

MACKENZIE AND WOLF COMPLETE PGA SHOW EDUCATION AGENDA

Due to scheduling conflicts, we've made changes to our Thursday, January 26 lineup at the PGA Merchandise Show in Orlando. Our late additions are also great additions, with **Dr. Sasho MacKenzie** and **Chuck Wolf** taking over the 1 pm and 2 pm speaking slots, respectively.

MacKenzie, who has a PhD in Sports Biomechanics and is a professor at St. Francis Xavier University, has been a leader in 3D forward dynamics simulations of the golf swing. He will explain the key issues between Golfer Ground Interaction and Dynamic Stability. With the growth of force-plate usage by teachers in recent years, this has become a hot topic ripe for further exploration.

Wolf, who has a Masters Degree in Exercise Physiology, is based in Orlando. He is recognized as a world leader in functional anatomy, movement analysis and function and advance program design and, as such, has traveled around the world hosting and speaking at conferences and seminars with fitness professionals. When not speaking, he spends much of his time working with elite athletes from a variety of sports including many of the top 50 golfers in the world rankings. His topic will be Swing Faults and Functional Solutions.

The full array of Proponent Group's educational sessions during the PGA Show on Wednesday and Thursday in Room W109B, can be found on page 2 of this newsletter.

And, best of all, attendance is free for all Proponent Group members. Last year, more than 300 Proponent Group members came to at least one of the sessions.

We'll look forward to seeing you in Orlando later this month. **PG**



Dr. Sasho MacKenzie



Chuck Wolf

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PROPONENT'S PGA SHOW LINEUP

Proponent Group 2017 PGA Show Presentation and Meeting Schedule

All sessions will be in Room W109B on the lower level of the Orange County Convention Center. All sessions are free for Proponent Group members. PGA and LPGA Continuing Education credits will be awarded for each session you attend and sign in.

Wednesday, January 25

- 9am **The Invisible Swing** – Mike Malaska
- 10am **Setting the Standard: The Future of Golf and Your Coaching Business** – Matt Reagan and Ryan Dailey
- 11am **The SwingTRU Motion Study - How Big Data is Improving Golf Instruction** – Nick Clearwater
- 1pm **The 5 Hurdles to Overcome When Transitioning Your Business from Hourly Coaching to the Results-Based Coaching Model** – Will Robins
- 2pm **Turning Your Knowledge into Digital Income** – Jim Shalhoup
- 3-4:30pm **Associate Members Career Growth Meeting** hosted by Lorin Anderson

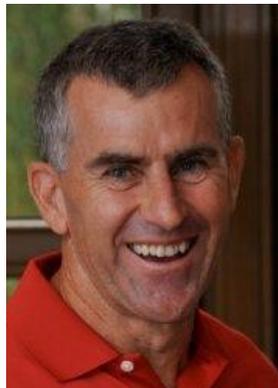
Thursday, January 26

- 9am **Incorporating Mental Game Techniques in Practice for Your Students** – Iain Highfield
- 10am **How to Structure Effective Practice** – Brendan Ryan
- 11am **Short Game: What the Experts Do** – Dr. Robert Neal and Layne Savoie
- 1pm **Golfer-Ground Interaction and Dynamic Stability** – Sasho MacKenzie
- 2pm **Swing Faults and Functional Solutions** – Chuck Wolf
- 3pm **Teaching with Boditrack** – Mark Sheftic

Reminder: All sessions are in Room W109B in the Orange County Convention Center.



Will Robins



Dr. Rob Neal



Mike Malaska

PROPONENT SPONSOR PGA SHOW OPPORTUNITIES

DON'T FORGET TO SEE WHAT'S NEW FROM OUR CORPORATE PARTNERS IN ORLANDO

International Clubmakers



Guild will be participating in demo day at Tee No. 5. They will also be in room W209B on Wednesday hosting two seminars.

Imavex will be meeting clients in Room W109B.



K-Vest will be in booth #985.



ParBar will be in Booth #3516.



Retail Tribe will be meeting clients in the PGA Members Center.



Swing Catalyst will



be in Booth #2978. They will also be holding a Level 2 Certification class in Room W308A on Thursday, January 26 from 12-5 pm.

TrackMan TRACKMAN

will be in Booth #1173 and #1273.

USchedule and ShotByShot.com



will be meeting clients in Room W109B.



2017 Show dates are Wednesday, January 25 – Friday, January 27. Hours are 8:30am-6:00pm except Friday, when the show ends at 3:00pm. Demo Day is Tuesday, January 24th from 9:00am-5:00pm at Orange County National

PGA OF AMERICA NAMES 2016 AWARD WINNERS

The PGA of America has released its full list of award winners from the 41 sections for 2016. Proponent members who earned PGA honors this past year include:



PGA™

PGA Teacher of the Year

Paul Ramee, Jr., South Kent, CT; **Mark Blackburn**, Birmingham, AL; **Shawn Koch**, Alpharetta, GA; **Larry Ward**, Lexington, KY; **Michael Dickson**, Bethesda, MD; **Brenndan Cooper**, Kansas City, MO; **Tim Cusick**, Irving, TX; **Joshua Cook**, Andover, KS; **Alison Curdt**, Simi Valley, CA; **Chris Rowe**, Trinity, TX; and **Virgil Herring**, Franklin, TN.

