4	: MERCHANDISE ASSORTMENT PLAN	
			Use the purchasing habits of the facility's customers and recent trends to create a merchandise assortment plan (MAP).	
			The Excel spreadsheet for this activity is embedded in the activity worksheet.	
			Complete an assortment plan for the various product lines of your chosen classification.	
			Identify vendors and cost per unit for the inventory in the MAP spreadsheet	
			PRICING: Describe the mark-up approach the facility uses for the selected classification.	
			Provide an example calculation for an item in this classification using the chart below.	



#### **Activity 10: Enhance The Retail Environment**

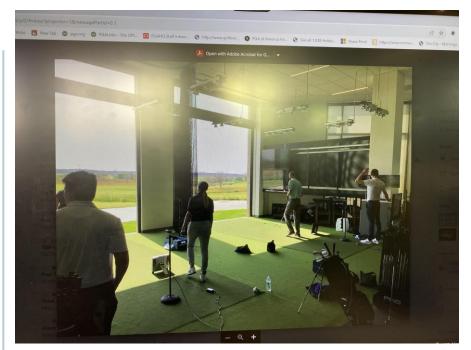
Descrip	cription and Information Needed to Complete Activity:		
		: ANALYZE SHOP LAYOUT, DISPLAYS, AND	
	MAINTE	ENANCE	
		Analyze the overall shop layout and merchandise display and presentation. The evaluation should be based on the customer's perspective and the facility's potential to increase merchandise sales. Use the table below to summarize the analysis and make recommendations for each area of the merchandise operation.	
	PART 2	: PROMOTION	
		Describe how the merchandise is promoted and provide a promotional example to include the following:  Features  Benefits	
		Price	
		Vendor	
		Promotional timeframe	
		Describe the quantitative results of the effectiveness of the promotional piece above	
	PART 3	: IMPORTANCE OF SELLING	
		Evaluate the effectiveness of the golf operation's selling process and describe improvements that could be implemented	

#### **Activity 11: Monitor Golf Operations Performance**

Descrip	Description and Information Needed to Complete Activity:				
	PART 1: ANALYZE GOLF OPERATIONS PERFORMANCE				
		Generate a set of metrics and ratios for monitoring the impact of the core business areas of the golf operation i order to make appropriate adjustments to the strategies in your business plan to improve performance.			
		List members of the golf operations team who should be involved in the review			
		Prioritize the most important metrics and ratios			
		Identify how often each metric should be calculated and reviewed (daily, weekly, monthly, or other frequency, etc.			
		Identify an acceptable range of variance to budget for each metric or ratio			
		Identify a potential operational, promotional or financial adjustment as a corrective action to negative variance			
	PART 2: 0	COMMUNICATE GOLF OPERATIONS PERFORMANCE			
		What is your current involvement in assisting with monitoring golf operations?			
		Provide recommendations to become more involved in the monitoring of performance.			
		Identify ways to communicate findings or results to key staff members.			
		What changes have been implemented because of improved engagement in monitoring performance?			

#### Teaching & Coaching Activity 1 Part 1: Technology used in Lesson Series

- Description and Information Needed to Complete Activity:
  - Part 1: Use relevant technology during the lesson series. In addition to video swing analysis, at least one other type of technology needs to be selected for use during the lesson series.
  - A list of acceptable technology pieces is provided in the directions for **Part 1**.
  - If a piece of technology that is not listed in Part 1, contact the PGA Education Department at 866-866-3382 opt 6 for confirmation.
  - Document and explain the use of technology in delivering this series of lessons.
  - Technology is **defined by use of electricity**. If no electricity is used then what is used is defined as a teaching or training aid (mirror, impact bag, swing fan, alignment rods, etc.)
  - Describe how the use of video and at least a second (and different) piece of technology (the use of a second piece of technology is required in at least one lesson) influenced both the relationship-building and the game improvement abilities with the player





