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



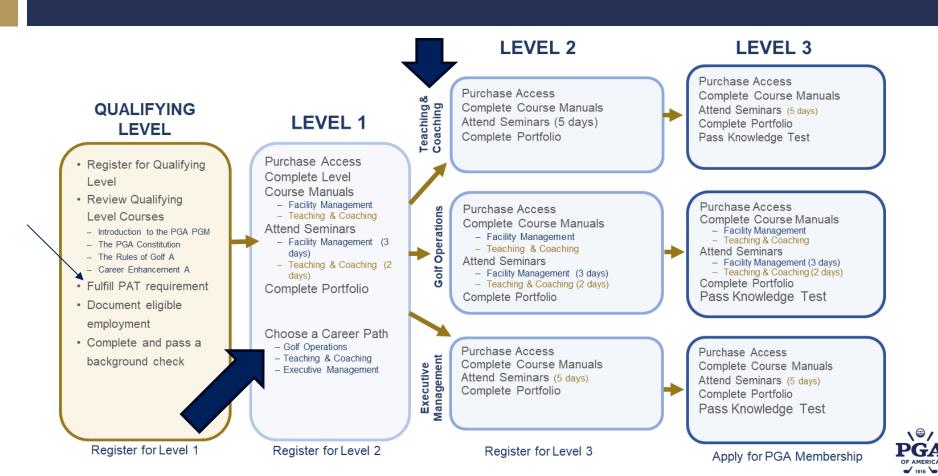


Eligible for PGA PGM

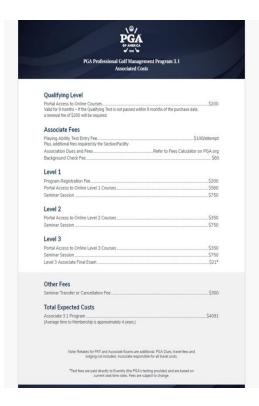
- ☐ Complete 3.1 Qualifying level requirements
- Submit Digital application found on PGA.org for PGA PGA 3.1 Program − PGA Dues and Level 1 Fees apply
- "When does the PGA Associate gain access the Level 1 Courses?"
- Once the invoices for PGA DUES and 3.1 level 1 access fees are finalized, access is 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

□ Pre □ □ □ □	requisites for PGM 3.1 Associate Program: High School diploma or equivalent 3.1 Qualifying level PAT qualifying score or Full PAT Pass Eligible Employment		Level 3: Purchase level 3 Career Path Specific Course Manuals Complete review of all L3 course manuals, preseminar assignments and pass all quizzes
[[Complete review of all L1 course manuals, preseminar assignments and pass all quizzes Attend Virtual Level 1 seminar (M-F 8-5 pm) Complete and submit L1Work Experience Portfolio – 21 total activities and all must all be approved		Attend In-Person Level 3 seminar in Frisco, TX (M-F 8-5 pm) Complete and submit L3Work Experience Portfolio – Teaching Coaching career path = 10 total activities(with multiple parts) and all must all be approved Requirements for Election to PGA Membership: Complete PGA PGM Program requirements
_	Select Career Path and Purchase level 2 Career Path Specific Course Manuals Complete review of all L2 course manuals, preseminar assignments and pass all quizzes Attend In-Person Level 2 seminar in Frisco, TX (M-F 8-5 pm)		Earn 28 work experience credits Eligible Employment Submit Digital PGA Membership Application Please visit PGA.org for comprehensive information Please contact the PGA Membership Department with specific questions regarding eligibility requirements
	Complete and submit L2Work Experience Portfolio – Teaching & Coaching career path = 9 total activities (with multiple parts) and all must all be approved		□ 800-474-2776 □ 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	leeded 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

	Descri	ption:
		Part 3: Provide an updated resume that includes your current accomplishments. Utilize power statements and other guidelines presented in the course manual. Uploat the cover letter and resume to submit your assignment
1	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	vity Nar	ne: 1: Plan , Prepare and Run a Tournament			
Ever	nt				
	Descri	ption:			
	Time Needed 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			

Activ	•	ile. 2. Review and Evaluate the Tournament Hom				
	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				
	Time N	Needed from PGA Professional:				
		30-60 minutes to review tournament results including customer feedback and financials				
	Inform	ation Needed to Complete Activity:				
		Review tournaments and provide suggestions to planning, preparing, staffing and conducting for improvements to future events				

Activity Name: 2: Davious 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





J A	ctivity	/ 2- 1 and 2-2: Observe I 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?