Player Development

Trent Wearn, Englewood, CO; **Michael Fay**, Harbor Springs, MI; **Mary Hafeman**, Jacksonville, FL; **Eric Kulinna**, Chandler, AZ and **David Wedzik**, Erie, PA

Horton Smith Award for contributions to professional education

Claude Brousseau, Kapolei, HI; **Jason Sutton**, Charlotte, NC; **Daniel Gray**, Glencoe, IL; **Tom Harris**, Muncie, IN; **Larry Ward**, Lexington, KY and **Adam Smith**, Midlothian, VA

Youth Player Development

Jeff Fisher, Mesa, AZ

Merchandiser of the Year

(Yes, it's true, we even had multiple merchandisers of the year. Our members can do it all! **Eric Eshleman**, Birmingham, AL and **Scott Sedgwick**, Louisville, KY

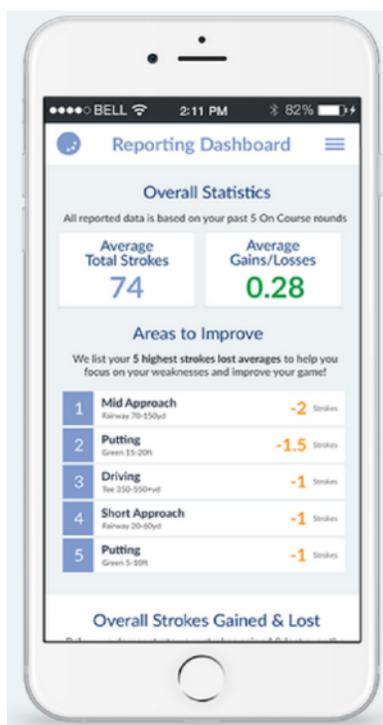
Measured Practice is Now Available

Measured Practice is a web-based app, designed by Proponent member **Daniel Gray**, which allows coaches and their competitive players to analyze their on-course and practice stats in a Strokes Gained and Strokes Lost method.

The concept behind measured practice is to give players a deeper understanding of their golf skills while allowing you, the coach, to customize practice sessions based on the analysis of the player's data.

Features include trend analysis, data filtering, skill evaluations, downloadable scorecards, quick data entry, a coaching program that allows you to manage your player's training program and – coming soon – custom practices you can assign based on the individual's on-course statistics.

For more information, visit measuredpractice.com.



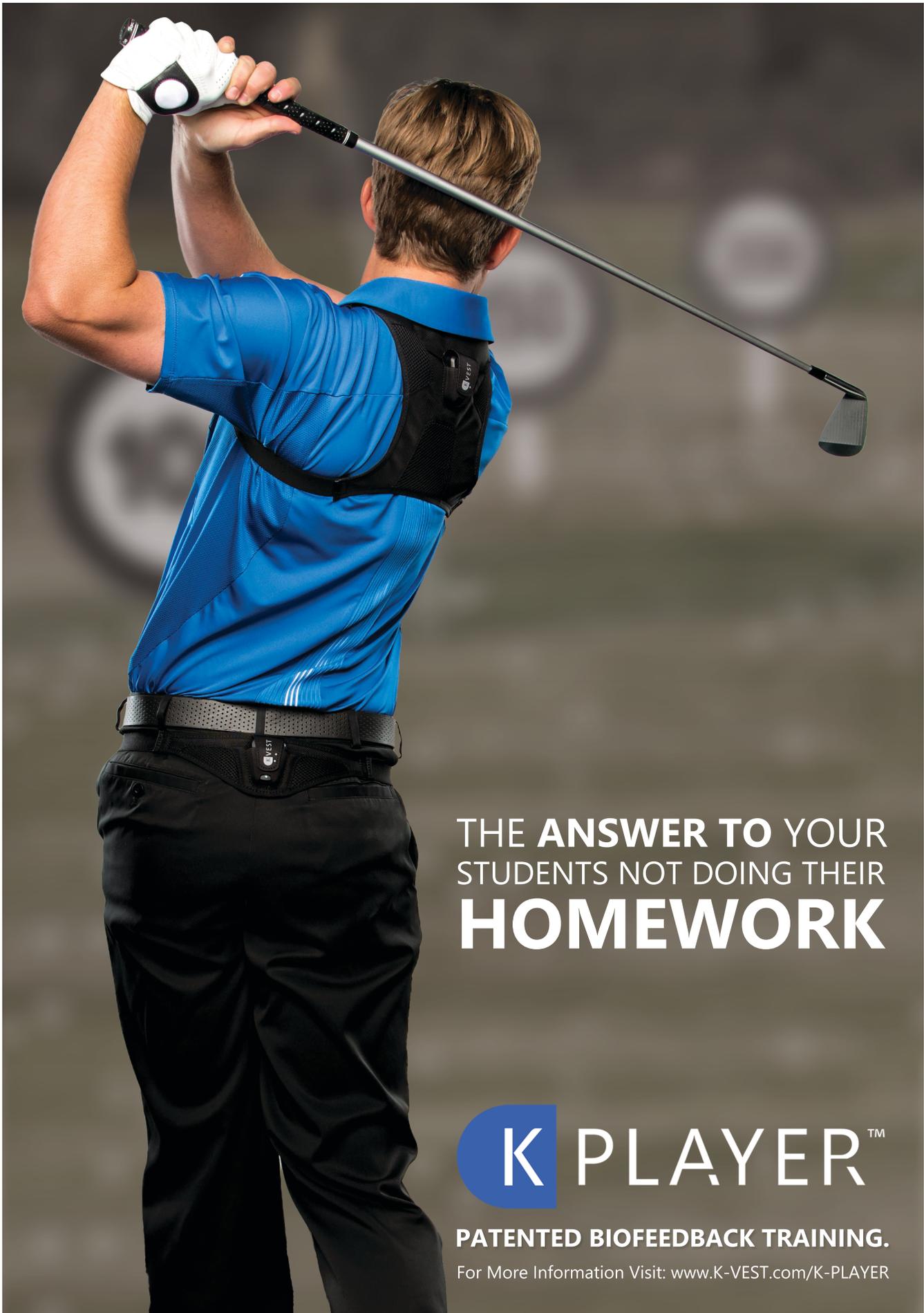
ARE YOU CATCHING UP ON YOUR WINTER VIEWING?

IF YOU'RE IN YOUR SLOW SEASON IT'S THE PERFECT TIME TO STUDY UP

Our video and webinar archive on the members' website has been accessed more than 25,000 times. Here's an update on what your fellow members are streaming.