#### **Teaching & Coaching Activity 1 Part 2: Three Lesson Series**

u	Descri	iption and Information Needed to Complete Activity:					
		Part 2: Document the observations and adjustments made by you (the teacher) for EACH of the three (3) lessons in the series.					
		Utilize the lesson worksheets to document your observations and the summary questions to validate the decisions you made based on the ball flight laws, principles and preferences.					
		In this exercise, you will conduct three (3) lessons (60 minutes each) with ONE (1) Intermediate Student who has a handicap between 11-30 and using teaching technologies of choice (in addition to video).					
		The same intermediate player should be featured in all Activity 1 parts.					
		At least one of the three lessons should focus on the full swing and at least one of the three lessons should focus on the short game. One of the three lessons will be the teacher's choice (full swing or short game).					
		If the lesson series does NOT have a short game lesson and a full swing lesson, this activity will not pass.					
		Each of the three lessons in the series must be conducted on a DIFFERENT day. The student must have time in between each lesson to allow for sufficient time to process and practice on their own.					
		As a result of the student's practice and time between lessons, the opening interview in subsequent lessons should be customized based on clarifying and assessing what the student may or may not have learned from the previous lesson and practice time.					
		Complete the worksheets provided and document specific information concerning the lesson. This includes specific elements from the opening interview through the conclusion of the lesson.					
		Capture and document the lessons using video. The pre-lesson videos will include one swing from the down-the-line perspective and one swing from the face-on perspective.					
		The post-lesson videos will be the same (down the line and face-on) for a total of four swing videos per lesson.					
		In addition to the raw swing footage described above, a 2-5 minute video of the opening of the lesson and a 2-5 minute video of the closing of the lesson is required for EACH of the three lessons.					
		The audio component of the opening and closing and practice lessons must be clear and easy to hear when evaluated. If wind or other environmental noise is causing audio interference, consider a different location to improve the required audio in the video clip.					

The opening and closing videos for each lesson will need to show the interaction between the student and the teacher in the lesson setting.

#### **Teaching & Coaching Activity 1 Part 3: Practice Review**

- Description and Information Needed to Complete Activity:
  - Document the practice prescriptions given in the lesson series. Responses will detail "during each lesson" and "in between each lesson" practice and describe drills with an aid and drills without an aid given to help the student's progress.
  - Please provide a 2-5 minute video of the Practice Recommendations given from one of the lessons
  - □ Please also provide a 2-5 minute video of the Learning Aids and Drills assigned from one of the lessons.
  - The video documentation will need to show the interaction between the student and the teacher in the lesson setting.
  - □ LEARNING AIDS Please explain the effectiveness of the learning aids used during the lesson series?
  - □ ENVIRONMENT Summarize the practice that was designed to improve the player's game in the lesson series. Provide your rationale as to why the specific practice prescriptions were chosen and describe their effectiveness.
  - DRILLS AND PRACTICE ASSIGNMENTS How specific were the practice prescriptions that were given to the student? Explain. (i.e. Was the drill explained generally, "Place the tee in front of impact" or was it explained precisely such as, "place the tee 6 inches in front of impact.")





#### **PGA Associate Level 3 Golf Operations Portfolio Activity Checklist:**

Level 3 Facility Management Activities: Date:			Lev	evel 3 Teaching & Coaching Activities: Date:
	FM3: Activity 1 Diagnosing a Performance Problem FM3: Activity 2 Conducting a Joint Problem-Solving Discussion FM3: Activity 3 Identify Principles of Motivating Work FM3: Activity 4 Applying Appropriate Delegation Strategies FM3: Activity 5 Benefits of F&B Operation FM3: Activity 6 Coordination of F&B w/Golf Operations FM3: Activity 7 Customer Service and the F&B Operation FM3: Activity 8 Estimating F&B Costs FM3 Activity 9 Team Simulation Strategic Business Plan FM3: Activity 9a Team Simulation Profit/Loss Spreadsheet FM3: Activity 9b Team Simulation Seminar Planning Document			TC3: Activity 1 Short Game and On-Course Lessons  Observe or Take a SHORT GAME LESSON (4 VIDEOS)  Take an ON_COURSE LESSON (3 VIDEOS)  TC3: Activity 2 Advanced Player Lesson Series (11 videos)  Part 1 Technology Part 2 Club-Fitting Part 3 Short Game Lesson (4 videos – a,b,c,d) Part 3 Full Swing Lesson (4 videos – e, f, g, h)  A/E: "Before" Video - Down-the-Line
Lege	nd and Notes:			B/F: "Before" Video - Face-On C/G: "After" Video - Down-the-Line
	Please see PGA.org and PGA Associate PGA Portal for comple	ete details		■ D/H "After" Video - Face-On
	Review all level 3 course manuals for reference to complete a	ctivities		<ul> <li>Part 3 On-Course Lesson (3 videos)</li> <li>I - Lesson Opening Video</li> </ul>
	Utilize case study facility and team simulation reports provide in-person seminar	d at level 3		<ul><li>J - On-Course Encountering an Adaptive Environment</li><li>K - Lesson Closing Video</li></ul>
	Activity completed In-season is most conducive			TC3: Activity 3 Two-Session Group Lesson (4 videos)  3a Lesson Opening Video
	PGA Professional assistance Needed			<ul><li>3b Skill Teaching Short Game Video</li><li>3c Skill Teaching Full Swing Video</li></ul>
				3d Lesson Closing Video