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.
	Descr Time



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

Descri	ption:				
	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	ivity 1: (Descri	Observe 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 I	Professional that is leading the program to complete this activity Needed from PGA Professional:
		6-120 minutes including the session being delivered and review of the activity worksheet
	Inform	nation 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
		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 Teaching & Coaching Portfolio Activity Checklist:

Level 2 Teaching & Coaching Activities: Date:			Leve	Level 2 Teaching & Coaching Activities:			
					Activity	7: Five (5) Session Adult Group Lesson	
	PGA Professional #2 PGA Professional #3 Lesson/Videos	(3) Lessons : Full Swing Lesson/Videos : Short Game Lesson/Videos : Full Swing Unusual Condition/Spec				7a: FIRST Lesson in the Series - Lesson Opening Video 7b: Skill Teaching Short Game Video 7c: Skill Teaching Full Swing Video 7d: Skill Teaching Full Swing Specialty Shot/Unusual Conditions V 7e: First Teacher's Choice Lesson Video 7f: Second Teacher's Choice Lesson Video 7g: FINAL Lesson in the Series - Lesson Closing Video	'ideo
	Activity 3: Observe a 60+ PGA Professional s Fitting Activity 4: Club Fitting of Activity 5: Technological		olf Club		Activity	8f: Junior Program Promotional Piece 8g: Parent/Guardian Orientation Informational Piece 8h: Next Steps Informational Piece 8a: Parent/Guardian Orientation Video 8b: Session 1 - Lesson Opening Video 8c: Session 2 - Fundamental Movement Skill Teaching Video	
	Activity 6: Lesson Series Part 1: Technology Part 2: Golf Club Fi Part 3: Conduct Fo Part 4: Practice Re	(4 Parts) tting ur (4) Lessons		Lege	nd and No	8d: Session 3 - Golf Specific Skill Teaching Video 8e: Session 4 - Lesson Closing Video 7 9: Book & Teaching Video Review tes: 9e PGA.org and PGA Associate PGA Portal for complete details Il level 2 course manuals for reference to complete activities	_
						completed In-season is most conducive	\ @



TC2 Activity 1: Observe Three (3) Lessons

	Descri	otion and Information Needed to Complete Activity:		
		Activity 1 consists of 2 lesson observations and a third lesson with a choice of observing or taking a Full Swing lesson focusir unusual conditions or specialty shots. This will need to be from 3 different PGA Member Professionals. Additionally, the prob questions and documentation requirements will be more robust than in Level 1 in addition to the added elements of short gam unusual conditions.		
		☐ Lesson #1: PGA Professional #1: Full Swing Lesson/Videos		
		☐ Lesson #2: PGA Professional #2: Short Game Lesson/Videos		
		☐ Lesson #3: PGA Professional #3: Full Swing Unusual Condition/Specialty Shot Lesson/Videos		
		Review the lesson worksheet before each lesson, the PGA Associate and each different PGA Member Professional conducting lesson need to		
Capture the required videos and photographs during each lesson		Capture the required videos and photographs during each lesson		
		Upload a picture of the teacher and player interaction during the lesson and explain how the environment impacted the lesson		
		Lesson 3a "Before" Video - Down-the-Line		
		☐ Lesson 3b "Before" Video - Face-on		
		☐ Lesson 3c "After" Video - Down-the-Line		
		☐ Lesson 3d "After" Video - Face-on		
		Use the worksheet to document the methods and actions used by the Teaching Professional providing the lesson. During the lesson document the Teaching Professional's methodology, including pre-swing and in-swing observations, adjustments, and results.		
		After the lesson, analyze which ball flight laws, principles, and preferences were covered in the lesson, including specific elements from the opening interview through the conclusion of the lesson.		

