



# GRAAA

Welcome to the July 2018 digital issue of *Golf Range Magazine*!

Inside this issue, you will find the following features:

- Cover Story: Coach to Coach – Instructional insight from five GRAA Top 50 Growth of the Game Teaching Professionals
- UNLV PGA Golf Management University Program – Leans on Tech to Impact Life on Campus and in the Community
- Clubfitter's Corner – Understanding dynamic loft and launch angle
- From the Range, to the Course, to the Scorecard – A collection of ideas from some of the game's leading instructional minds on how to “transfer training”
- 7 Ways to Improve Your Golf Shop's Social Media Presence
- A Masterful Swing – Errie Ball: Frame-by-Frame
- Winning & Performance: It's a Complicated Relationship – This is the fourth in a series of articles from Top 100 Golf Instructor Shawn Humphries
- Teaching & Training Aids: Shot Scope V2 – Our series on golf's finest training aids continues with a new GPS and game-tracking device
- Video File: The Trick to Teaching Golf

Keep it fun and thanks for supporting the GRAA.

Best Regards,

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*Golf Ranges: Where the Fun Starts*

SOCIAL MEDIA TIPS • BIOMECHANICS AT UNLV • CLUBFITTING CONCEPTS

# Golf Range



**M A G A Z I N E**

Volume 26 No. 7  
July 2018

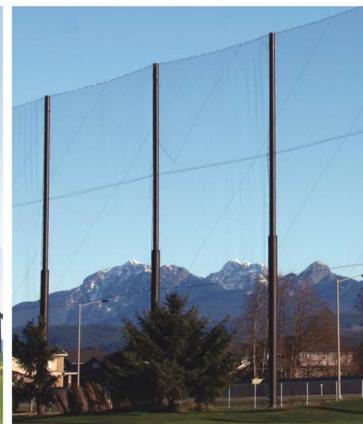
TEACHING • PRACTICE • PLAYER DEVELOPMENT • FITTING/DEMO • OPERATIONS • ENGAGEMENT

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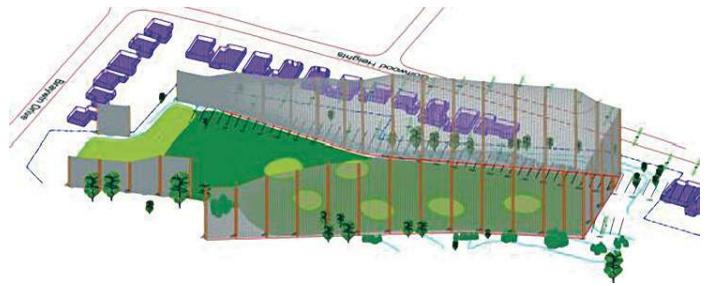
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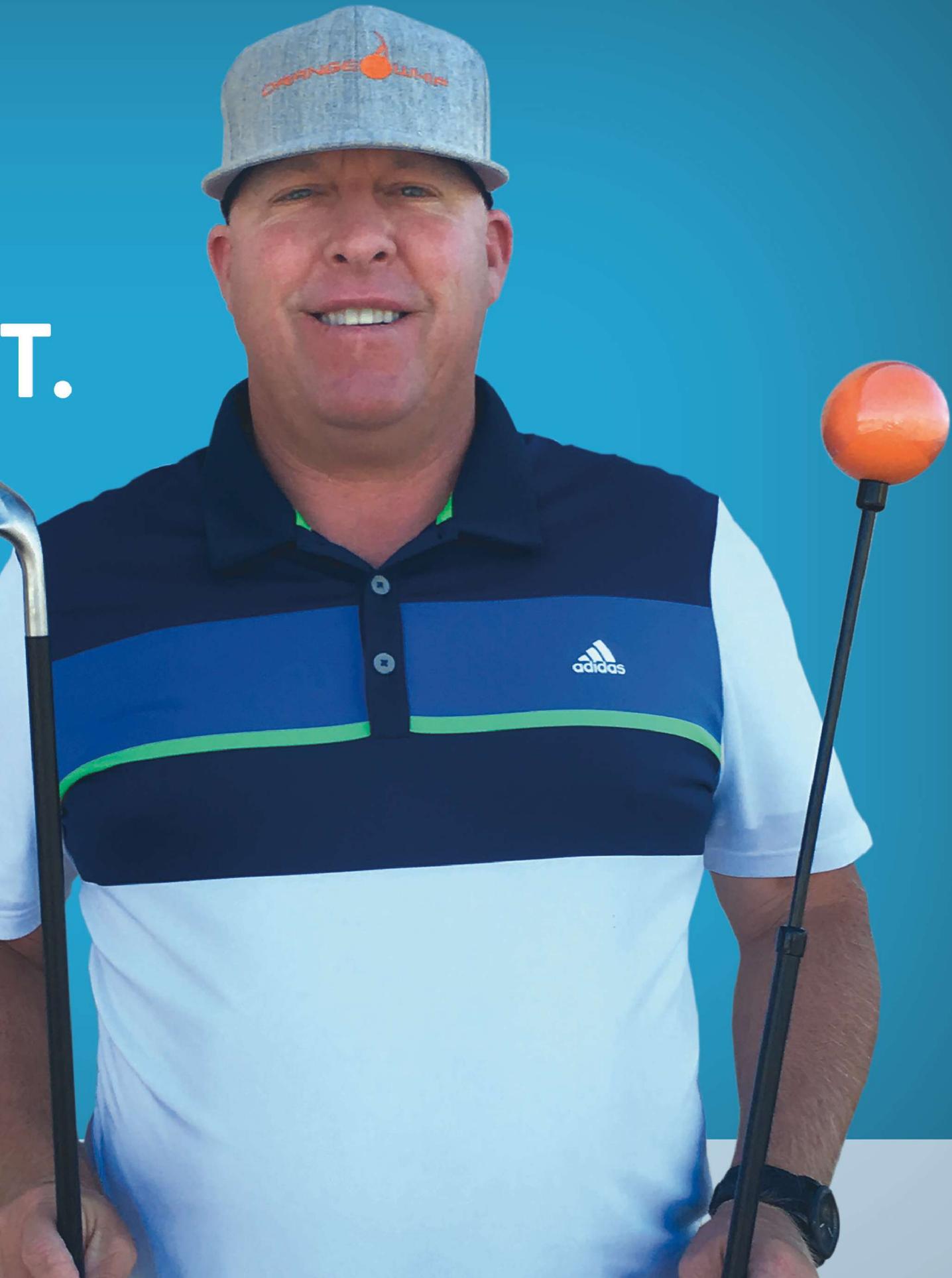
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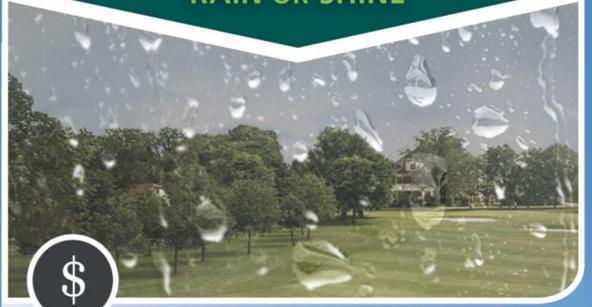
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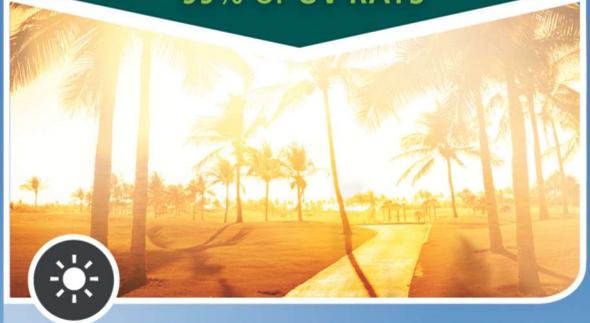
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# Golf Range



## MAGAZINE

Volume 26, Number 7

JULY 2018



34



44

46



### Features

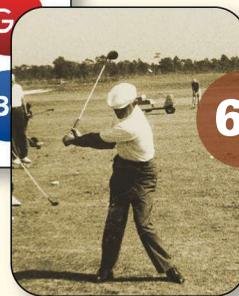
- 34 **Coach to Coach**  
Instructional insight from five GRAA Top 50 Growth of the Game Teaching Professionals
- 44 **UNLV PGA Golf Management University Program**  
Leans on Tech to Impact Life on Campus and in the Community
- 46 **Clubfitter's Corner**  
Understanding dynamic loft and launch angle
- 52 **From the Range, to the Course, to the Scorecard**  
A collection of ideas from some of the game's leading instructional minds on how to "transfer training"
- 58 **7 Ways to Improve Your Golf Shop's Social Media Presence**
- 60 **A Masterful Swing**  
Errie Ball: Frame-by-Frame
- 62 **Winning & Performance: It's a Complicated Relationship**  
This is the fourth in a series of articles from Top 100 Golf Instructor Shawn Humphries
- 68 **Teaching & Training Aids: Shot Scope V2**  
Our series on golf's finest training aids continues with a new GPS and game-tracking device



52



58



60

### Departments

- 20 **From the CEO**
- 22 **Golf Range News**
- 28 **Video File:** The Trick to Teaching Golf
- 76 **GRAA Featured Partners**
- 78 **GRAA Preferred Vendors**

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# SHARING KNOWLEDGE: Helping Instructors to Better Teach the Game

One of the most unique things about the golf profession is the willingness to share ideas and strategies that can help your peers improve their business. As the central focus of this month's issue, we've highlighted five PGA Directors of Instruction who are also GRAA Top 50 Growth of the Game Teaching Professionals, and given them each a platform to share instructional tips that can help you improve as a teacher of the game.