The Top 10 Most Watched Videos in December (most-watched listed first):

- 1) Better Golf from the Ground Up - **Bernie Najar**
- 2) Are You Prepared to be Your Best Coach? - **Mike Malizia**
- 3) The Human Skills of the Game - **Lynn Marriott** and **Pia Nilsson**
- 4) Taking Your Teaching Business to a Higher Level - **Dr. Rick Jensen**
- 5) 5 Common Putting Problems and Some Cures - **David Orr**
- 6) Discovering the Differences Between 2D Video and 3D Motion Capture - **Jon Sinclair**
- 7) How YouTube Can Take Your Branding to New Heights
- 8) 3D Putting: The New Frontier - **Dr. Rob Neal**
- 9) How I Teach Putting - **Kevin Weeks**
- 10) Building Your Teaching Career - **Lorin Anderson**



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Social Media Spending and ROI

IS PAYING FOR FACEBOOK ADS WORTH IT?

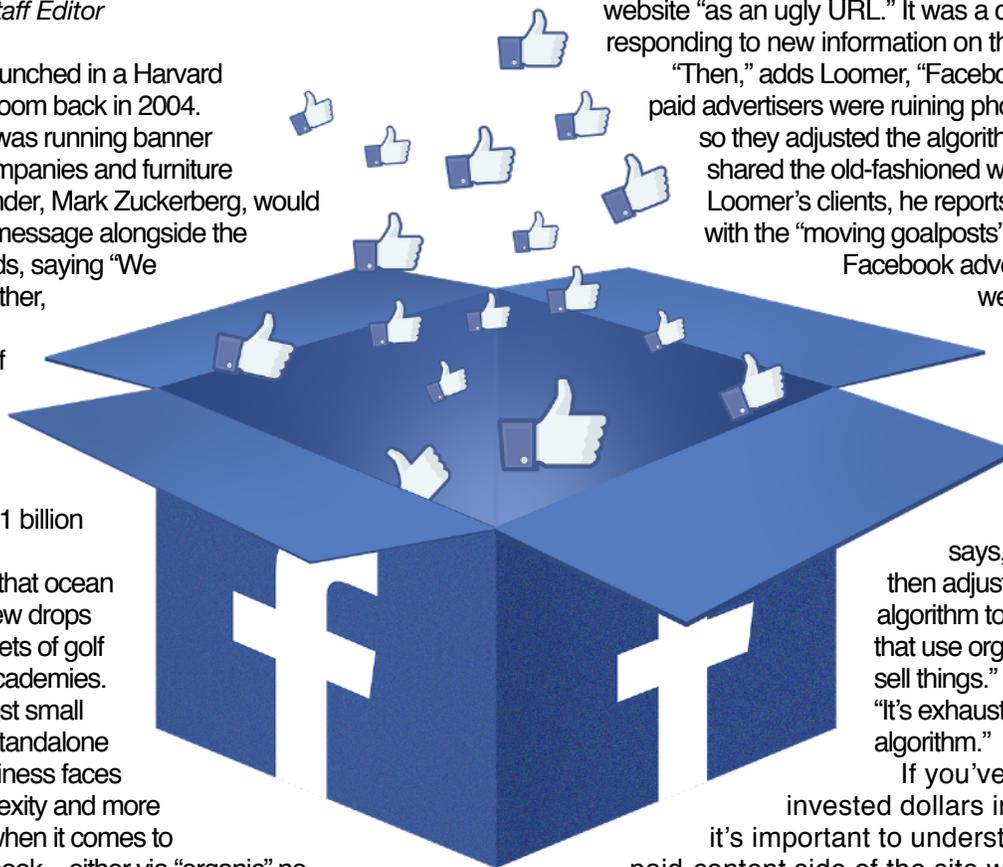
By **David Gould**, Staff Editor

Facebook was launched in a Harvard University dorm room back in 2004. Within months it was running banner ads for T-shirt companies and furniture movers. The founder, Mark Zuckerberg, would include a critical message alongside the website's early ads, saying "We don't like these either, but they pay the bills." By March of last year, Facebook's revenues from advertising were ticking along at \$1 billion per month.

Sprinkled into that ocean of money are a few drops from the ad budgets of golf instructors and academies. However, like most small enterprises, the standalone golf teaching business faces increasing complexity and more question marks when it comes to leveraging Facebook—either via "organic" no-charge posts and messages or via paid advertising.

What "works" on Facebook is subject to continual change. The algorithm that sends news feeds into users' individual pages presents a moving target, mostly because Facebook must protect its golden goose—user engagement and satisfaction. According to Facebook marketing specialist Jon Loomer, some small businesses that have been buying Facebook advertising have come to the conclusion they are losing money running their ads. Furthermore, they find that they lack the time or resources to keep up with all the analytics that get generated, so as to properly measure the results they're getting.

"For a while there, everyone was sharing photos in their Facebook ads," writes Loomer in his widely-read blog, "even making sure to include photos when sharing links." Over time, however, it was determined that text updates actually got the most reach, so advertisers started sharing links to their



website "as an ugly URL." It was a case of responding to new information on the fly.

"Then," adds Loomer, "Facebook said that paid advertisers were ruining photos and links, so they adjusted the algorithm to favor links shared the old-fashioned way." Many of Loomer's clients, he reports, got fed up with the "moving goalposts" scenario of Facebook advertising. Many

went back to simply posting content without paying, at which point, Loomer says, "Facebook

then adjusted the algorithm to punish brands that use organic posts to sell things." His conclusion: "It's exhausting chasing an algorithm."

If you've never invested dollars in Facebook, it's important to understand that the paid-content side of the site works like an auction. This is noteworthy because it helps explain why there's no set answer to the simple question of how much Facebook ads cost. The prospective advertiser will create an account and state how long they want their ad program to run and how much they are willing to pay for the ads they place. These are details they can manually adjust on-screen, in the site's pricing-and-bidding section. If you don't plug this data into the template, Facebook will automatically calculate a bid for you based on your budget and how long you choose to have your ad run. Then the auction begins. You, the advertiser, are entering a bid, meanwhile plenty of other advertisers are trying to get the same ad space in the Newsfeeds of a certain cohort of users. Obviously, Facebook limits the number of ads each user sees.