Time Needed from PGA Member Professional:

60-90 minutes to review worksheet and conduct the lesson



TC2 Activity 2: Observe a 60+ Minute Junior Program Session:

60-90 minutes to conduct the interview

	Description and Information Needed to Complete Activity:			
		The following elements must be conducted for this activity:		
			Observe a 60-minute or more JUNIOR PROGRAM session from a PGA Professional(s)	
			Prior to the Junior Program Session, review the lesson worksheet with the PGA Member Professional conducting the session.	
			During the lesson, make sure to capture the required videos, and utilize the worksheet to start to document specific information about what was observed and what was or was not adjusted throughout the lesson.	
			After the lesson, work with the PGA Member Professional who provided the lesson, review videos and thoroughly complete this worksheet.	
Capture and document th			e and document the observation using video.	
☐ Each video must be 2-5 minutes in length. Audio must be clear and easily understandable.		deo must be 2-5 minutes in length. Audio must be clear and easily understandable.		
			Video 1: Lesson opening	
			Video 2: Fundamental movement skills (FMS) **	
			Non-golf athletic movement or training based on the American Development Model (ADM)	
			Video 3: Golf activity	
			Video 4: Lesson closing	
			Tideo 2, if fundamental movement skills (FMS) are not observed in the program session(s), please create your own 2-5 minute video segment g how you would have incorporated these skills into the program. This video should include training aids designed for juniors.	
	Time N	eeded fro	om PGA Professional:	

TC2 Activity 3: Observe a 60+ Minute Iron Golf Club Fitting:

60-90 minutes to conduct the interview

	Descri	iption a	nd Information Needed to Complete Activity:
☐ The following element must be conducted for this activity:			
			Observe a 60-minute or more IRON CLUB FITTING from a PGA Member Professional
			Capture and document the observation using video and photos as described in the worksheet directions.
			☐ Each video must be 2-5 minutes in length. Audio must be clear and easily understandable.
			☐ The will need to show the interaction between the student and the teacher in the fitting/lesson setting
			Video 1: Club Fitting Opening – Must include discussion of student goals.
			☐ Video documentation will need to show the interaction between the student and the teacher in the lesson setting.
			Video 2: Club Fitting Closing – Must include recommendations and offerings based on the fitting.
			□ Video documentation will need to show the interaction between the student and the teacher in the fitting/lesson setting
		At least	one (1) photo of the PGA Fitting Professional and the student in the club fitting environment during the iron fitting process.
			The photo documentation will need to show the interaction between the student and the teacher in the lesson setting.
	Time N	eeded fro	om PGA Professional:



TC2 Activity 4: Club Fitting of Your Own Equipment

_	Descri	cription and Information Needed to Complete Activity:		
		Provide	a complete golf club fitting for your own equipment.	
		Fill out t	the form while conducting this fitting.	
			SECTION 1: PERSONAL DATA	
			SECTION 2: EVALUATE THE PRESENT SET OF GOLF CLUBS	
			SECTION 3: EVALUATE THE OTHER CLUB SPECIFICATIONS IN THE SET	
			SECTION 4: PUTTER FITTING	
			SECTION 5: RECHECK LIE ANGLE, FIT WEDGES, AND MAKE RECOMMENDATIONS	
			SECTION 6: SUMMARY	
		Persona	Il club fitting with photos of the following and/or screenshots from a data collection technology tool.	
	Photos need to be clear, and all data featured should be large enough to read.			
	Upload the 7 photos in the boxes provided at the end of this assignment.		the 7 photos in the boxes provided at the end of this assignment.	
			Photo 1: Driver launch, spin, and speed	
			Photo 2: Driver centeredness of contact (can be shown with a powder spray or a face impact label)	
			Photo 3: 7-iron launch, spin, and speed	
			Photo 4: 7-iron lie angle (use lie tape or "vertical line on ball" face imprint – see Level 1 Game course manual for a description)	
			Photo 5: 7-iron centeredness of contact (can be shown with a powder spray or a face impact label)	
			Photo 6: Putter initial direction	
			Photo 7: Putter contact point	



TC2 Activity 5: Technological Tool Investigation

Description and Information Needed to Complete Activity:

- Choose a technology tool with which you have Limited Experience. A list of the acceptable technology pieces is included below. Every Training Aid is not necessarily considered technology. Technology requires electricity. Document a 60-minute lesson given to you by a PGA Teaching Professional utilizing the chosen technology tool.
- Document your lesson using videos as described below. Each video must be 2-5 minutes in length. Audio must be clear and easily understandable.
 - □ Video 1: Lesson Opening MUST include the PGA Teaching Professional describing the uses and benefits of the chosen technology tool. The video documentation will need to show the interaction between the student and the teacher in the lesson setting.
 - □ Video 2: Your own use of the chosen technology tool during the lesson. The video documentation will need to show the interaction between the student and the teacher in the lesson setting.
 - Video 3: Lesson Closing MUST include the PGA Teaching Professional describing how the technology tool has influenced your game. The video documentation will need to show the interaction between the student and the teacher in the lesson setting