Continuing the teaching trend, we also took a deep dive into several of the trendiest coaching philosophies – spending time with the coaches who developed them in order to better understand how to help golfers transition performance from the practice range to the course.

We've embraced the throwback moniker for this month's installment of Tour Talk, as we take a frame-by-frame look at one of the most "masterful" swings in golf – belonging to the great Errie Ball. Before passing away in 2014, Ball was the last surviving competitor from the inaugural 1934 Masters.

Earlier this summer, our editor took a trip to the University of Nevada Las Vegas. There he got a firsthand look at the school's new PGA Golf Management University facilities. Equipped with state-of-the-art biomechanical technology (it's one of just two PGM universities to have such technology), UNLV is planning innovative ways to use the facility to connect to the broader campus and community populations.

As always, we want to hear from you. Your feedback helps make the GRAA and *Golf Range Magazine* better. So please let us know if you decide to implement an idea or strategy you've read in either our best practice emails or in *Golf Range Magazine*.

All the best,

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*Golf Ranges: Where the Fun Starts*

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**T**opgolf Entertainment Group (TEG) has hired former TaylorMade Golf Company CEO **Ben Sharpe** to expand its global footprint of practice ranges that license its Toptracer Range technology. Sharpe (*pictured*) will serve as President of the Toptracer Range division, which is based in London and overseen by TEG CEO Dolf Berle.

Look for a full Q&A with Sharpe in an upcoming issue of *Golf Range Magazine*, highlighting the current success of Toptracer Range and what plans he has in store for the growing brand.



**R**enowned tour professional **Jay Haas** (*pictured*) is among a group of investigators buying the Eagle Zone practice range in Greenville, South Carolina.

Haas bought the location with his two sons, Jay Jr. and Bill; his brother-in-law, Dillard Pruitt; and the current manager of Eagle Zone, John Gerring. The sale closed for an undisclosed amount.

The group plans to invest more than \$250,000 in turning the 24-acre Eagle Zone into a golf instructional center. They will use their connections to bring experienced and notable golf coaches to conduct clinics along with the Haas family. Jay Jr. and the Eagle Zone's six current instructors will also offer one-on-one teaching.

"Golf has been great to the Haas family and this is another way to give back to the game with instruction and an avenue for some to further enjoy the game while getting younger players to discover it," Haas said.

The facility will be rebranded with a new name in the coming months.

*This story originally appeared on [www.foxcarolina.com](http://www.foxcarolina.com).*

**A** golf entertainment facility is planned for the Sanford Sports Complex in Sioux Falls, Idaho. It will be home to an interactive practice range, the Sanford Power Golf Academy, a restaurant and meeting space.

Called **Great Shots**, the 54,000-square foot facility is scheduled to open in late 2019, and will be part of the 500-acre sports complex that already includes facilities for basketball, volleyball, football, tennis, hockey and more.

"The vision of the Sanford Sports Complex has always been to create a place filled with activities the entire family can enjoy, and Great Shots is a perfect fit," said Kelby Krabbenhoft, President and CEO of Sanford Health.



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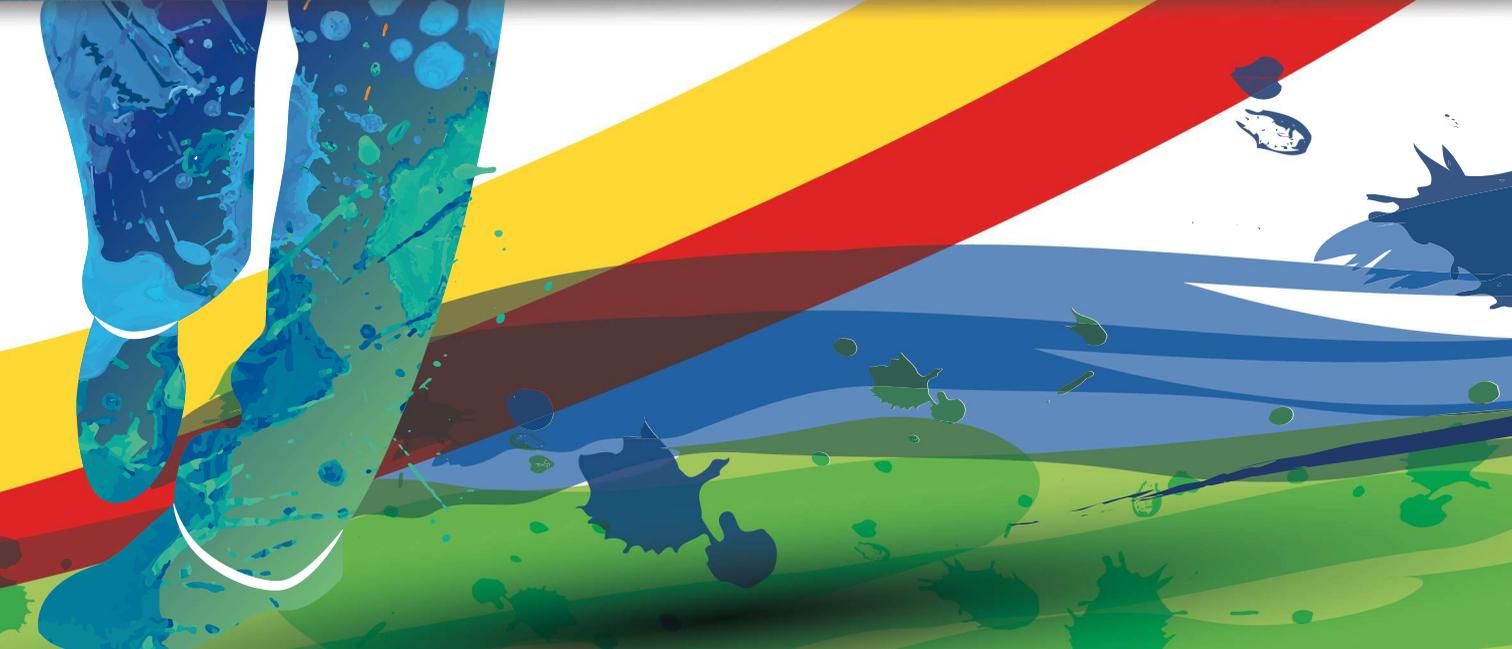
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# The **TRICK** to Teaching Golf

by Matt Frey, PGA



**E**ric Johnson, a three-time Tri-State PGA Section Teacher of the Year and three-time Section Horton Smith Award winner is the PGA Director of Instruction at Nemacolin Woodlands Resort in Farmington, Pennsylvania.

Much like the resort itself, Nemacolin Woodlands' Golf Academy offers many different amenities for its students: Instruction, clubfitting, club building, video, launch monitor analysis and putting analysis. However, there is one unique aspect to its offerings that is not listed on the academy's website: Johnson's trick shots.

Johnson, a decorated PGA Professional in the Tri-State PGA Section and former PGA Director of Instruction at Oakmont Country Club, showcases some of his trick shots in almost every lesson he does.