#### **Activity 1: Diagnosing a Performance Problem**

Descrip	otion and Information Needed to Complete Activity:
	The purpose of this activity is for the PGA Associate to practice applying the concepts and tools to an actual performance scenario at their place of employment.
	Choose a performance problem to address, using the following guidelines:
	The performance problem should involve a performer over whom the PGA Associate has direct supervisory responsibility. This facilitates engaging the performer in problem solving.
	The performance problem should involve a specific task rather than a performer's entire job. Choosing a specific task allows the PGA Associate to focus on one problem, and not the whole job.
	Choose a problem about which conclusions have not been reached any conclusions or one where conclusions that have reached are set aside any. This is especially important if the assumed conclusion points to the performer as the primary cause of the problem.

#### **Activity 2: Conducting a Joint Problem-Solving Discussion**

Description and Information Needed to Complete Activity:

Descrip	tion and	intermediation received to complete Activity.
	problem	ribed in the Supervising course manual and seminar, joint solving is the first stage in a four-stage sequence for ng performance problems.
		pose of this activity is to practice applying the action r joint problem solving with the performer.
	Utilize th	ne same situation that was diagnosed in Activity 1.
	The action	on steps used during this stage:
		Set up a problem-solving discussion with the performer to address the performance concern.
		State the concern in relation to the expectations for the job or task. Avoid making blaming statements.
		Invite the performer to work with management to identify the cause of the problem and the actions that can be taken to address the problem.
		Seek to understand the performer's point of view.
		Identify specific actions on which both the performer and management can agree.
		Establish a clear process for follow-up.



#### Activity 3: Identify Principles of Motivating Work **Description and Information Needed to Complete Activity:** The purpose of this activity is to practice applying the principles of motivating work to a specific work assignment. Skill Variety—The more skills the performer can use while completing a task, the more involved the performer will be. Whole Task—"Whole task" means that the performer works on a complete task from beginning to end. Performers find this more interesting than being involved with fragments of a task and feel greater ownership for the results of their work. Significant Work—Performers are more inclined to dedicate themselves to tasks they believe have real significance, as opposed to ones they believe have little impact. Autonomy—Performers who have a reasonable amount of freedom to determine how best to do a job are more motivated than those who have little discretion about how to do the iob. Feedback—Performers who receive clear, timely, and unbiased feedback about achieved results in relation to goals are more likely to strive for improvement than those who fail to receive such feedback. Focusing on a specific work assignment will allow one to see the impact of applying these principles to create a more motivating environment

#### **Activity 4: Applying Appropriate Delegation Strategies**

Descrip	Description and Information Needed to Complete Activity:		
	The purpose of this activity is to practice applying an appropriate delegation strategy in making an assignment and monitoring progress.		
	Use the assignment from Activity 3 or one where you expect some resistance and want to practice your use of convincing of involving as a delegation strategy.		
	Ideally, identify a situation where the convincing or involving strategy to complete this activity.		
	Review the Delegation Strategy Matrix in the Supervising and Delegating course manual. Using this matrix, identify which delegation strategy that is most appropriate for the selected situation based on the following:		
	Willingness to perform the assignment		
	Capability and experience to perform the assignment		
	Based on the selected delegation strategy, describe how the elements of the performance system were utilized to delegate the assignment and describe what happened as a result		



#### **Activity 5: Benefits of the Food & Beverage Operation**

□ Description and Information Needed to Complete Activity:
 □ Answer the following questions concerning the food and beverage operation at your facility.
 □ Describe the type of facility where you currently work and list the specific types of food and beverage services offered to your customers (snack bar, full-service dining, beverage car, etc.). List a few benefits of these specific services for customers and for the facility's business.
 □ Estimate the percentage of members or customers that play golf and use the food and beverage services.
 □ Also estimate the percentage of members or customers that use the food and beverage services when they do not play golf at the facility.