PGM L2 Teaching & Coaching Activity

TC2 Activity 6: Four Lesson Series with Intermediate Skill Level Student (4 Parts)

This activity consists of a series of four lessons (60 minutes each). Lessons MUST be conducted with ONE (1) intermediate player (USGA handicap between 11-30) Lessons MUST be documented in four (4) parts. The same intermediate player should be featured in all Activity 6 parts.	Part 2: Club Fitting Conduct a club fitting with the intermediate student. This can be done at any stage of the lesson series at the teacher's discretion. Teachers may find the club fitting should come before any teaching, during the lesson series, or at the end. Provide a complete golf club fitting for the intermediate playe featured in the four-lesson series.
■ Lessons MUST be conducted on four (4) different days. Part 1: Technology 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 instruction. A list of acceptable technology pieces will be 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.	Fill out the provided form while conducting this fitting. Document the club fitting with photos of the following and/or screenshots from a data collection technology tool. All photos should be clear, and data featured should be large enough to read. Photo 1: Driver launch, spin, and speed Photo 2: Driver centeredness of contact (can be shown with a powder spray or a face impact label) Photo 3: 7-iron launch, spin, and speed Photo 4: 7-iron lie angle (use lie tape or "vertical line on ball" face imprint – see Level 1 Game course manual for a description) Photo 5: 7-iron centeredness of contact (can be shown with a powder spray or a face impact label) Photo 6: Putter initial direction Photo 7: Putter contact point

TC2 Activity 6: Four Lesson Series with Intermediate Skill Level Student (4 Parts)

Part 3: Four Lesson Series	Part 4: Practice Recommendations
Document EACH of the four (4) lessons described below. Lessons may be conducted in any order at the teacher's discretion. Ball flight laws, principles and preferences and the teaching choices made need to be defended and justified in the portfolio.	Document the practice prescriptions given in the lesson series. Responses will detail in-lesson and post-lesson practice and describe drills with and without a learning aid to promote student learning.
☐ In this exercise, you will conduct four (4) lessons (60 minutes each) ☐ ONE (1) Intermediate Student who has a USGA handicap between 11-30.	The video documentation will need to show the interaction between the student and the teacher in the lesson setting.
The same intermediate player should be featured in all Activity 6 parts. These lessons MUST be conducted on four (4) different days. The lesson series will consist of the following:	Video 1: 2-5-minute video of the Practice Recommendations given from one of the lessons. The video documentation will need to show the interaction between the student and the teacher in the lesson setting with clear audio.
 1.Short Game Lesson* (putting, chipping, pitching, greenside bunker) 2.Short Game Lesson* (putting, chipping, pitching, greenside bunker) *These must be in different short game disciplines 	Video 2: 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 with clear audio.
3.Full Swing Lesson4.Full Swing Specialty Shots/Unusual Condition Lesson	Photo: Include at least one (1) photo from the lesson series that demonstrates the specificity of the practice assignments.



TC2 Activity 7: Five-Session Adult Group Lesson

Des		and Information Needed to Complete Activity: five-session Group Lesson to four players.		Captu
		No requirement for skill level, but it is required that <i>the same participants</i> are <i>taught in ALL sessions</i> . Sessions must be conducted on five (5) different days.		Video 1:
	1.	All sessions must be 90 minutes or longer. Teaching should include one session on each of the following: Short Game – 90 minutes		show the setting. Video 2: demonst entire gr
	2. 3.	Full Swing – 90 minutes Full Swing Specialty Shot/Unusual Conditions (one of the conditions described below) – 90 minutes		the skill Video 3: how you AND the
		☐ Uneven lies ☐ Wind ☐ Weather	ш	Video 4: 2-5 minu full swin then coa
		Curving the ball on purpose Hardpan, heavy rough, fliers		Video 5: demons during the players i
	Based on the students' goals and abilities, two (2) sessions are at the teacher's discretion. 4. Teacher's Choice (Full Swing, Short Game, Specialty Shot/Unusual			
	5.	Conditions) – 90 minutes		during the players in Video 7: the FINA