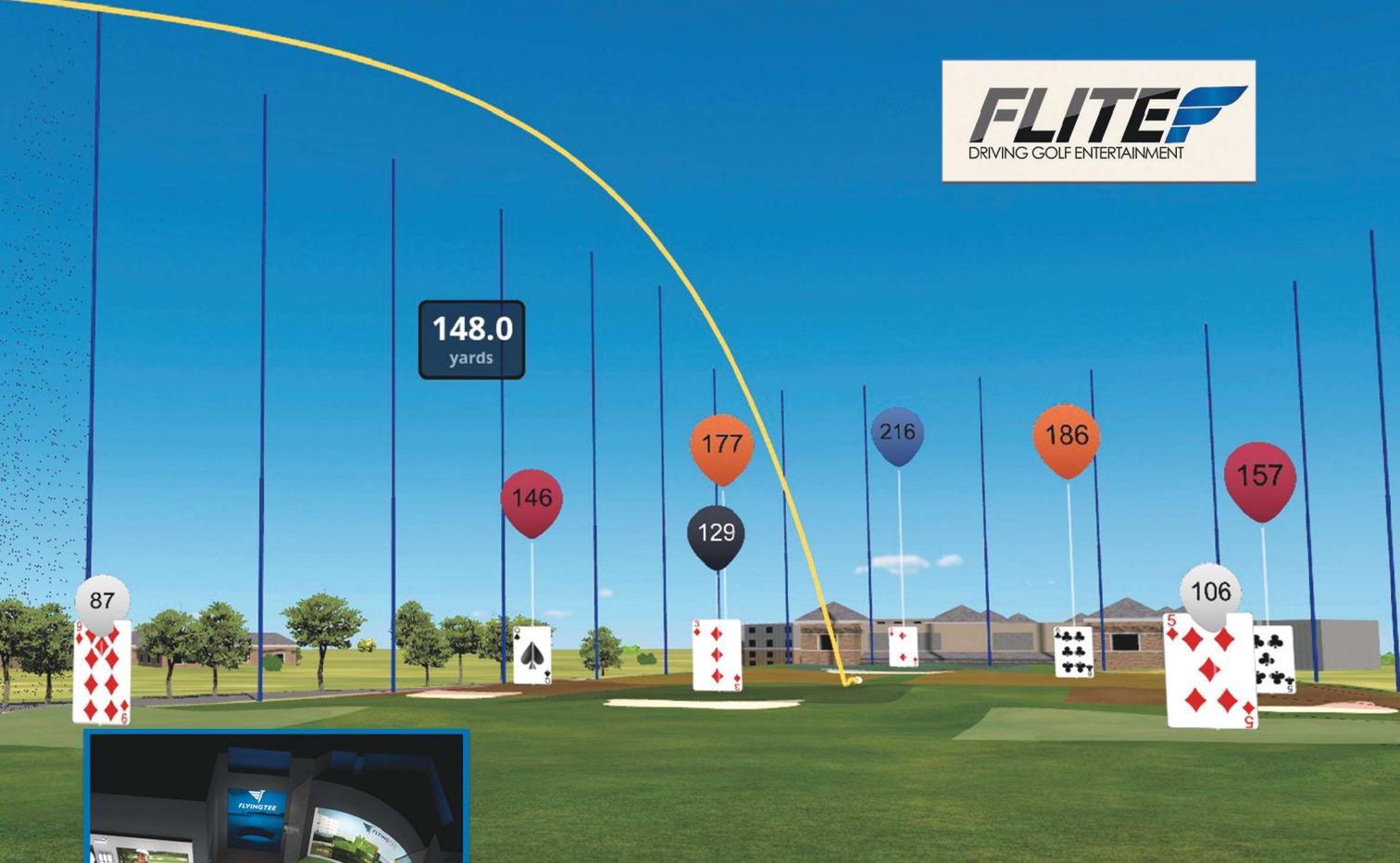
"I feel that it is a fun way to validate what I am explaining about the golf swing," Johnson says.

In this video, Johnson runs down his go-to trick shots, some of which are more flashy than others, but all have a practical application to golf instruction. For instance, he uses his "whippy" club with a super-flexible shaft, Heavy Hitter and Orange Whip with his students to help them feel what better rhythm and proper sequence of the back and downswing feels like.

"They provide instant feedback to my students," Johnson explains.

While there is always a reason and practical application to why Eric Johnson uses a trick shot in his lessons, he maintains that golf and learning should be fun for the students.

"I try to balance entertainment and learning with my trick shots in every lesson," Johnson says. "I haven't had a lesson that didn't end with a smile after watching the trick shots!" ■



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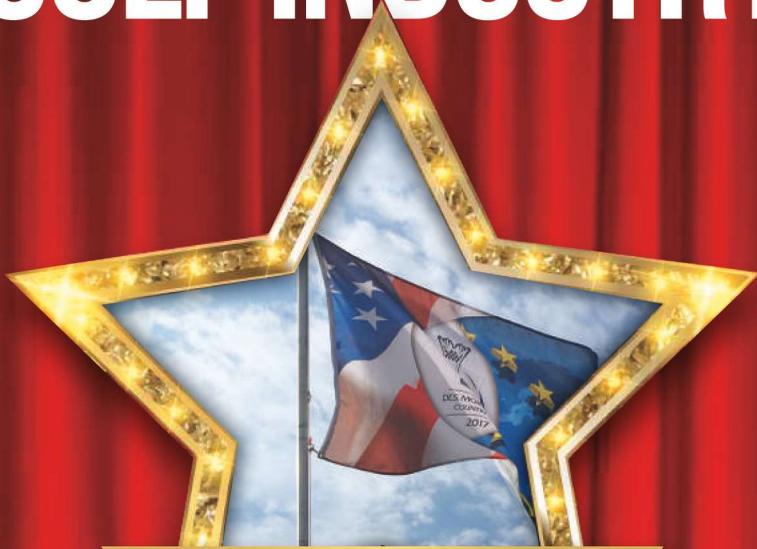
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COVER STORY

# COACH TO

Instructional insight from five GRAA Top 50

*Written with Editorial Director, Tony Starks*



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# COACH

Growth of the Game Teaching Professionals



**TRILLIUM ROSE**  
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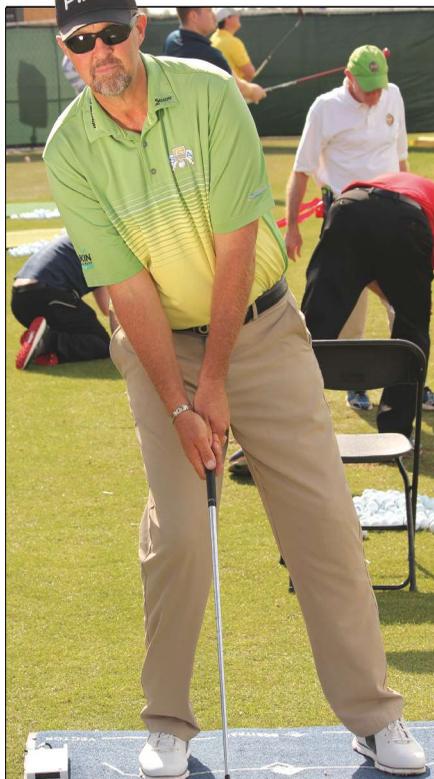
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# Developing and Measuring Feel

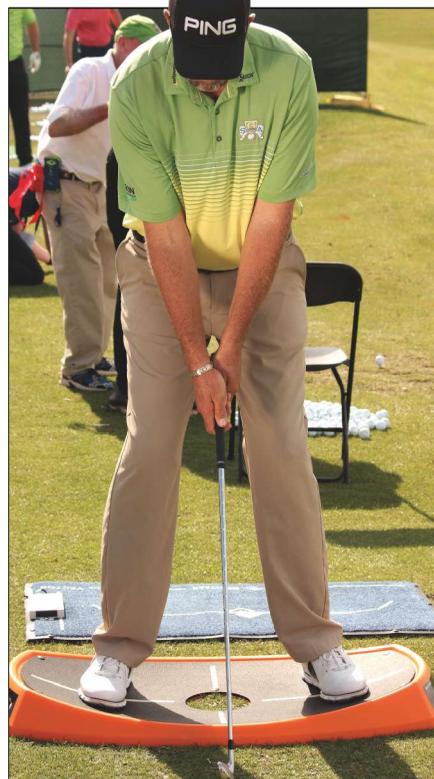
BY BILL ABRAMS, PGA



Too much weight on the lead leg, which mainly occurs at address or at the top of the backswing for players with a reverse pivot.



Too much weight on the trail leg, which mainly occurs with players who sway away from the target on the backswing or players who reverse pivot and shift their weight to the trail leg on the follow through.



Encourage the neutral address position when your students are on the Orange Peel.

**W**e hear so much about ground force reactions and how they affect the golf swing. We have great technology like BodiTrak, which accurately measures weight distribution throughout the golf swing. However, when our students look at this data, it can be like staring at the results from an MRI test. Technology and data can be powerful, but without practical application it's meaningless.

That's where we come in as teachers and coaches. It's our job to analyze the data, diagnose our students and explain things in a simplistic way that our students can understand more thoroughly and then improve at a more rapid pace.

That's why I've combined usages of BodiTrak and the Orange Peel training aid. The first step is having them get on BodiTrak and make a few swings so you can determine what flaws they have in weight distribution. In the photos, I've given you some exaggerated visual cues you can look for when reading weight distribution.

Then I'll take my students to the Orange Peel, which has four quadrants marked on top of a curved surface—the curve promotes the proper weight distribution at address. By looking at the four

quadrants with my students, I can explain how weight is supposed to transition throughout the swing. What we want to avoid is weight that transitions from the trail toe to the lead heel. Or the front right quadrant to the back left quadrant (for right handed golfers). I encourage my students to develop a feel for shifting weight from the trail heel to the lead toe (back right quadrant to front left quadrant), or straight down the line through the arches of their feet.

Once they develop this feel, I put them back on BodiTrak while they hit balls. They're able to see the results in terms of better consistency in ball striking, and I can show them the improvements in the data.

What we're really doing with this type of exercise is creating a process for measuring feel. Showing golfers what the correct feel is, then measuring it and at the same time making it simpler for the student. ■

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*Bill Abrams is the PGA Director of Instruction at Balmoral Woods Golf Club in Crete, Illinois. He is the 2015 Illinois PGA Section Professional of the Year and a GRAA Top 50 Growth of the Game Teaching Professional.*

# WARNING SIGNS:

## These red flags can slow your students' progress

BY BOB MADSEN, PGA



There are reasons your student's scores are not coming down. I have listed a few here and explained them in detail.

### 1. Over-aggressiveness: The need to go for it all

If your learners were skiing, rock climbing or surfing, the danger might deter them from "going for it." Get in a little over your head and consequences may be grave. As a beginner, when the act we're performing is actually dangerous, we tend to take it slow and easy.