(Continued on next page)

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As with all advertising, Facebook advertising can't be evaluated without some reference to competition in your marketplace. You're not trying to be the most brilliant Facebook advertiser in the world, you're trying to be as good or better at it than other academies and coaches in your area. It's difficult to discover how much Facebook advertising your competitors are doing, but if you ask enough questions—and even study your own Newsfeed—you'll get a decent feel for who's doing what.

Again, as with any advertising, you must have a sense of what you are trying to accomplish and how you expect to measure it. The seasoned professionals at 1-2-1 Marketing, a golf-specialized company based in central Florida, encourage golf clients (these are mostly courses, selling green fees, memberships, etc.) to use Facebook advertising on a trial basis to sell events such as golf clinics and special tournaments.

“Advertising to local golfers regarding the variety of events taking place at your facility can be accomplished best with Facebook ads,” according to 1-2-1's Kent Ashby, who says it's common for clients to use Facebook ads “to promote holiday parties at the clubhouse, group golf lessons, pro shop sales, and more.” The focus on an event, plus the time-sensitivity factor, are both positives, because you'll know when to start, when to stop, and what your goals are. In the end you'll have a solid ROI number to use as a benchmark.

Speaking of ROI, or old-fashioned *financial* return-on-investment, there is another, much-discussed criterion for evaluating Facebook advertising, known as “Social ROI.”

Though it sounds vague, the pros in the field see it as sturdy data for judging how well money has been spent. “Social ROI,” says online marketing expert Matthew



Tyson, “is not a New Age buzzword. It's an analysis of how well your audience engaged with your ads, and it's measured by a number of metrics.” These various metrics include:

Impressions (number of times your ad was seen—by any and all), *Reach* (number of individual people your ad was shown to), *Likes* (number of people who liked your ad), *Shares* (number who shared it), *Comments* (total number of comments on your ad), *Frequency* (number of times your ad was shown, on average, to a user), *Click-through rate* (percentage of times a consumer who saw the ad clicked through to the landing page) and, finally, *Page Likes*, which is the number of likes generated for your own Facebook page, because of the ad.

It's ironic, but the golf instructor just now looking into Facebook advertising is probably better off than the one who got started with it a half-dozen years ago. Those were the pioneering

days, when Facebook needed advertisers large and small to post their promotional content and provoke a consumer response. It was also the era when whatever you sent “organically” to your audience of friends got delivered to all of them. Getting impatient with Facebook's ever-shifting policies is a product of having advertised with the site before it came to more or less rule the world. **PG**

“Social ROI,” says online marketing expert Matthew Tyson, “is not a New Age buzzword. It's an analysis of how well your audience engaged with your ads, and it's measured by a number of metrics.”

TRACKMAN 4

ENDLESS POSSIBILITIES

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ARE YOU TAPPING THE POWER OF FANDOM?



By Lorin Anderson, President

According to a ranking by FanSided, the current kings of “fandom” – from sports, entertainment, celebrities and brands—include the following among the top 10:

10) Harry Potter/JK Rowling, 9) LeBron James, 8) Ohio State Buckeyes, 7) The Walking Dead, 6) Netflix, 5) Dallas Cowboys, 4) Game of Thrones, 3) Beyonce, 2) Star Wars, and... 1) Chicago Cubs.

Now those of you who know I’m from Northern Illinois probably also know I’ve been going to Wrigley Field since I was in kindergarten and the Cubs are the one team I have followed from the moment I got hooked on sports. For most of my 45 years of Cub-rooting fandom they stunk. But, every trip to the ballpark was a great day no matter the score because the ushers were so polite, the food smelled great, the view was amazing, the neighborhood was friendly and I was always with friends and family.

I’ve been to dozens of other professional sports venues—none have the aura of Wrigley and a Cubs game. The losses were disappointing but a day spent with the Cubs never fell short of being a great experience. I couldn’t wait to return as soon as possible.

As Ken Blanchard wrote in his book, Raving Fans, a raving fan is “a customer who is so devoted to your products and services that they wouldn’t dream of taking their business elsewhere and will sing from the rooftops about just how good you are.”

Does your teaching business create “raving fans?” You are in a business that thrives on strong word of

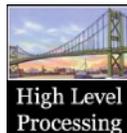
mouth referrals, so creating raving fans can be a great lever to pull to grow your business.

Raving fans would never consider taking their business elsewhere. That’s a tall order in a highly competitive marketplace, but you can do it. Businesses with raving fans not only provide an exceptional product or service, they also provide an exceptional customer service experience. Follow these tips to create your own raving fans.

- 1) Keep your commitments.** If you tell a customer you are going to do something, you do it. Case closed.
- 2) Educate your customers.** Whether it’s a personal phone call, a mailer, or through social media, you can create raving-fan customers by keeping them informed.
- 3) Be consistent.** Do you have a favorite restaurant that you can go to and always get a great meal? Customers like to do business with companies that are consistent. It takes the guesswork out of the equation and creates loyalty.
- 4) Acknowledge and fix problems.** If you avoid customer complaints or issues, customers will avoid you. Honoring your commitment, educating the customer on what can be done, and being consistent will keep them coming back.
- 5) The final secret, according to Blanchard, is to decide what you can do for the customers, and deliver it, plus 1 percent.** Ask yourself what little extra you could do to give yourself the plus 1 percent. You don’t need to be 50 percent better. Just 1 little percent makes the difference between a satisfied customer, and a raving fan. Find where your 1 percent is hidden, and go out and deliver it. The raving fans you create will be singing your praises, and your business will grow.

Give the customers what they are asking for, and then give them 1 percent more. What a simple formula! What are you waiting for? **PG**

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WIKIPEDIA

Marketing and Reputation-Building

YOUR NAME IN LIGHTS – ON WIKIPEDIA?

By *David Gould, Staff Editor*

Dry, dignified and strictly factual, the entry begins like this: “Claude ‘Butch’ Harmon, Jr., born August 28, 1943, is an American golf instructor and former professional player. He is the son of 1948 Masters champion Claude Harmon, Sr. and has been in the golf industry since 1965.”