	Capture and document the lessons using video.
	*NOTE: ALL FOUR PLAYERS MUST BE SEEN IN EACH VIDEO
_	The video documentation will need to show the interaction between the student and the teacher in the lesson setting
ш	Video 1: Lesson Opening – 2-5 minutes video documenting the opening of the FIRST LESSON in the series. The video documentation will need to show the interaction between the student and the teacher in the lesson
	setting.
	Video 2: Skill Teaching Short Game – 2-5 minutes video. Must demonstrate how you, as the teacher, introduce a short game skill to the entire group AND then coach one of the four players in the execution of the skill
	Video 3: Skill Teaching Full Swing – 2-5 minutes video. Must demonstrate how you, as the teacher, introduce a full swing skill to the entire group
	AND then coach one of the four players in the execution of the skill. Video 4: Skill Teaching Full Swing Specialty Shot/Unusual Conditions – 2-5 minutes video. Must demonstrate how you, as the teacher, introduce a
	full swing specialty shot/unusual conditions skill to the entire group AND then coach one of the four players in the execution of the skill. Video 5: First Teacher's Choice Lesson – 2-5 minutes video. Must demonstrate how you, as the teacher, introduce a skill to the entire group during the first lesson of your choice AND then coach one of the four
	players in the execution of the skill. Video 6: Second Teacher's Choice Lesson – 2-5 minutes video. Must demonstrate how you, as the teacher, introduce a skill to the entire group
	during the second lesson of your choice AND then coach one of the four players in the execution of the skill. Video 7: Lesson Closing - 2-5 minutes video documenting the closing of the FINAL LESSON in the series.



TC2 Activity 8: Four-Session (4) Junior Group Instruction

level 2 PGA Associate before the program begins. The program must consist of four (4) associans at 60 minutes per	Description and Information Needed to Complete Activity:	lacksquare Capture and document the sessions using video as described below.
Design an informational piece that promotes your next step offerings	three (3) teachers, including the level 2 PGA Associate leading this program. The other teachers should be PGA Professionals, PGM Associates, or PGM Students, but can include other less qualified personnel (i.e. PE teachers, good playing young adults, staff members) if more qualified teachers cannot be found. However, ALL coaches need to be trained under the leadership of the level 2 PGA Associate before the program begins. The program must consist of four (4) sessions at 60 minutes per session and must cover the following: Planning session with coaches Budgeting Parent and child orientation session Golf specific skills sessions Next step offerings	showing both you and the parents/guardians Video 2: 2-5 minutes video. Lesson opening of Session 1 of the Junior program. The video documentation will need to show the interaction between the students and the teacher in the lesson setting. Video 3: 2-5 minutes video of Session 2 fundamental movement skill teaching. Video must feature both you and some of the students in the program. The video documentation will need to show the interaction between the students and the teacher in the lesson setting. Video 4: 2-5 minutes video of Session 3 golf specific skill teaching. Video must feature both you and some of the students in the program. The video documentation will need to show the interaction between the students and the teacher in the lesson setting. Video 5: 2-5 minutes video. Lesson closing of Session 4. The video documentation will need to show the interaction between the students and the teacher in the lesson setting. Create and upload the following documents to the appropriate questions in this activity. Design a promotional piece for your Junior program. Options for your promotional piece include: flyer, short internet video (30 seconds to 1 minute), or social media posts. Design an informational piece to distribute at the parent/guardian orientation for your Junior program. A list of required topics is included below.

TC2 Activity 9: Book and Teaching Video Review

Description and Information Needed to Complete Activity:

- This activity will consist of:
 - Three (3) book assignments
 - Two (2) digital media (YouTube, podcast, webinar, vlog) presentations from an industry expert.
- Subscription based formats are not acceptable.
- Links must be provided and must be open to public access.
- The minimum time requirement is 30 minutes.
- The evaluations will ask specific in-depth questions concerning how the author or the industry expert have influenced you as a PGA Teaching and Coaching Associate.
- A list of approved book titles from which you must choose is posted on the Education Portal. If the book you would like to review is not on this list, please contact the Education Mentor Line 866-866-3382 for approval. Please see this list before attempting this activity. It is expected that chosen books will be read in their entirety.