Golf is different. A person won't break any bones if they mess up a golf shot. Messing up in golf just gives one disappointment and frustration, along with zero progress. Still, we take unnecessary and counterproductive risks when we play, hoping for the joy of that occasional great shot.

### 2. The golf you see on TV

As your students watch the birdie fests on TV (outside of the U.S. Open) they come to believe this is "real" golf. Inadvertently, they fall into the trap of believing they have to make birdie or par on every hole. Amateur golfers have been convinced they should try to play like the pros. This is like trying to perform third degree black belt martial arts skills as an orange belt. Remind your students that golf is a process, both in terms of practice and instruction, as well as throughout any given round.

### 3. Tips, pointers and quick fixes

Swing tips, pointers, Band-Aids and quick fixes...Our students drink them up hoping something will "click." The amateur arrives at the course with a headful of really useless information and only stubborn old bad habits to rely on.

### 4. An overemphasis on the full swing

Hitting only full shots in practice is killing their chances of ever scoring lower. Magazines contain descriptions of the full swing, accompanied by frame-by-frame sequence photos. These pictures are pretty, but pretty useless to the 20 handicapper. Also, many teaching pros are busy using video to analyze the full swing. The average golfer has no chance because he or she ends up overloaded with all these difficult-to-achieve mechanics: angles, parts, pieces and positions.

### 5. Under emphasis of the short game

My dad, Fred Madsen, always went to the chipping green. We chipped and putted, always competing, for hours on end. We had chipping contests in the backyard. We invented chipping and putting games in the house. I'm telling you, his short game was sharp! My Dad had the long game of a bogey golfer. He used hand-me-down clubs. He had the same beat up old leather golf bag and headcovers for years. Nothing was pretty about his stuff or his long game. His scores, though, were very pretty. He shot in the 70s. He had so much fun beating his after-work golfing buddies using his short game, that he never regretted any long game issues.

### 6. The under-emphasis of course management in modern golf instruction

I've tried to stay away from swing tips and instead emphasize playing lessons. Playing lessons take place on the golf course and take way more than half an hour. Playing lessons often emphasize shotmaking, course management, problem solving and the stuff that leads directly to lower scoring.

### 7. "Dabbling."

Dabbling means saying you're trying to get better without really doing something about it. Amateurs dabble instead of studying the game and really putting in the time and effort.

I hope this helps many of you recognize areas where you can think about and coach this wonderful game we all love. ■

*Bob Madsen is the PGA Director of Instruction at Sycuan Golf Resort in San Diego, California. He's also the 2017 Southern California Section PGA Teacher of the Year and a Golf Range Association of America Top 50 Growth of the Game Teaching Professional.*

# Make the Short Game Simple

BY TRILLIUM ROSE, PGA



I've seen it far too often. Golfers think they need to hit down on their wedges, so they swing very steeply and clunk down on it – hitting the ground at the same time or well before they hit the ball. This led me to start using a very simple method to teach golfers the appropriate way to strike shots around the green and develop a consistent short game.

I take my tips from Bob Vokey, and thus believe that address with wedges should be very centered and with a neutral ball position (*picture 1*). The hands are also very neutral (very little forward press at address). From there, I ask my students to rotate the torso on the back swing while maintaining the “Y” position formed by the chest, arms and hands (*picture 2*). Then I ask them to rotate towards the target while still maintaining the “Y” shape (*picture 3*). This quickly helps golfers develop a shallower angle of attack and creates ball striking consistency with wedges on short shots around the green.

The sensation that I like to create for my students is that the club is staying down while the body rotates and moves upward. A favorite drill of mine is physically holding my student's club down while they rotate through.

There is a component of ground force reaction here, with the lead leg straightening and pushing upward. This motion also causes the handle of the club to move upwards as the clubhead reaches the bottom of its swing arc – this motion prevents the



steep, digging action we talked about at the beginning. Another drill I use here is the single-leg pitch shot. I'll have my students balance on their lead leg, with the trail foot in the air and toe in the ground (*picture 4*). This promotes the proper kinetics and weight distribution needed to shallow a golfer's angle of attack.

We know how complex the golf swing can be. By simplifying certain elements of the game, we can better relate to our students and in turn grow our business. ■

*Trillium Rose, the 2017 Middle Atlantic PGA Teacher of the Year, is the PGA Director of Instruction at Woodmont Country Club in Rockville, Maryland.*

# Gamifying Instruction

BY ROB STOCKE, PGA



**W**hen I'm coaching my developmental junior golfers, who either have the skills to compete or are already competing, I add an element of gamification to our sessions.

One thing we do is called Drive +5, it's a points-based on-course game that allows players to work on situational golf and also have fun. I start by having them hit two drives off the tee, if they miss the fairway on either swing a point gets added to their score. Then we pick up their balls and go anywhere from 40 to 90 yards from the green, where they hit a wedge shot in. From there, we go up greenside and they chip/pitch before putting out.

Tallying their score easy. Par is five on every hole (which is where the +5 comes from). So if they hit one of their drives in the fairway, knocked the wedge on the green, chipped it close and one putt – they get a total of four, 1-under par.

Points add up in this game by missing the fairway on the drive, missing the green with the wedge and, of course, by having extra strokes around green.

Beyond Drive +5, other situational practice we do is just dropping golf balls in challenging locations around the green and work on getting up-and-down. We also do worst ball scrambles, which are a lot of fun for the player, while still helping them develop on-course strategy and creativity.

It's all about scoring. We've learned that the clubs that impact



scores the most in golf are the driver, wedge and putter. So those are the clubs we focus on in Drive +5. If players more consistently find fairways, can hit it close from 100 yards and in, and are efficient around the green than they can produce solid scores. ■

*Rob Stocke, the 2012 North Georgia PGA Chapter Teacher of the Year and a GRAA Growth of the Game Teaching Professional, is the PGA Director of Instruction at White Columns Country Club in Milton, Georgia.*

# Generating Power for Women Golfers

BY RENEE TRUDEAU, PGA



**I**t can be sometimes be difficult for men instructors when teaching women. There are certain anatomical nuances that make our bodies and golf swings different.

One of the biggest differences is in the hips and upper body strength. A lot of times, women tend to be more flexible than men. So on the takeaway, we can turn our back to the target and create a full shoulder turn much easier. From there, it's a matter of getting female golfers to activate their hips first before starting the upper body in the downswing.

In many cases, men can compensate for a lack of flexibility by using upper body strength to create speed on the downswing and relying on their hands, wrist and forearms to square up the clubface. Whereas with women, upper body movement is not always the best way to generate power and speed in the swing, it starts with the hips.

One exercise that I like to do with women golfers to encourage this hips-first downswing is the resistance band drill. I'll attach a large resistance band or a cord to a stable object on the range, and then have them grip the band like a golf club. I'll then have

them move into a backswing position where the arms are virtually parallel to the ground and they can feel some resistance on the band.

Then I have them pull into the left side of their body (for right handed golfers), making sure to move their hips first and allowing the arms/resistance band to follow (*see photo sequence*). After doing that a few times, I have them switch and do the same exercise from the left-handed position (for right-handed golfers).

By switching, they increase rotational flexibility in the hips. Another benefit of this drill is that it helps develop forearm strength, which is important for having more control over the clubface throughout the swing and at impact. Ultimately, however, this exercise promotes the proper sequencing of the downswing and helps women understand that power in their golf swing starts with flexibility and the hips. ■

*Renee Trudeau is the PGA Director of Instruction at Quail West Golf & Country Club in Naples, Florida. She is a four-time GRAA Top 50 Growth of the Game Teacher and is among the Golf Digest Best Young Teachers in America and Best in State (Florida).*





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# UNLV PGA Golf Management Leans on Tech to Impact Life on Campus and

**P**GA Golf Management students at the University of Nevada Las Vegas now have access to one of the most advanced 3D biomechanics systems in the country in Qualisys. Using a series of nodes that attach to the golfer and 10 cameras that can capture 2 million pixels at 340 frames per second, the system can instantaneously create a 3-D rendering of the golf swing. It's a level of motion capture that's used in entertainment (movies/cinema), engineering, human and animal biomechanical studies, as well as other sports. "We also have force plates in the ground to measure the golfer's weight distribution and TrackMan for ball data," says Chris Cain, Director of the UNLV PGM Program. "This truly allows us to conduct holistic studies to gauge cause and effect within the golf swing. We can project the data onto the large screen in the biomechanics lab, various monitors throughout the lab or on the screen in the adjacent golf shop. It's pretty wild."

Another added element is the ToughLie 360, which allows them the ability to hit off of uneven lies while indoors. Used in conjunction with all their data collection vehicles, they can monitor and quantify the impact of uneven lies on ball flight and biomechanics.

"We are also looking into ways of adding the force plates onto the ToughLie, so that we can begin to study how weight distribution on uneven lies has an impact on ball flight and swing results," adds Cain.

The new biomechanics lab was part of a full renovation of the PGM facilities at UNLV. Also added were an outdoor putting green, full golf shop, club building studio/classroom and a simulator dressed with clubfitting components. The new toys won't just be for PGM students.