So, yes—Butch Harmon has attained the lofty status you enjoy when you’ve got your own Wikipedia article. And so has David Leadbetter. Same goes for Sean Foley, along with the Stack & Tilt team of Mike Bennett and Andy Plummer. Being the subject of a Wikipedia entry puts these golf coaches in the company of Abraham Lincoln, Thomas Edison, Gandhi and Amelia Earhart—household names readers would want to know about as part of their basic education.

Or at least that’s the idea behind encyclopedias, which became popular in the 1700s. The Internet has produced a pretty amazing digital version of the original hard-cover product—at one point not long ago, Wikipedia was ranked the 17th-largest website (by unique visitors) on the entire web. Some 500 million readers have surfed the site, most of whose

traffic comes from Google, apparently because Wikipedia does the best job of answering questions that get typed into Google search boxes. Either way, legitimacy and credibility arrive in a big way if you can make like Leadbetter, Harmon and the rest by scoring an individual entry on the site.

Michael Kwan, a writer for one of the better-known advice websites for online entrepreneurs, johnchow.com, put it aptly when he wrote: “If you want to establish yourself as an expert in your industry, it certainly doesn’t hurt to make a big name for yourself. Getting featured in major media outlets is one part of the equation, and you know you’ve really ‘made it’ when there’s a Wikipedia page dedicated to you.”

Kwan was once hired by a successful company to create a Wikipedia article describing the firm and spotlighting its achievements. “I told them upfront,” he recalls, “that I could not possibly guarantee that the page would ‘stick,’ and that there was a distinct possibility the page would be deleted due to reasons of ‘vanity.’ And despite all of our efforts—though they didn’t have the budget for all my recommendations—that’s exactly what happened.”

That comment points to the don't-call-us, we'll-call-you nature of the website. Any golf instructor with a computer could type up an article about himself or herself and try to get it inserted among the roughly 5,400,000 articles (in English) found on wikipedia.org. Getting that article to "stick," as Kwan puts it, is a big challenge. The best way to think about your career and the journey to Wikipedia-entry status is in terms of "organic news." In other words, as the site's own guidance states it:

"Wikipedia bases its decision about whether an organization is notable enough to justify a separate article on the verifiable evidence that the organization or product has attracted the notice of reliable sources unrelated to the organization or product."

Translation: Other media outlets have given you publicity. What the decree from Wikipedia forgets to point out is that attracting "the notice of reliable sources" is partly the result of having an efficient public-relations machine. So, if you've been working through the years to get your name out—first locally and then beyond your natural geographical market—you've been doing the spade-work toward attaining that Wikipedia aura.

Interestingly, there is a Wikipedia entry titled "Golf Instruction" that has opened the door to a handful of other active teaching professionals (beyond Leadbetter, Harmon, Foley etc.), by naming them in the article and hyperlinking their names to a starter page of sorts that invites anyone who's interested to go ahead and try to write an article that the website's gatekeeping editors might find acceptable. That, by the way, is how these things come to be—they're written by amateurs, often by the person who is the subject of the entry.

Jim McLean, Chuck Evans, Ben Doyle and Proponent Group member Mike Bender all appear in the current version of the "Golf Instruction" article and all have links from their names to a template page. The text found after click-through reads (we'll use the Bender example) like this:

"Wikipedia does not have an article with this exact name. Please search for Mike Bender in Wikipedia to check for alternative titles or spellings. Log in or create an account to start the Mike Bender article, alternatively use the Article Wizard, or add a request for it. Search for "Mike Bender" in existing articles."

A word of mild warning: Even Wikipedia says that getting an article about yourself on the site

isn't necessarily a good thing. "Wikipedia seeks neutrality," says a statement on the site. "An article written about you should be editorially neutral. It will not take sides and will report both the good and the bad about you from verifiable and reliable sources. It will not promote you." This latter point is subject to interpretation—it means the tone and language of the article can't sound biased toward you, or in any way praising.

That said, it's hard to deny the reputation-burnishing effect of the Harmon and Leadbetter articles. And then there's the two-sentence conclusion to the Haney article, which reads: *"Haney has a video game of his own, Hank Haney's World Golf, that was released for Windows on November 16, 2010. A Mac OS X version was released under the name World Challenge Golf 2011 by Virtual Programming on September 28, 2011."* If that isn't promotional, even indirectly so, it's hard to imagine what would be. Furthermore, the embarrassment Haney suffered during his long years of bizarre driver yips isn't mentioned on his page, despite the publicity it garnered when Haney admitted the problem.

"Once you have become a celebrity, your personal life may be exposed," the Wikipedia "warning" statement adds, using Tiger Woods as its prime example, along with swimmer Michael Phelps. The article on Sean Foley is noteworthy for how much information it contains about Woods and his various injuries and comeback attempts during the years he and Foley worked together. It's also clear that the Foley article and the Bennett-Plummer article somehow intertwine, perhaps with each supporting the "notability" factor of the other. Consider this excerpt: *"In Stack and Tilt the weight starts left (for right-handed players) and goes more left during the swing. This idea collides with mainstream golf instruction, but is shared by Sean Foley."*

It's not known who originated the idea that there is "no such thing as bad publicity," but over time that statement has prompted plenty of disagreement. The value of the comment lies in the idea that warts-and-all coverage of one's life and career is worth the trouble, if you end up set apart from the rank and file of your profession and viewed as a true leader in your field. In this day and age, a Wikipedia entry is one clear example of that recognition. **PG**



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DAVE KENDALL

KENDALL ACADEMY OF GOLF, ANN ARBOR, MI

INTERVIEW BY DAVID GOULD

As the golf profession becomes increasingly specialized, we are less likely to see a career as diversely successful as Dave Kendall's. To borrow a term from the sport that was Kendall's first love, he is a true "five-tool player" within the PGA context—standout tournament pro, top teacher, skilled head golf professional, dedicated PGA officer and a successful business entrepreneur.