Popular books



The Big Miss: My Years Coaching ... Hank Haney



LIV and Let Die Alan Shipnuck



Golf Is Not A Game Of The Four Foundations of Golf... Perfect

Jon Sherman



A Course Called America: Fifty ...

Tom Coyne



Handbook: ...

Kurt Taylor



Professional golfer







Bob Rotella













PGA Associate Level 3 Teaching & Coaching Portfolio Activity Checklist:

Level 3 Teaching & Coaching Activities:	Date:	Level 3 Teaching & Coaching Activities: Date:
Activity 1: Take Two (2) On-Course Lessons PGA Professional #1: On-Course Lesson 1/Videos PGA Professional #2: On-Course Lesson 2/Videos Activity 2: Observe a Players with Disabilities & I	S	Activity 6: Develop a Business Plan for a New Player Engagement Program Activity 7: Nontraditional Junior Group Instruction Activity 8: Advanced Player Lesson Series
PGA Professional #4: Activity 3: Observe Two Different PGA Members Game Lesson PGA Professional #3: PGA Professional #4:		Same Advanced Player is required for all lessons/parts Activity 9: Book & Teaching Video Review Activity 10: Personal Development Plan PGA Professional #7: Full Swing Observation PGA Professional #8: Short game Observation PGA Professional #9: On-Course Observation/Video
☐ Activity 4: Short Game Weak and Strong Skills Le ☐ PGA Professional #5: ☐ PGA Professional #6:		Legend and Notes:
□ Activity 5: Technological Instruction Piece Inves □ PGA Professional #6: Technological Tool Inv		 Please see PGA.org and PGA Associate PGA Portal for complete details Review all level 3 course manuals for reference to complete activities Activity completed In-season is most conducive

PGM L3 Teaching & Coaching Activity Descriptions TC3 Activity 1: Take Two (2) On-Course Lessons

- Description and Information Needed to Complete Activity:
 - ☐ In this exercise, you will take two (2) on-course lessons from two DIFFERENT PGA Members.
 - Lessons must be a minimum of two (2) hours or nine (9) holes each and must be played on an actual golf course (NO simulated environments).
 - Complete the worksheet provided and document specific information concerning the two (2) lessons.
 - □ This includes specific elements from the opening interview through the conclusion of the lessons.
 - Before the lesson, review the lesson worksheet with the PGA Member Professional conducting the lesson.
 - During the lesson, capture the required videos. All video segments should be 2-5 minutes in length.
 - Utilize the worksheet and start to document specific information about 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 thoroughly and accurately complete this worksheet.



PGM L3 Teaching & Coaching Activity Descriptions TC3 Activity 2: Players with Disabilities and Injuries Program

- Description and Information Needed to Complete Activity:
 - Observe a program for players with disabilities and injuries.
 - Examples of programs would include, but are not limited to:
 - Special Olympics
 - ☐ PGA Hope
 - Wounded Warriors
 - Programs for autism
 - School for the blind
 - Other programs for players with disabilities and injuries
 - Complete the summary questions and document specific information concerning the program.
 - Program should be in a group format with a minimum of five (5) players.
 - Sessions must be 60 minutes or longer.
 - Capture and document the session using video. All video segments should be 2-5 minutes in length.
 - See activity worksheet directions for video and photo requirements
 - □ Secure any needed waivers or parent approvals before photos and videos are taken.



TC3 Activity 3: Observe Two Different PGA Members Give a Short Game Lesson

- Description and Information Needed to Complete Activity:
 - ☐ In this exercise, observe a short game lesson from two (2) different PGA Member Professionals.
 - Each lesson MUST be 50-60 minutes.
 - Capture and document the lessons using photographs and video.
 - The pre-lesson videos will include one swing from the down the line perspective and one swing from the face-on perspective and 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
 - □ Use the lesson worksheet to document the methods and actions used by the Teaching Professional providing the lesson.
 - During the lesson, document the Teaching Professional's methodology, including pre-swing and in-swing observations, adjustments, and results.
 - After the lesson, analyze which ball flight laws, principles, and preferences were covered in the lesson.