"The whole campus community will have access to this. We're making it so all UNLV students and faculty will be able to reserve times to come in on the simulator, or schedule lessons with a PGM student on the biomechanics system," says Cain. "The outdoor putting green will be used for player development programming, which our PGM students will operate. In addition, all UNLV students are welcome to come by anytime to roll a few putts between classes."

"This is really a tool for us to bring golf to our entire campus community, and generate excitement at UNLV through golf. Furthermore, we have a reservations system here that's linked to the golf course inventory in town. So if a student or faculty member to the on-campus golf shop and wants to play golf at Las Vegas National or at Siena Golf Club, we'll be able to see their tee sheets and book a time for them at a special UNLV rate. Again, it's about being a bridge between the PGM program, the other people on campus and the Las Vegas golf community at large – which includes 68 golf courses."

The university lent its full support to the new PGM facilities and the communal strategy, much in thanks to the longstanding success of the UNLV PGM program – which launched in 2002.

"We've had 100 percent job placement coming out of this program, which is rare in any concentration. Beyond that, we have 21 of our alumni who have returned to Las Vegas to manage properties here in town. The university has taken notice of that, as well as our continued philanthropic efforts and the gold standard that the PGA of America brings to the brand," says Cain. "By investing in the new PGM facility, the university is investing in its students, alumni and our community." ■

UNLV PHOTOGRAPHER, LONNIE TIMMONS

# ement Univ. Program nd in the Community

By Tony L. Starks

Brian Wipf 6i

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UNLV

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# Understanding Dynamic Loft & Launch Angle

By Jordan King Thomas, PGA

**T**wo things that new fitters and apprentices should look at are dynamic loft and launch angle. Described simply, dynamic loft is the loft of the club at impact and launch angle is the angle in which the ball is coming off the club-face. These, along with spin, loft and angle of attack, are the swing measurables most

directly related to distance.

Imparting the proper dynamic loft is important for creating the optimal trajectory and maximizing carry. Too much dynamic loft can send the ball too high into the air and reduce distance. Too little can send the ball too low, causing the ball roll out excessively and making it difficult to judge distance.



For your average amateur that swings the club at 94 mph and has an angle of attack of 0.0, the proper dynamic loft of a 10-degree driver should be 15.6.

The next key in looking for proper dynamic loft is launch angle. Fixing the launch angle is a much quicker way to change the dynamic loft. Most of the time when we see that the launch angle and dynamic loft are too high, it means that the golfer is not letting the hands lead the club head – they're essentially flipping the club with their hands at impact, and sending the clubface skyward instead of down the line. Or, with irons in particular, the golfer does not have enough shaft lean at impact. This issue is not always 100 percent fixable with clubfitting, but it sure can help.

The fitting tactic I've seen work the best to lower dynamic loft and launch angle in players who have too much, is a shaft that with lower torque and a stiffer butt section. When a player has a quick or violent transition, starting from the top of their back swing, it can lead to added flex and an improper bowing of the shaft at impact – which promotes the clubhead jumping in front of the hands and increasing dynamic loft and launch angle to undesirable arenas.

From a teaching standpoint, getting the player to engage the body more and create more of a rotational turn through the ball is exactly what we want to fix this issue. The body is the engine of the golf swing, the arms guide the club and the hands will fine-tune the shot.

When we see that the launch angle and dynamic loft are too high with irons, it is a direct result of not compressing the ball. Ball position and not letting the handle lead the club head are direct causes of this issue. Also another large cause is the player trying to hit the ball with their hands.

From the fitting standpoint, an iron shaft that is too light or too weak for the player can promote a whipping of the clubhead. A good shaft that I've seen to help fix this issue has been KBS C-Taper. The C-Taper and C-Taper Lite are known for being a little stouter. This will help golfers keep the clubhead trailing the handle and provide better compression and contact.

Looking at it from the teaching perspective, putting a tee in the ground just in front of the ball at the height you would tee it up on a par 3 and asking your student to knock the tee out of the ground when they strike the golf ball will help them learn how to properly compress the golf ball and not swing with their hands – where the club flips upward and a tremendous amount of dynamic loft is added. It's a drill to help keep the handle in front of the club head while imparting proper dynamic loft, launch angle and angle of attack.

Clubfitting is a big part of the equation when it comes to helping golfers obtain the best dynamic loft and launch conditions for their swing. The other half, particularly if the student has far too much or far too little, are minor swing changes that can get them to a point of consistency where clubfitting is the next step. ■

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# FROM THE RANGE, TO THE COURSE, TO THE SCORECARD

A collection of ideas from some of the game's leading instructional minds on how to "transfer training"

BY DAVID GOULD

**G**olfers who take lessons and hit balls so they can shoot lower scores need to change how they train. That's the growing consensus among top teachers, who are advising amateurs to reduce their repetitive ball-hitting on the range – a.k.a. simple "block" practice – and find challenges that mimic the real game as played on-course. Obviously, going out on the fairways with an instructor – or with an instructor-designed on-course practice program – is the ideal way to encounter the challenges we're talking about. At some facilities this may require some negotiation with course managers, but logic tells us that courses need enthusiastic golfers and teaching that works is the ticket for filling that need.

Dedicated golf instructors in the U.S. are looking to get better at the part of their craft known as "transfer training." Recently a group of Colorado PGA Members met at Castle Pines Golf Club in the Denver suburbs for a full day to share ideas and trade questions about how to give effective playing lessons. During introductions over breakfast, one professional put it very simply, saying, "All I know is I have to get my students off the range."

You can enter the search phrase "can't take my driving range swing to the course" and find pages of online articles and forums addressing the problem. Of course, 90-shooters who make this complaint usually fail to track how many poor shots they produce in a range session. Still, they're not

wrong in thinking that on-course performance can seem dramatically different from the on-range rehearsal.

Among early adopters of the "transfer" approach to skill building and score lowering are Pia Nilsson and Lynn Marriott of Vision54. Indeed, the renowned Scottsdale teaching tandem just devoted an entire book to this general concept: their recently published "Be A Player." In the introduction they put the matter bluntly: "You have to be in the pool to learn how to swim, you have to be on a tennis court to learn to play tennis, and you have to be on the golf course to learn the game of golf," they write. "You need to dedicate time on the course when you're not focused on keeping score. You need to be on the course to discover what works."

Right: Pia Nilsson and Lynn Marriott utilize the "transfer" approach with their Vision54 philosophy. Far right: Game Like Training Golf uses a combination of mental and physical preparation.





If you have some familiarity with Vision54 and its techniques, you probably know about Think Box, Play Box and Memory Box. That's the academy's terminology for how a student behaves and feels while preparing to hit a shot, while standing over it and hitting it, and while observing the result. Vision54 students are taught to imagine these "boxes" as phone-booth-sized spaces behind and alongside the ball. Depending on which box you're in, you call upon a particular brain center and mental state to be dominant. Then you move on to the next box and turn your attention to the neurological sector that fits that box's purpose.

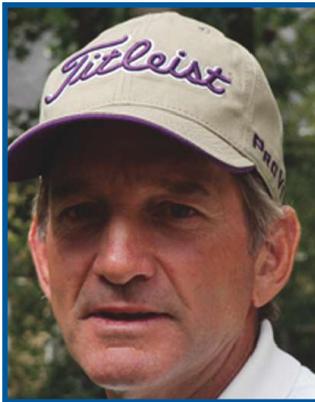
Two younger but widely praised golf coaches, Matthew Cooke and Iain Highfield, have looked so long and hard at take-it-to-the-course golf instruction that their program and joint website is actually called Game Like Training Golf. Like the Vision54 professionals, they ground their beliefs in a fairly extensive study of neurology and the central nervous system. Highfield, a transplant from the U.K., oversees mental training strategies at Bishops Gate Golf Academy, an elite-junior facility north of Orlando, as well as at the International Junior Golf Academy near Hilton Head, South Carolina. One of the scientific principles he's been emphasizing is "metacognition." By that he means "the awareness and understanding of one's own thought processes."

Young people, Highfield has found, lack metacognitive skills and certainly lack training in this area. As a result they're generally unable to leverage the "happiness advantage" researchers have identified as a performance edge brought on by a positive emotional state. "Golfers have to be happy first, then they'll play well," advises Highfield. "Waiting to be happy, and having happiness depend on playing a good round, doesn't work."

Golf hit upon the importance of "the mental side" a generation ago, but all the neurological detail we've heard lately is fairly new. So is the belief that you tie together physical/technical and mental/emotional training as part of your ongoing improvement program, then, during competition, remain well aware

of how you've integrated these parallel skill sets. Obviously, that means the golfer has to be taught how to move from one cortex to another when they're out on the fairways fending for themselves, but apparently that's a pretty instinctive process, once someone's received the tools.

Cooke and Highfield pay great attention to the learning environment. They try to bring the course to the range, in a sense, by "creating environments that represent tournament conditions while simulating appropriate stress-response situations," according to their mission statement. If a student goes the distance with this instruction, they end up in SIT, with stands for Stress Inoculation Training.



Mike Perpich (pictured) is a sought-after PGA Professional based at in the Atlanta suburb of John's River. His teaching facility at the River Pines Golf Club has a three-hole practice loop alongside the range. That makes it easy for him to work the "transfer" process, where skill coaching and shooting a score come together, but Perpich tries to

think range-to-golf-course as often as possible.