In the spring of 2015 those accomplishments earned Kendall entry into the Michigan Golf Hall of Fame. The Jackson, Mich., native had a bit of extra pleasure on induction day, given that the Hall's new home as of this year is Ferris State University in Big Rapids. Not only is Kendall a proud Ferris State alumnus, he's also one of first two Ferris State PGM students to attain PGA Class A1 status.

He assumed the head-professional position at Cadillac Country Club in 1981. From there Kendall moved south to Ypsilanti where he founded the Kendall Academy at the famed Miles of Golf super-range and par-3 course. Kendall has been ranked as high as No. 2 on the Golf Digest list of Top Teachers in Michigan. He was twice named Michigan PGA Teacher of the Year and likewise has two section Golf Professional of the Year awards. He was

inducted into the Michigan PGA Section Hall of Fame in 2013.

Service to his section as an officer is also part of the Kendall legacy. He has held every leadership office in the Michigan PGA including section president. His playing record is stellar—it includes two Michigan Senior Open championship victories, a state Senior PGA title, Senior Match Play victory and the PGA State Pro-Am. Despite all that hardware on his own mantle, he speaks in this interview mostly about a career teaching and coaching others.



You were a versatile athlete in youth sports—just not all that into golf, right?

As a kid I played every sport except golf. I liked football, baseball, basketball and hockey. I was probably best at baseball. I was fast, on the small side, played shortstop and hit leadoff. However I had a bad experience with the baseball coach and quit my high school team. The golf coach wanted me to come out and play for him. I really wasn't good enough but he encouraged me. It wasn't until junior year that I was able to break 80.

Who had the strongest influence on you as a young golfer?

It was my high school golf coach, Ray Mohre. Ray didn't actually teach me very much about the golf swing, but there are things he said that are with me to this day. I remember we were playing our crosstown rivals in a high school match and I missed a crucial putt on the last hole. The ball hung on the lip and wouldn't drop and I was seething mad. I picked up the ball and threw it as far as I could. A while later coach took me aside. He was a big guy and in moments like this he spoke quietly. He told me I had embarrassed myself by that outburst. And not just myself—I had also embarrassed my family, my team, our school and our town. "People will have to apologize for you, David," he said. "And they don't want to have to do that. They want to be proud of you." Ouch. Those words sank in deep.



Kendall's long-time successes with his students have made him a regular on the Golf Digest Best in State list in Michigan.



Kendall is a true “five-tool player” within the PGA context—standout tournament pro, top teacher, skilled head golf professional, dedicated PGA officer and a successful business entrepreneur.

What’s the single biggest misconception in golf instruction?

It would be the idea that the golfer with the best swing wins. It’s simply not true. The game of golf is so much more than swing-versus-swing. Every 18-hole match there’s ever been, the best player that day wins the match. At the PGA Tour level, you could compare golf swings to race cars. If I were a top NASCAR driver, some other top NASCAR driver couldn’t win with my car and I couldn’t win with his car. If I think the other guy’s car has some little refinement my car doesn’t have, I still have to believe I can win the race. And if I’ve got that belief, I absolutely can win. It’s the same with golf swings.

Complete the following statement: A great golf coach is ...

He’s a sounding board. He’s an advocate for his student, a confidence builder. As time goes by, a good coach develops a style and stays true to it. People have said about me that as a coach I could have been tougher. But as an athlete I didn’t respond well to the tough approach. I just wanted the tools to figure it out. So now I try to provide those tools to the people I work with.

Describe the typical one-hour lesson with a first-time student.

I pay close attention to what’s happening in the first 10 minutes with a new student. I’m studying them to see if they believe they’ve made a good choice in coming to me. I’m not looking for them to think that I’m some genius, that I know everything. What I hope they’re

realizing is that I’m extremely glad they’ve come to me. When they leave that first session I want them to be thinking that golf seems a little simpler than it did before.

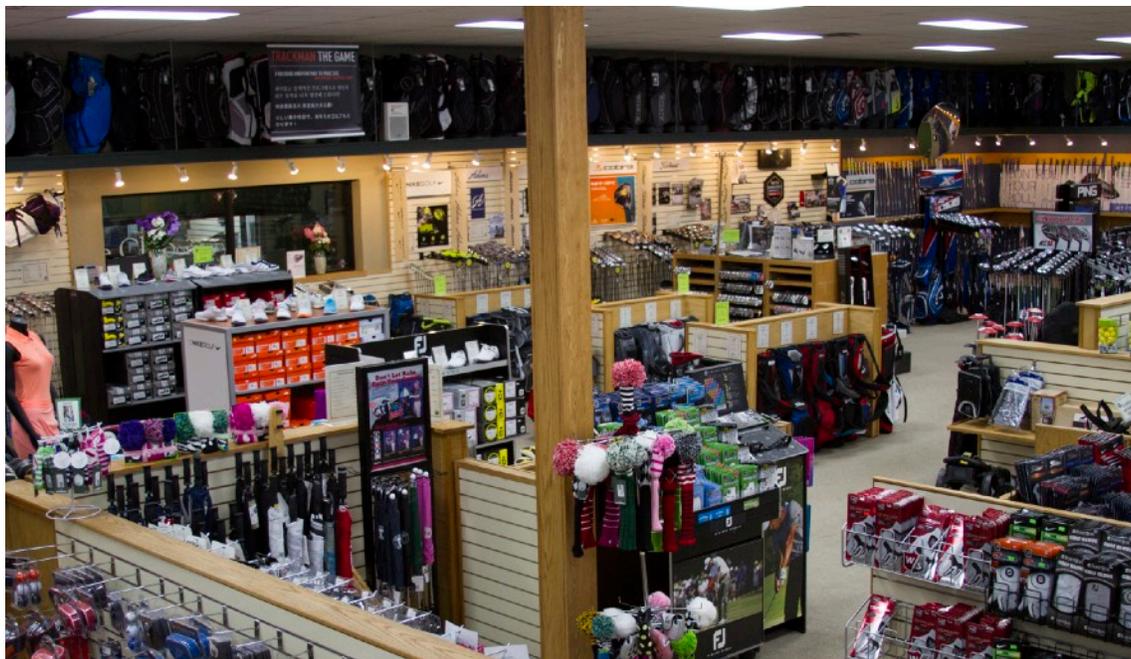
If the average golfer had one hour per week to practice, how would you suggest they spend that time?