TC3 Activity 4: Short Game Weak & Strong Skill Lessons

Descrip	tion and Information Needed to Complete Activity:			
	In this exercise, the PGA Associate will take two (2) short game lessons of 50-60 minutes each that will highlight their weakest and strongest short game skills.			
	Both lessons must be taken from the SAME PGA Member. The focus of each lesson is described below:			
	□ Short Game Lesson 1: Weakest skill			
	□ Short Game Lesson 2: Strongest skill			
	Complete the worksheets provided and document specific information concerning the lessons.			
	This includes specific elements from the opening interview through the conclusion of the lessons.			
	Capture and document each lesson 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 (8 total videos).			
	□ 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			
	Use the lesson worksheet to document the methods and actions used by the Teaching Professionals providing the lesson.			
	During the lesson, document the Teaching Professionals' methodology, including pre-swing and in-swing observations, adjustments, and results.			
	After the lessons, analyze which ball flight laws, principles, and preferences were covered in the lessons.			

TC3 Activity 5: Technological Instruction Piece Investigation

Descri	ption an	d Inform	ation Needed to Complete Activity:
	Choos	e a techr	nology tool with which you have Limited Experience.
	Every 7	Training .	Aid is not necessarily considered technology. Technology requires electricity.
			-minute lesson given to the level 3 PGA Associate by a PGA Teaching Professional utilizing the chosen technology tool.
	Docum	nent less	on using videos as described in the activity worksheet.
	Each v	ideo mus	st be 2-5 minutes in length and audio must be clear and easy to understand.
	The vio	deo docu	mentation will need to show the interaction between the student and the teacher in the lesson setting.
		Video lesson	1: Lesson Opening – MUST include the PGA Member and you discussing how the technology piece will be used in the and how it will influence your learning
		Video : Memb	2: Your own use of the chosen technology tool during the lesson – MUST include interaction between you and the PGA er.
		Video 3	3: Lesson Closing – MUST include the PGA Member describing how the technology tool has influenced your game
		Video 4 discus	4: Technological Tool Discussion (2-5 minutes) – MUST include the PGA Member and the level 3 PGA Associate sing the following questions:
			How has this technological tool influenced your teaching methodology?
			How often and with what type of student do you use this technology?
			How has this technology influenced the development of your students' performance?
			What return on investment have you realized through this technology procurement?
			If you or the facility had to purchase the same technology over again, would you make the same decision?



TC3 Activity 6: Develop a Business Plan for a New Player Engagement Program

Descri	escription and Information Needed to Complete Activity:			
	In this activity document a current player engagement program at your own facility.			
	Additionally, you will outline an ideal player engagement program at your facility and be able to justify and validate the business decisions that you will make.			
	This will include a financial report of the current and desired player engagement program.			
	The financial worksheet will have "auto calculated" cells based on industry averages as well as cells for data input based on your own facility and plan.			
	Identify the player engagement financial impact on the FACILITY and YOUR PERSONAL income statement.			
	There is a segment defining private or public facility type.			
	Part 1: Define the Current Player Engagement Program at Your Facility			
	Describe and analyze your facility's current player engagement program. You may have to categorize your offerings differently under the headings provided. Use "do not currently offer" for any elements not seen in your facility's current player engagement program.			
	Part 2: Design an Ideal Player Engagement Program For Your Facility			
	Describe and analyze your facility's ideal player engagement program. You may have to categorize your offerings differently under the headings provided. Use "chose not to offer or cannot offer at this time" for any elements not seen in your facility's ideal player engagement program.			

Create two (2) videos, 2-5 minutes each. See the activity worksheet directions for full requirements

Part 3: Marketing and Promotion



TC3 Activity 7: Nontraditional Junior Group Instruction

Description and Information Needed to Complete Activity:

DCGGII	on and information receive to complete Activity.	
	Plan, budget, and promote a nontraditional junior program conducted OFF-SITE (i.e. not a traditional facility).	
	□ NO SIMULATORS	
	Consider after school programs in the school gymnasium or playground, boys and girls club facilities, or other civic organi where juniors are not exposed to the game of golf with the intent to partner with one of these organizations by taking golf populations.	zations to these
	The American Development Model (ADM) should be the focus of this program.	
	minimum of five (5) participants and the level 3 PGA Associate as the Teaching & Coaching lead.	
	□ For programs with larger participant numbers, consider the student to teacher ratio.	
	Justification will need to be provided for the number of teachers involved in the program.	
	he program must consist of four (4) sessions at 60 minutes per session and must cover the following:	
	Planning session Budgeting	
	Administrator/Director orientation session Fundamental movement and golf skills sessions	
	Next step considerations Program evaluation	
	Capture and document the sessions using video as described below.	
	□ Video 1: 2-5 minutes video of Administrator/Director discussion showing both you and the Administrator/Director	
	□ Video 2: 2-5 minutes video. Session 1 set-up with you describing the activities of the session and why they were chosen.	
	□ Video 3: 2-5 minutes video. Session 2 set-up with you describing the activities of the session and why they were chosen.	
	□ Video 4: 2-5 minutes video. Session 3 set-up with you describing the activities of the session and why they were chosen.	
	□ Video 5: 2-5 minutes video. Session 4 set-up with you describing the activities of the session and why they were chosen.	
	Create and include the following document in this activity:	•
	Design an informational piece for your Junior program.	\mathbf{P}