"Basically all golf instructors interview their students about strengths and weaknesses," Perpich says. "From the beginning, I'm looking for all the places where what they're telling me about their play on-course and what I see on the range doesn't add up." He credits Dr. Paul Schempp, author of seminal research into how the finest teachers develop their skills and capacities, for helping him "see" the student's needs and progress more clearly.

"One thing Dr. Schempp opened me up to was the problem of over-focus by the student on their deficiencies," says Perpich. "Out on the course, you see their strengths – what they can do well when there's only one ball, not a basket of balls. As a coach you make sure they give themselves credit for that." In fact, you might even let them "practice" what they're good at, even though that doesn't seem like the best use of time, because what golfers do well is foundational to their confidence every time they step on the first tee of the golf course. Another range-to-course facilitator Perpich uses is simulation of the flow of a round even while a student is on the practice tee. This includes water breaks between shots and other interruptions of block-style repetitions.

The writings and teachings of Scott Fawcett – math whiz, frustrated tour player and poker professional – are getting a lot of attention within

the teaching community. Fawcett offers fellow instructors his "DECADE" course-management concepts, which calls upon his host of skills including Fawcett's expertise in poker and blackjack odds. His version of a course map is a study in sophistication. He fills it with geometric axes and vectors, all generating likely numerical outcomes, depending on how a player positions him or herself along the route of a hole. Generally it's a system that encourages smarter, safer play, very much erring on the side of caution. But Fawcett has a legion of followers, including tour players and top NCAA D-1 coaches.

If you want to improve your skills in on-course teaching, Dan Sniffin suggests making yourself both the coach and the student, with an assistant along to help. "I basically gave myself a playing lesson," explains Sniffin, who is PGA Director of Instruction at Omni Interlachen Resort in Broomfield, Colorado. He had a fellow golf professional along and they began this innovative session with the video camera rolling and the "student" hitting a drive on the range while picturing the fairway of the first tee and the shot shape he tries for to start that hole.

"I hit the tee shot, and it went where I was aiming," says Dan, "and then we set up a side-by-side viewing of the two swings, on my buddy's phone." The comparison floored Sniffin – his tempo being so much faster on the second swing. "The two swings felt very similar, but one was seven frames quicker on the replay. That really drove home the reality of how big a deal it is for our amateur students to try and go from the range to the first tee."

Bill Davis, based at Abacoa Golf Club in Jupiter, Fla., uses the term "Scenario Sessions" for the work he and his students do on-course. Much of what Davis teaches out there is detailed and nuanced – he's focused on how a player "reads" the course, manages their round and matches the various challenges with their own stage of skill-development.

Davis spoke of a woman whom he's coached as she has lowered her handicap from 30 down to 20. During a recent playing lesson, he stood with her over a pine-straw lie just inside the treeline and gave her permission to hit driver from that spot. Making contact was no problem (with driver she was used to not touching the ground), the strong loft worked in her favor, her ball stayed below a series of limbs and it ran all the way to the front of the green. "She has that shot in her bag for the rest of her life, when she needs it," muses Davis, noting that tricks like this add confidence and lead a player to feel generally more open and creative in their shotmaking.

Far right: The Players Service has helped dozens of young golfers earn college scholarships.



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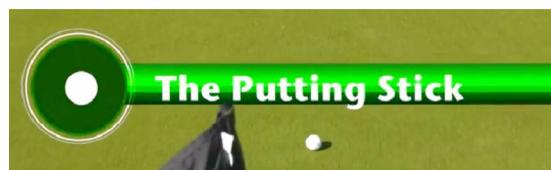
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# 7 WAYS

## to improve your golf shop's social media presence



By Christina Lumsden

**I**t's hard to believe social media is almost two decades old. Mark Zuckerberg founded Facebook in 2004 and even Instagram is close to celebrating its 10th birthday. Social media is no longer just an entertainment platform for millennials – more than 72 percent of all internet users ages 50-64 use Facebook, and even our world leaders are using it regularly. Today it is a necessary marketing tool in promoting golf facilities and vital for engaging the next generation of golfers. But where to start if you haven't jumped on board or you started too many accounts to even keep track? Here are a few quick tips on improving your golf shop's social media presence:



# A MASTERFUL SWING

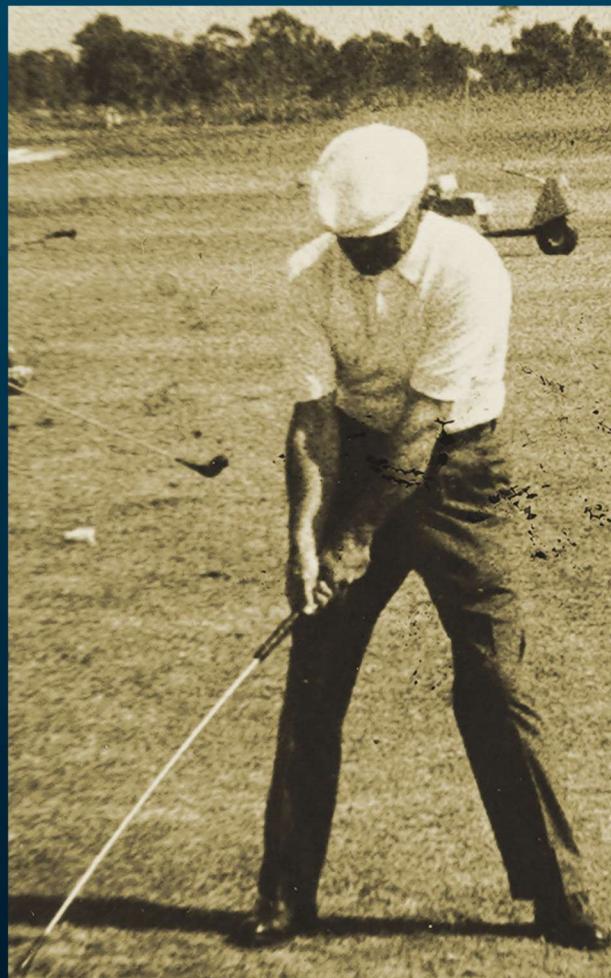
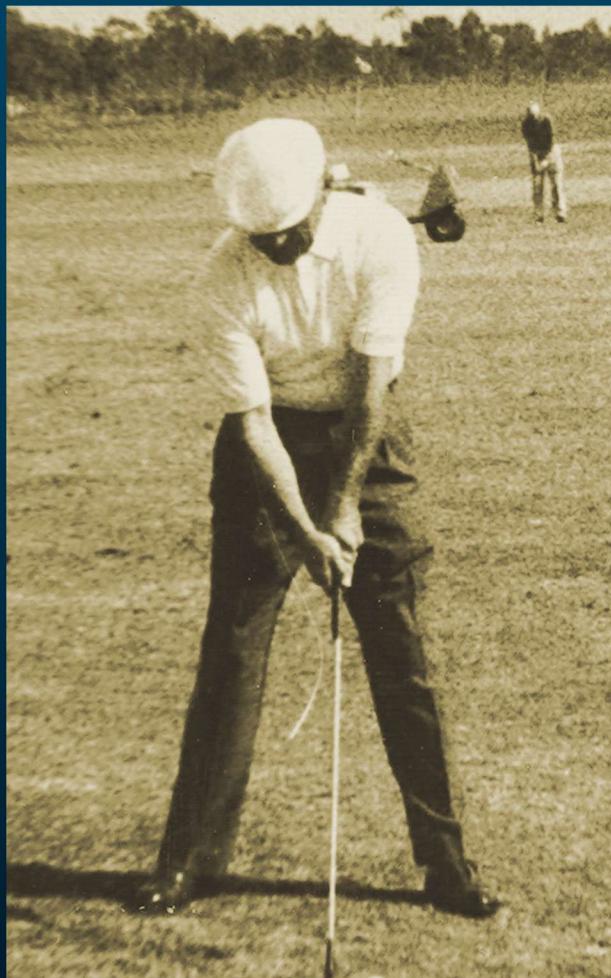
## *Errie Ball: Frame-by-Frame*