I would have them spend a big chunk of their practice time making swings that are less than full swings. I would have them hitting lots of different shots with their wedge and 9-iron. I’d want to see them working on tumbling, running shots with their lofted irons. I’d want them to hit shots working the face both ways, left and right. They should be hitting high and low shots, shots that release and shots that bite. When they’re hitting a longer club with a more full swing, they should move through the ball with the face held open and move through impact with the clubface turned down. This style of practice would do a lot to improve their impact position with any club in the bag.

What is your approach when you work with golfers in a group?

I enjoy teaching groups and I do quite a bit of it—a lot of team teaching, as well. The other coaches at Kendall Academy are important resources for our students—I’ve got confidence in all of them, so it’s great when they offer their thoughts. Some people wouldn’t agree with that approach. They wonder, won’t the golfer be confused if what they’re told by Teacher A doesn’t match what they’re told by Teacher B? If both teachers

Miles of Golf has been Kendall's home for decades. It is one of the premier retail, driving range and short-course complexes in the United States.



are skilled and competent, I just don't see that as a problem. Hearing different viewpoints is part of your experience in everyday life. You hear two opinions and you think about them and you sort it out. When I need expert advice on a business matter, I'm able to tolerate hearing more than one opinion. At a certain point I go with what seems to work best in my personal case. Golf is no different.

What mindset, for the lesson-taking student, is most effective? What should be in their heads?

I want the golfer to get to the point where they think that anything they do, they could do it with or without their coach. If they make a lot of progress with me coaching them, I want them to think they would have become that good no matter who the teacher was.

How has technology changed you as a golf coach?

It has given me better tools to do the job. I'm certainly glad that I had to teach for a long time without all the technology. When I was a PGM intern in the mid-1970s at Walt Disney World Resort, instructors there had an 8-frame Polaroid graph-check camera. In 1997 I first used video. There are places where they present technology as though it's the actual product, but it takes humans to do this work correctly.

If you could spend an hour on the lesson tee with any coach in golf today, who it would be and why?

Butch Harmon. From what I know of him he's very comfortable in his own skin and he takes a really

practical approach to teaching and coaching. He seems to make people relax, which is so important. And he helps people achieve their goals.

What's your dream golf foursome?

I would start with Dave Hill, who being a Michigan guy on the PGA Tour was a hero to me. I would add his brother, Mike, as well. I got to know them some but I never did play golf with them. Also in the foursome would be my dad. He was a high-80s golfer who introduced me to the sport. I wanted to be like him. He was a lefty who played a hook so I became a righty who hit a fade. My father flew 65 missions over Europe as a World War II bomber pilot. My parents were married for 70 years and raised six children.

Your favorite golf course or courses and why?

It comes down to two, both in Michigan, Forest Dunes and Crystal Downs. I lean toward Crystal Downs, the great design by Alister MacKenzie. I've played about 50 rounds of golf there. To think that par-70 and 6,600 yards provides so much challenge and so much character is pretty wonderful. All different styles of player could be successful there, which is uncommon.

What's the best success story you've had as a coach?

I once had a girl come to me in her junior year of high school wondering if I could help her get good enough to play on the high school team. I asked her, "Are you pretty close, but you just need to raise your game a



Kendall was inducted into the Michigan PGA Hall of Fame in 2013 after twice being named section Teacher of the Year and twice being named section Professional of the Year. In 2015, he was inducted into the Michigan Golf Hall of Fame.

notch or two?" She said no, she hadn't ever played much golf. Her name was Aubrey, and in her senior year she played No. 5 on the girl's golf team. After graduation she went off to college in Boston and if she comes back to town she'll stop in and say hi. My sense of her is that, partly from our work together, partly from her basic nature, she'll always have the confidence that she can learn anything. That's a big difference-maker in life.

What is it you like most about coaching? What brings you the most satisfaction?

I love the way golfers can't wait to come find me and tell me about their successes. They want to share their success and make me a part of it. In the end they do more for me than I do for them. I also like seeing the light bulb come on when a golfer does something they've never been able to do. A lot of guys in my generation—and I was one of them—wandered around for years trying to get certain fundamentals of the swing and the game explained to them, without any luck. I try to be that guy the younger version of me was always looking for. There's a big difference between having something explained to you in one hour versus one hour plus the 20 years it took to find the teacher who could explain it.

What is your best round ever and what is it you remember most about that day?

I shot 61 at Cadillac Country Club one day—my perfect day of golf. It was August 13, 1987. It was so unusual. Everything worked perfectly. We tend never to show up on the first tee expecting everything to work perfectly, so it's very memorable when it actually happens.

Playing the game and teaching the game—talk about the relationship between the two.

I agree with other instructors who say you should push yourself to play well. Our academy has a nine-person teaching staff and the majority have strong playing records. Do you have to be a great player to be a great teacher? No, but it helps. I've had top players say to me: "If I didn't think you knew what it feels like to stand on the tee needing par on No. 18 to win a high-level tournament, I wouldn't have come to you."

Based on those remarks, it seems that high-level competition as a player has influenced your teaching career pretty strongly.

The thing with me is, I didn't bloom as a player until I was in my 50s, which is highly unusual. I am not the guy who turned to teaching after a full run at a career as a player. The idea that I would end up in a group with Tom Kite and John Cook playing in the Senior PGA Championship can still seem far-fetched. I remember when I told Cook this was my first appearance in a national championship he had to really stop and think about that. "This must be so cool for you," he said, very sincerely. I said it was and right then I decided I would savor every shot on every hole, no matter what.

How did it go?