TC3 Activity 8: Advanced Lesson Series

ves	cription	and into	ormation Needed to Complete Activity:
	with th	ie same	onsists of a series of lessons conducted advanced player (single digit handicap
			re, at least at the club level). anced player should be featured in all fou
	· 🗖	Part 1 -	On-Course Observation and Lesson:
			Conduct an on-course observation and lesson of a minimum of nine (9) holes of play.
			This observation and lesson will follow a specific format outlined in Part 1 below.
		Part 2 -	Club Fitting:
			Conduct a club fitting with the same advanced student.
			The club fitting can be done at any stage of the lesson series at the teacher's discretion.
			Teachers may find the club fitting should come before any teaching, during the lesson series, or at the end.
			Equipment recommendations and/or alterations should be provided as needed throughout all four lessons.

	Part 3 – Advanced Lesson Series: Document EACH of the four (4) lessons described below.
	1 Short Game Lesson (60+ minutes)
	1 Full Swing Lesson (60+ minutes)
	1 Teacher's Choice Lesson – MUST be Short Game or Full Swing (60+ minutes)
	1 On-Course Lesson, minimum nine (9) holes or 120 minutes
	Lessons may be conducted in any order at the teacher's discretion
	Ball flight laws, principles and preferences and the teaching
	choices made need to be defended and justified in the
	portfolio.
Ч	Part 4 – Practice Prescriptions:
	Document the practice prescriptions given in the lesson series
	Responses will detail in-lesson and post-lesson practice and describe drills without an aid and drills with an aid given to hel the student's progress.
	Lessons must be given on DIFFERENT days to allow for the student to practice on their own between lessons.
	Please review Activity 10 Personal Development Plan that includes 3 PGA Member observations of your teaching. These activities may be completed simultaneously with the video and worksheet documentation in Part 3.



TC3 Activity 9: Book and Teaching Video Review

Description and Information Needed to Complete Activity:

This ac	ctivity will consist of three (3) book assignments that MUST meet the following criteria:
	Book #1 - A book that presents a methodology with which you agree
	Book #2 – A book that presents a methodology with which you disagree or originally thought you would disagree (you may change your mind after reading the book)
	Book #3 – A book that presents non-swing methodologies but focuses instead on the mental game and/or playing the game skills.
	☐ This can include course management, mental preparation, the psychology of the game, and/or controlling emotions.
Two (2) digital media (YouTube, podcast, webinar, vlog) presentations from an industry expert.
	Subscription based formats are not acceptable.
	Links must be provided and must be open to public access.
	The minimum time requirement is 30 minutes.
	aluations will ask specific in-depth questions concerning how the author or the industry expert have influenced you as a PGA
Teachi	ng and Coaching Associate.



TC3 Activity 10: Activity 10: Personal Development Plan

Description and I	iformation N	leeded to	Complete	Activity	1
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	Using the following observation worksheets, Ask three (3) DIFFERENT PGA Members to observe you while teaching reeth (3) DIFFERENT types of lessons		
		Full Swing (60+ Minutes).	
		Short Game (60+ minutes).	
		On-Course (120 minutes or 9 holes)	
	Thes	e observations may take place while completing requirements for Activity 8 – Advanced Lesson Series.	
After each observation, take time to discuss each observer's feedback and recommendations.			
		On-Course Lesson Summary	
		2-5 minute conversational video between the observing PGM Member and you summarizing the observations and recommendations for improvement in your on-course lesson.	
		The video should feature both you and the observing PGA Member.	
	Be sure	e to take notes to answer the summary questions for the activity	