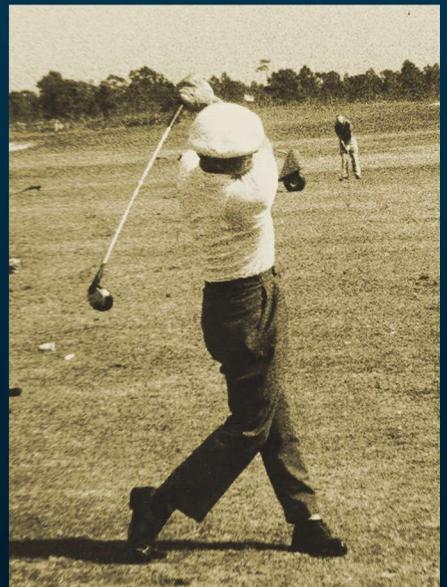
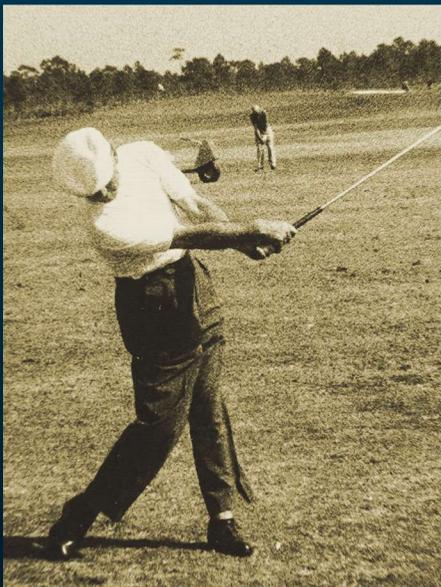
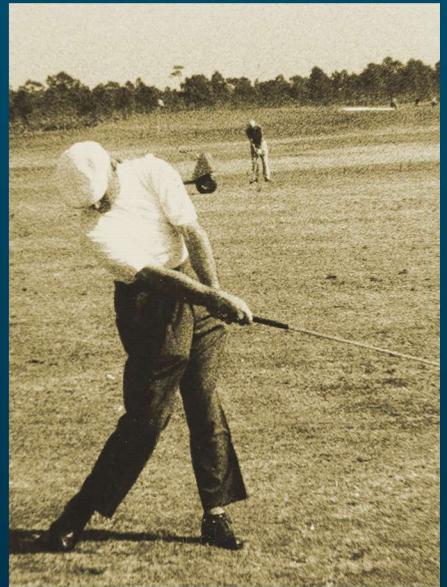
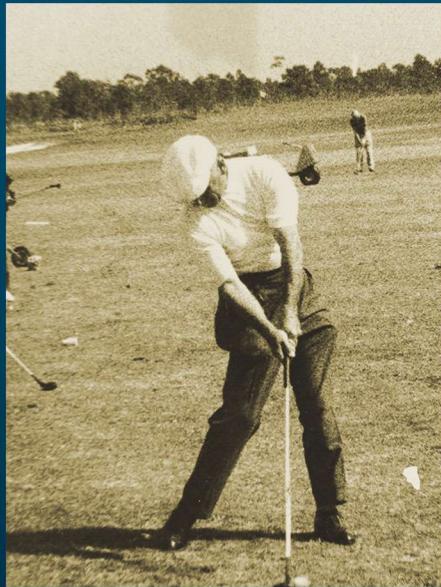
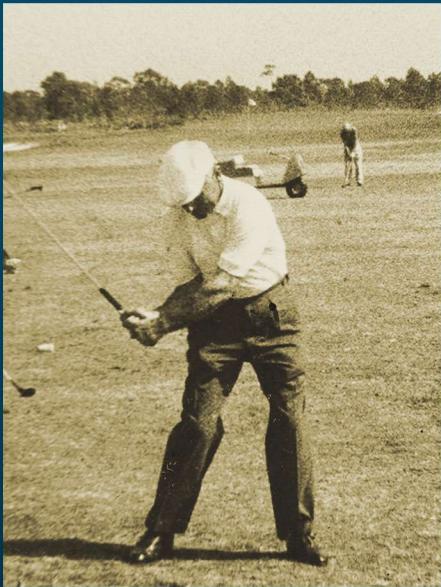
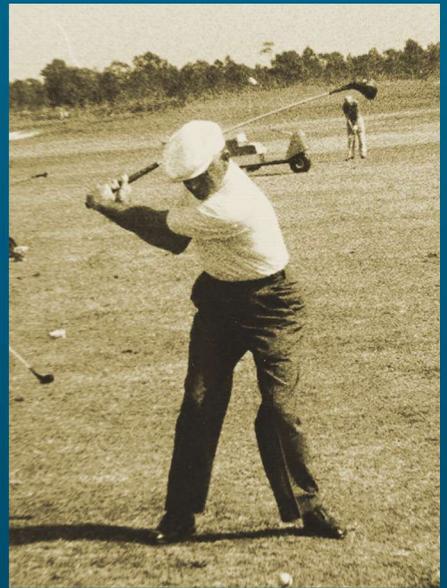
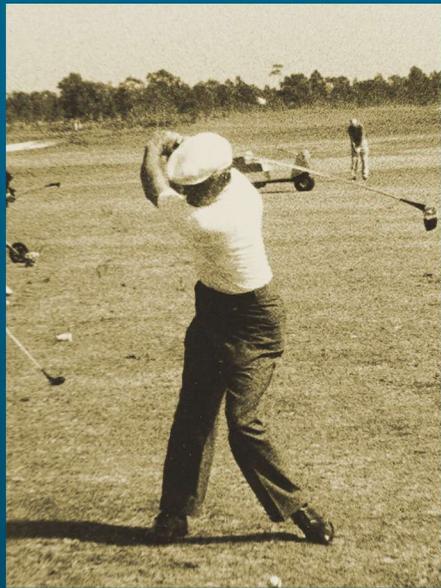
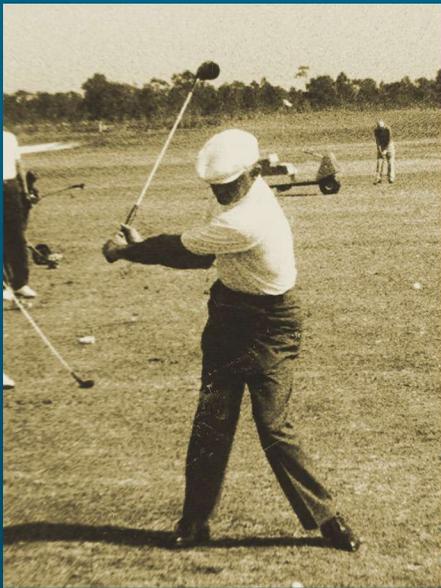
**W**hen Errie Ball passed away in 2014, he was the last surviving member of the 1934 inaugural Masters field and the PGA of America's oldest member at the time (he was 103). Ball joined an iconic list of entrants at Augusta that included eventual champion Horton Smith, Bobby Jones, Paul Runyan, Walter Hagen and Joe Turnesa.

With his signature white hat and fluid backswing, Ball was often mistaken for Ben

Hogan. While a careful diagnosis of Ball's frame-by-frame reveals several similarities in their swings, there are some starkly noticeable differences. Can you spot them?

Ball would have turned 108 in November of this year, and Hogan would have been 106 next month. With the 100th PGA Championship around the corner, we wanted to pay homage to the history of the PGA by honoring one of its most historic members: Errie Ball.





# Winning and IT'S A COMPLICATED



BY SHAWN HUMPHRIES

**I**n my 30 years of coaching and playing competitive golf, I have been both a participant and a winner. There's a big difference, and I can tell you it's much more satisfying to win. Everyone knows that!

An interesting stat not so widely known is that 95 percent of all winning, is done by 5 percent of the participants.

*This is the fourth in a series of articles from Top 100 Golf Instructor Shawn Humphries on the principles of the Elite Performance System – a detailed method of training and mental preparation. This series of stories is designed to help you become a better coach and instructor.*

# Performance: SISTERHOOD RELATIONSHIP





Just take a look at all the professional teams and individuals. The Golden State Warriors, San Antonio Spurs, Cleveland Cavaliers, New York Yankees, L.A. Dodgers, New England Patriots, Roger Federer, Serena Williams and Dustin Johnson. I could go on, but I think you get the point.

What makes the 5 percent different? As I mentioned in last month's article, I was fortunate to be mentored by Olympic Gold Medalist and coach, Lanny Bassham. I've interviewed Olympic champions, Super Bowl winning coaches and players, as well as winning World Cup coaches. The general public would sum up their success by calling it talent, believing that the best athletes are just gifted in some special way. I know many champions who feel they are fortunate, but none admit to being gifted. It's not necessarily something you're born with – I believe we are all born with seeds of greatness.

While the 5 percent may have higher skill levels than the other 95, the major difference is that they put in the necessary work to turn their skills into talent. It's acquired, not awarded. Skill alone will not make you a champion. Just outside the 5 percent, there are thousands of highly skilled athletes who compete at elite levels, but just don't take home the hardware.

In summation, a variety of elite coaches and athletes have said that the primary things that separate winners from the others are the way they THINK and their ATTITUDE. Winners are convinced they will win. The others hope

to finish first.

The expectation of winning has synergy with his or her performance for the great athlete. Their expectation and performance are in harmony, and thus equals. They expect to win – therefore they produce winning performances.

However, there can be a doubled-edged sword within this mindset. Scoring is a function of great execution and winning is the result. Thinking about winning can pull your focus off of proper execution in a competition. Thinking about the process or running your mindset system is the answer.

Bassham studied and interviewed hundreds of Olympic and world champions and asked them: "what they do you do when you are at your best and what were you thinking about during those performances?"

Interestingly enough, most said they were thinking about very little during their winning performances. This makes sense. When the conscious mind is quiet, the subconscious can do its best to perform. In big competitions, we need to perform with our subconscious mind. While performing, if our focus and thoughts are about winning, we become outcome oriented instead of performance oriented. It results in over trying.

Over trying, more than any other form of mental error, is the defining performance indicator for losing competitors. It's difficult to not think about winning when you are in a position to win a competition. More importantly, it's a challenge to hide from the score when you are

Winning athletes across all sports share many similarities.

performing well, especially if you are score sensitive as an athlete. In many cases, someone will remind you of your place/position, which can trigger a negative performance response.