My score for the two first two days was 84-77, in the rain. Not good enough to make the cut. I did manage to score lower than quite a few veteran tour players in round two. An odd number made that cut so they asked me to go out on Saturday as a playing marker in the first group, which I did, and shot a 69. That felt good. **PG**

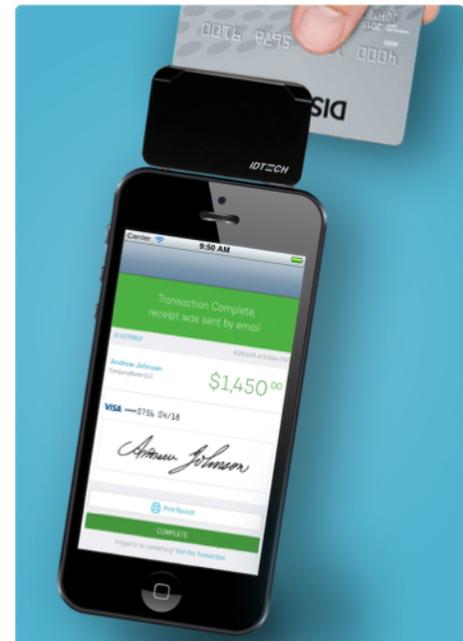
WHY MONTHLY COACHING PROGRAMS ARE BECOMING THE NEW PARADIGM

Monthly coaching programs are becoming more popular with coaches and students. For coaches, they offer a steady stream of reliable revenue versus the traditional one-off private lessons. Coaching programs are offered in a variety of options: they may be individual private lessons or group lessons, available for both adults and juniors. One very popular option we are seeing more often is the combination of both clinics and private lessons.

Coaches set up their programs for students to attend multiple clinics a month (or even unlimited), and then have one or two private lessons each month. It's best to offer several different options to fit students' budgets and time commitments. Students really see the value because they are getting ongoing coaching, which is the most effective way to improve their game.

This all makes great sense, but how do you run these programs without spending just as much time managing them as you do coaching? That's where USchedule's platform comes in.

- Simply drag-and-drop the calendar for scheduling all your clinics.
- The software manages how many clinics and/or private lessons students can book each month.
- Students can purchase online and start booking immediately in your coaching programs. Alternatively, they can purchase from you in person. You can enroll them and swipe their card right from your mobile device.
- The students credit/debit card is stored securely and automatically charged monthly.
- If the card declines, an email is sent to the coach and the student. A link is provided in the email for the student to securely update their card information.
- Full reporting is available for you to monitor all aspects of your coaching programs.
- We offer integrated credit card processing that can save you hundreds or even thousands of dollars each year over your current processor.



Why choose USchedule? It really comes down to one word - **Golf**. From the beginning, our software was designed with golf in mind. We have incorporated thousands of suggestions over the years from our golf clients to tailor every aspect of our software to the needs of golf pros, golf academies, golf courses, driving ranges, and indoor golf facilities. Our clients range from individual golf coaches at a single location to the best-known names in golf with multiple locations, instructors, and resources. Pros that know turn to USchedule because of our experience, depth of understanding of their needs, and our complete, one-of-a-kind solution.

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RYAN DAILEY, iGrow Golf at Keith Hills Golf Club, Lillington, NC - *Full Member*

JACK DANESHMAND, Northwood Club, Dallas, TX - *Associate Member*

JEFF FISHER, Fisher Bryan Golf Academy, Mesa, AZ - *Full Member*

DAIRE KULLAR, Richard Franklin Golf Academy, Lake Forest, IL - *Associate Member*

NAM PADUNG, Jones Creek Golf Club, Evans, GA - *Full Member*

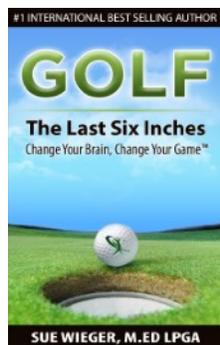
DANIEL PALANZA, JR., Cape Cod Golf School at The Harwich Port Golf Club, Harwich, MA - *Full Member*

JOHN RANDLE, Randle Golf Academy, Parksville, BC - *Full Member*

VIKKI VANDERPOOL, Unaffiliated, Virginia Beach, VA - *Full Member*

WIEGER PUBLISHES NEW BOOK

Phoenix-based member **Sue Wieger** recently published *Golf – The Last Six Inches: Change Your Brain, Change Your Game*. The book focuses on mental secrets that allow golfers to play to their full potential. You can pick up your copy on amazon.com. Sue also hosts Change Your Brain, Change Your Game workshops around the country. Visit suewiegergolf.com.



U.S. KIDS GOLF NAMES TOP 50 KIDS TEACHERS FOR 2016

Since 2004, U.S. Kids Golf has recognized golf's best teachers of juniors with the Top 50 Kids Teacher Award. Winners are chosen on a variety of factors that grade their contribution to youth golf. Considerations include, but are not limited to: Experience, innovation, creativity, communication, parental engagement, organization, devotion and success growing the game.



Proponent Group members who made the 2016 list include: **Tina Tombs**, Phoenix, AZ; **Susan Crowley**, Danville, CA; **Blake Jirges**, Irvine, CA; **Daniel Gaucher**, Middlefield, CT; **Peter Bakker**, Lake Mary, FL; **Carlton Dove**, Wichita, KS; **Sheryl Maize**, Lakeville, MN; **Cindy Miller**, Williamsville, NY; **Ryan Smith**, Greensboro, NC; **Allen Burton**, Hickory, NC; **Todd Casabella**, Aurora, OH; **Leighann Albaugh**, Moseley, VA and **Mary Hafeman**, Mequon, WI.

In addition, U.S. Kids Golf also names Master Kids Teachers to honor instructors for their ongoing efforts in growing the game of golf among kids. These individuals have earned this distinction by winning the Top 50 Kids Teacher Award three or more times. It is the highest award an instructor can receive from U.S. Kids Golf. There are 134 teachers who have earned this honor, nine of whom joined the ranks in 2016, including Proponent Group members **Christy Longfield**, of Bee Cave, TX and **Michael Dickson**, of Bethesda, MD.

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