#### **Activity 6: Coordination of Food & Beverage Operations**

]	Description and Information Needed to Complete Activity:		
		Interview the head golf professional and the food and beverage manager at the facility where you work and answer the following questions concerning coordination of golf operations with the food and beverage department.	
		Describe how the golf operation and the food and beverage operation work together on a consistent basis to ensure a positive experience for members and guests of the facility. Describe key daily, weekly, and monthly coordination strategies.	
		Describe the most critical food and beverage operational issues that the golf professional encounters on a daily or weekly basis and the types of functions that require the services of both departments.	
		Identify the specific services that are supported by each department and indicate which staff members from each department are responsible for the success of these joint functions.	
]	Time Ne	eeded from PGA Professional & Food & Beverage Manager:	

Beverage manager to complete the worksheet.

30-60 minutes to interview the PGA Professional and the Food &



ACTIV	Activity 7: Customer Service and the F & B Operation		
	Descript	tion and I	nformation Needed to Complete Activity:
			areas where food services and golf operations should te efforts.
		PART 1: MANAG	: INTERVIEW THE FOOD AND BEVERAGE ER
			Meet with the food and beverage manager at the facility where you work to discuss training that food and beverage employees receive in customer service and answer the following questions.
		PART 2	: OBSERVE THE FOOD AND BEVERAGE
		OPERA1	TION
			On two different days observe the interactions between employees and customers, focusing on how the employees provide customer service.
	Time N	leeded <sup>•</sup>	from Food & Beverage Manager:
			nutes to interview the PGA Professional and the Food & e manager to complete the worksheet.

#### **Activity 8: Estimating Food Costs**

Ш	Descripti	on and Information Needed to Complete Activity:
		Select a food and beverage service at the facility (such as fine dining or the grill room) and obtain a menu from the operation to estimate the costs for three similar food items offered (appetizers, entrees or desserts for example).
		Fill in the appropriate lines on the table below with the help of your food and beverage manager. Keep in mind that the actual food cost of the items may vary by the number of items sold, spoilage, pilferage, and mix of items on the menu.
		Summarize how close the estimated costs were to actual costs. Verify actual costs with the food and beverage manager.
		Describe any discrepancies in the estimated costs versus the actual costs.
		Relative to experiences in golf shop merchandise purchasing and inventory control, describe the improvements that can be made to increase the gross profit and decrease the food cost percentages.
		Explain how the estimated food cost for the three appetizers aligns with the overall Business Plan and Mission of the facility.
Ш	Time Ne	eded from Food & Beverage Manager:
		30-60 minutes to interview the PGA Professional and the Food & Beverage manager to complete the worksheet.



Lesson		
	Descrip	otion and Information Needed to Complete Activity:
		PART 1: OBSERVE OR TAKE A SHORT GAME LESSON
		(Putting, Chipping, Pitching or Greenside Bunker)
		In this exercise, you will observe or take a short game lesson from a PGA Member Professional that is 50-60 minutes.
		Before the lesson, ask the PGA Member Professional conducting the lesson to review the lesson worksheet.
		During the lesson, capture the required videos and utilize the worksheet and start to document specific information what was observed and what was or was not adjusted throughout the lesson.
		After the lesson, utilize the videos from the lesson and work with the PGA Member Professional who provided the lesson to review and complete this worksheet thoroughly and accurately.
		Capture and document the lessons using video. The pre-lesson videos will include one swing from the down the line perspective and one swing from the face-on perspective. The post-lesson videos will be the same (down the line and face-on) for a total of four videos for each observed lesson.
		Video 1: Before the lesson face-on
		Video 2: Before the lesson down-the-line
		Video 3: After the lesson face-on
		Video 4: After the lesson down-the-line
		Time Needed from PGA Professional:
		<ul> <li>60-120 minutes for worksheet review and delivery of full swing lesson</li> </ul>