As performers we want to win so badly, it becomes the most important thing in the world to us. We've all heard athletes say they want to win so badly they can taste it. However, the taste can be bittersweet if more emphasis is placed on winning than performance. In many cases, too much emphasis on winning can prevent you from attaining it.

We've all got to go out and enjoy the competition, just have fun. It's easy to say, but much harder to do. Interestingly enough, the ones who are doing it are the winning competitors. They are working hard in training and working easy in competition.

So should we be that concerned about winning? Absolutely! However, the best athletes and coaches focus on a winning performance, not on winning the competition. The best athletes and coaches have a goal of producing a winning performance, not winning the competition. Winning is a byproduct of performance.

Another concept that great athletes and coaches believe: While you may have won the event, there's often another athlete in the field who produced a winning performance but just didn't come out on top for whatever reason. Anytime you have a winning performance, but don't take home the gold, you can still leave with your head held high. The player's confidence



and ability as an athlete will grow from that experience.

Ultimately, the time to think about winning is while athletes are training for the event. They train themselves to believe that it's "like them" to win. One way to enhance this attitude is to having your athletes picture themselves in a winning performance every time they train.

Athletes need to think about winning in training and while the conscious mind is focused on performance. Oh, one thing to remember, thinking about losing while competing works every time as well. ■



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**25** TOP GRAA  
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2018

July's Featured **Top 25** Teaching & Training Aid: Shot Scope V2

BY SCOTT KRAMER

# A TECH REBOOT

## How This GPS Watch Can Boost Your Teaching Business

**T**here have been many GPS golf watches and club tagging systems over the last decade, but combining the two technologies is where Shot Scope V2 stands out. It tracks the golfer's on-course performance in a similar way to other systems – through included, individual club tags that are screwed into the butt end of the grip of every club.

However, unlike others on the market, these tags are pre-labeled with the club golfers need to install them on. Thus, the synchronization process is automatic. No need to type in a club type before pairing it with the app, as with competitor products.

The watch still does all the traditional stuff: Automatically recognizes the course and detects the hole; updates yardage with every step you take; and is surprisingly comfortable.



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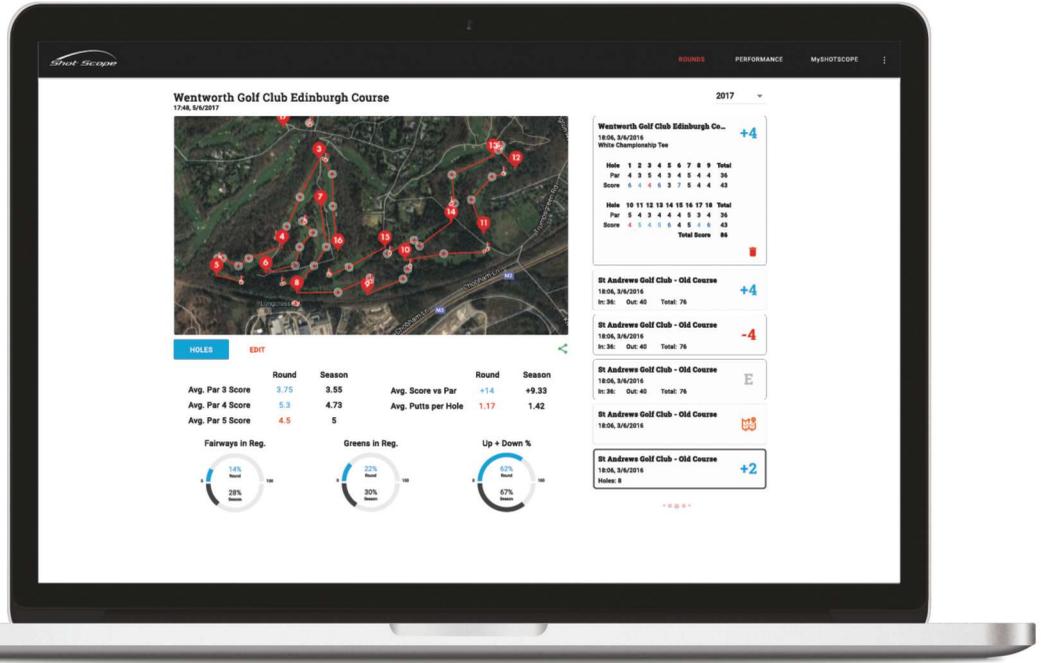
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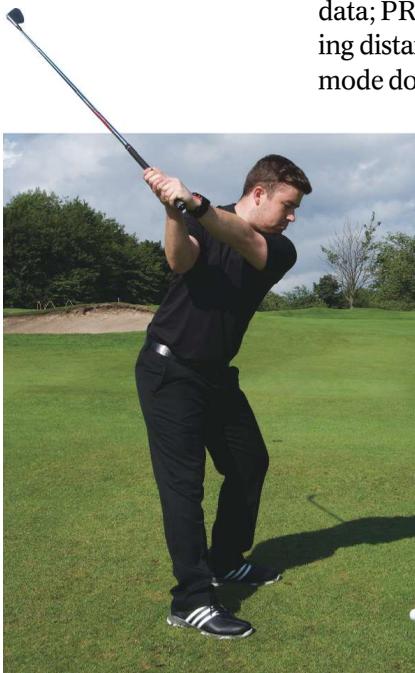
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## Modes

There are three modes to select on the watch: GPS, PRO or GPS+Track. GPS provides distances without collecting swing data; PRO mode gathers data without showing distances on the screen; and GPS+Track mode does it all.



## ShotTracking

The phone app – or your account on the company website – shows golfers everything they’d want to know about their playing tendencies after your round. In PRO mode, the watch collects and analyzes data – explaining 100 plus tour-level statistics on the app in various graphs and charts. Golfers can compare any round to others they’ve played, see layouts of each hole, the club used on each shot and the distance the ball travelled. Users can also filter by season to compare performance throughout the year.

Every tee shot struck and tagged is plotted onto an interactive “fairway accuracy” graph. The overall image allows for a visualization of performance. Each shot can then be selected and the hole overview viewed to identify what led to this shot’s positioning.

Approach shots, which the device classifies as any shot attempt from outside 50 yards, are

displayed on a separate graph, color-coordinated for hits and misses and supplemented with average green success and average shots to finish data. It also ensures that approach shots are removed from club distance averages, to relay more-accurate stats.

For shots within 50 yards of the pin, the display shows the percentage of times pitch shots land inside 6 yards. The system also lets golfers flag penalty and provisional shots. Putting stats are collated, too, taking into account pin location and the number of putts taken on each hole. Data provided includes the percentage of putts that finish long or short of the cup, the percentage of times golfers hole out based on starting distance from the hole, the average distance the ball finishes from the cup based on distance, and the amount of shots taken to finish the hole after a putt has been hit from various starting distances.

## Benefits

For the golfer wanting to know their shot tendencies, this is an invaluable tool. It helps golfers make informed decisions on the course based on hard data. There was clearly a lot of thought put into game analysis here, and it will benefit any golfer.

For instructors working with students, it may prove to be even more beneficial. After all, an instructor can have a keen eye on bad habits forming out on the course before they

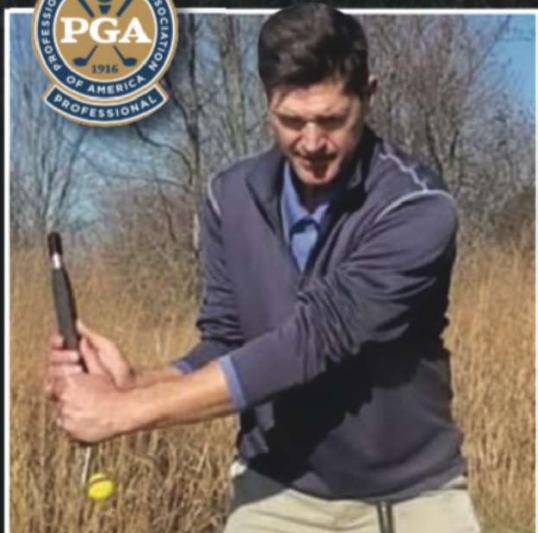
Shot Scope combines shot tracking and GPS.

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get out of control. You can see quickly at a glance if distance or accuracy is tailing off for any particular club or any type of hole, or if someone is perhaps missing putts from a certain distance. Then you can tailor a lesson plan for the student, to strengthen the weaknesses. That kind of lesson will undoubtedly lead to more immediate improvements in your students' game.

### Cautions

Remember when we had to download course maps for handheld GPS units, while they were connected to a computer by a USB cord? Exhausting. Then came apps

that let you download the course maps directly to your smartphone. A little better. And of course now most apps and watches are preloaded with maps of every course in the world. When you think about those original units, it seems so long ago.

Which is why it's rather shocking that the Shot Scope V2 comes preloaded with no course maps. Golfers need to download the maps, one by one. Not a fast process. Officials claim that this way, users don't have to suffer through map updates for courses they'll never play.

But once the course and clubs are set up in the system, everything is state-of-the-art. ■



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The Golf Range Association of America  
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