Teaching & Coaching Activity 1: Observe or Take a Short Came

#### **Teaching & Coaching Activity 1: On-Course Lesson**

•		una milanamanan madada ta dampidia matrici,
		PART 2: TAKE AN ON-COURSE - SPECIALTY SHOTS, UNUSUAL CONDITIONS AND THE MENTAL GAME
		In this exercise, you will take an on-course (NO SIMULATORS) lesson that is a minimum of three holes with a PGA Member.
		You will complete the worksheet provided and document specific information concerning the lesson. This includes specific elements from the opening interview through the conclusion of the lesson.
		You will need to capture and document the lesson using video.
		Video 1: Lesson Opening – Must include discussion on the vividness and controllability of the opening tee shot.
		Video 2: Encountering an Adaptive Environment – Must demonstrate how the teacher shows a player how to take a practice environment skill and adapt it for use on the golf course. This can include uneven lies, recovery shots, or short game elements.
		Video 3: Lesson Closing – Must include key points, relevant cues, practice prescriptions given and lesson summary.
		All video documentation will need to show the interaction between the student and the teacher in the lesson setting.
		The audio component of all videos must be clear and easy to hear when evaluated. If wind or other environmental noise is causing audio interference, consider a different location to improve the required audio in the video clip.
	Time N	leeded from PGA Professional:
		60-120 minutes for worksheet review and delivery of full swing lesson

Description and Information Needed to Complete Activity:



#### **Teaching & Coaching Activity 2 Part 1: Technology**

Descrip	<b>Description and Information Needed to Complete Activity</b>		
	Use relevant technology during at least one lesson of the lessor series and during the club fitting.		
	At least one (1) photo of the student using teaching technology during the lesson series		
	In addition to video swing analysis, at least one other type of technology needs to be selected for use during the instruction and club fitting.		
	A list of acceptable technologies is provided in the directions for Part 1.		
	Document and explain the use of technology in delivering this series of lessons.		
	Technology is defined by the use of electricity. If no electricity is used then what is used is defined as a teaching or training aid (mirror, impact bag, swing fan, alignment rods, etc.)		
	Describe how the use of video and at least a second piece of technology (the use of a second piece of technology is required in at least one lesson) influenced both the relationship-building and the game improvement abilities with the player.		

#### **Teaching & Coaching Activity 2 Part 2: Golf Club Fitting**

Descrip	ription and Information Needed to Complete Activity:		
	Conduct a club fitting with the advanced student.		
	At least one (1) photo of the PGA Associate and the student in the club fitting environment during the club fitting process.		
	Provide a complete golf club fitting for the advanced player featured in the three-lesson series.		
	Fill out the following form while conducting this fitting. Fill in the fields below to document the results.		
	SECTION 1: PERSONAL DATA		
	Use the Student Background Information sheet to learn more about your student. The student information form must be completed prior to developing the lesson plans and completing the first lesson. Analyze and use the student information to tailor the lessons to the student's needs		
	SECTION 2: EVALUATE THE PRESENT SET OF GOLF CLUBS		
	SECTION 3: EVALUATE THE OTHER CLUB SPECIFICATIONS IN THE SET		
	Describe the characteristics of the clubs, such as manufacturer, model, head design, shaft, grip, weight, and playability and other club specifications in the set		
	SECTION 4: PUTTER FITTING		
	<ul> <li>Conduct a putter fitting and enter the results and specifications in the fields below.</li> </ul>		
	SECTION 5: RECHECK LIE ANGLE, FIT WEDGES, AND MAKE RECOMMENDATIONS		
	With all golf club specifications determined, recheck the fitted 7-iron for the proper lie angle. Record the results for this section in the fields below.		
	OF AMERICA		

**Teaching & Coaching Activity 2 Part 3: Full Swing Lesson Series** 

Description Activity:	and Information Needed to Complete
	ns with an advanced skill level player – one short ull swing and one On-Course lesson
Short	Game (a,b,c,d) and Full Swing lessons (e,f,g,h)
(4 vid	eos each)
	Part 2 3a/3e - Short Game "Before" Face-on Video
	Part 2 3b/3f - Short Game "Before" Down-the-Line Video
	Part 2 3c/3g - Short Game "After" Face-on Video
	Part 2 3d/3h - Short Game "After" Down-the-Line Video
☐ On-Co	urse Lesson (3 videos)
	3i - On-Course Lesson Opening Video
	3j - On-Course Encountering an Adaptive Environment Video
	3k - On-Course Lesson Closina Video

**Teaching & Coaching Activity 3: Two Session Group Lesson** 

Description and Information Needed to Complete Activity:		
	TC3 Activity 3a - Video 1: Lesson Opening	
	TC3 Activity 3b - Video 2: Skill Teaching Short Game	
	TC3 Activity 3c - Video 3: Skill Teaching Full Swing	
	TC3 Activity 3d - Video 4: Lesson Closing	



