

COLLADODATE PROPONENT GROUP

PROPONENT GROUP NEWSLETTER \$20

SEPTEMBER 2018

JASON DAY'S COACH ADDED, COMPLETING SUMMIT LINEUP

We are very pleased to have another outstanding addition to the upcoming Proponent Summit, with Jason Day's longtime coach and former caddie **Colin Swatton** joining us to talk about "Performance Coaching: A True Plan for Success." Swatton has spent many years on a unique journey with Day that so far has culminated in a victory at the 2015 PGA Championship and a World No. 1 ranking.

The theme for our 11th annual Summit, to be held at Cowboys Golf Club in Grapevine, TX on November 4-6 is *Increasing Your Value to Your Students and Your Facility*. Along with Swatton's insights, there is no doubt that the rest of our lineup will do just that. We will provide the foremost experts in a variety of areas where you have growing opportunities, such as use of statistical analysis in your teaching (**Scott Fawcett**), teaching very young children (**Kate Tempesta** and **Nicole Weller**) and teaching indoors (**Tim Cutshall**, with **Lucy Davies**, **Jeff Isler** and **David LaPour**). And we've got a stellar panel covering the teaching and training of putting (**Sam Froggatte**, **Todd Sones** and **Kevin Weeks**).

We've also added a bonus session to help our members who are in job-search mode with insights into how to survive and thrive during the stress of the job hunt.

To learn more or to register to join us in Dallas, see pages 3-4 in this newsletter for all the details. To register, log on to the members' website and click on Summit Registration in the left hand menu.



Colin Swatton (left), Jason Day's longtime coach and caddie.

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UNIQUE OPPORTUNITY TO TEAM WITH YOUR STUDENTS AT STREAMSONG

Golf Channel Academy, Proponent Group's sister company, is hosting its first GCA Pro-Am Series event Oct. 7-9 at Streamsong Resort in Central Florida.

We are opening up the field to include Proponent Group members on a first-come, first-served basis until the field is full. At this time we have room for two more teams so don't delay in registering for what will be a memorable couple of days of world-class golf and special treatment for your students. This is an amazing opportunity for you to team up with three of your students



Florida's Amazing Streamsong Resort

at one of the world's greatest golf resorts for some fun and a 36-hole best ball competition. Streamsong boasts two courses in Golf Digest's most recent rankings of "America's 100 Greatest Public Courses"— the Red Course at No. 17, and the Blue Course at No. 22. Streamsong Black, which opened last year, was named "Best New Course of 2017" by GOLF Magazine. You and your guests will get to play all three Streamsong courses!

Coaches will receive \$1,500 per team (when you sign up three guests). You will only be responsible for your transportation to Streamsong—about a 75-minute drive from Tampa and Orlando International Airports. Resort accommodations, meals and golf are all-inclusive for the professionals. Caddie and forecaddie fees are also covered for the professional.

Since Proponent Group members bringing a team attend for free (with the exception of travel/airfare), you need not register. All students, however, must sign up and pay via the registration landing page. Cost is \$2,995 for the three-day, two-night package or \$2,749 for double occupancy.

For additional information, or to have your students/guests register for this one-of-a-kind coach-student event, please have them visit: <http://static.revolutiongolf.com/landing-pages/gca-proam/index.html>.

Should you or your students have any questions regarding registration or payment, please contact **Chelsea Brummett** at 407-355-4577 or Chelsea.Brummett@golfchannel.com.

WHAT OUR MEMBERS ARE WATCHING

MOST-VIEWED PROponent VIDEOS THIS MONTH

One of the most popular benefits on our member website is the Webinar/Video Archive, loaded up with presentations from Proponent events over the past 11 years. Check out the top speakers in the industry, sharing their insights to help you improve.

In August, these were the 10 most-watched videos:

- 1) **Martin Hall** — My 4 Keys to Being an Effective Coach
- 2) **Chris Rowe** – Keys to Teaching Success at a Private Club
- 3) **Tyler Ferrell** – A Good Release: The Shoulder or the Wrist?
- 4) **Mike Bender, Martin Hall, David Leadbetter, Lynn Marriott, Cameron McCormick and Pia Nilsson** – Summit Super Panel
- 5) **Mike Duhamel with Brad Faxon** — Short Game: The Science of Timing and Tempo
- 6) **David Grecic** – Self-Efficacy
- 7) **Brendan Ryan** — How to Structure Effective Practice
- 8) **Mike Bender** – Developing Elite Players
- 9) **Mike Adams** – Analyzing Your Students' Body Functions
- 10) **Dr. Rob Neal and Layne Savoie** - Wedge Craft: Friction, Spin and Launch

PROPONENT GROUP 11th ANNUAL SUMMIT

Increasing Your Value to Your Students and Your Facility

November 4-6, 2018 (Sunday - Tuesday)
Cowboys Golf Club
Grapevine, TX

Join us in "Big D" for our annual showcase of what's coming next in golf instruction and highlighting the freshest opportunities to grow your teaching business.



Kate Tempesta



Todd Sones



Scott Fawcett



Trent Wearner



Nicole Weller



Kevin Weeks

Join us in Dallas to:

- Catch our Super Panel: Froggatte, Sones and Weeks dish on helping students make more putts.
- Take a Deep Dive into the three pillars for growing your teaching business.
- Hear the world's foremost expert on teaching buildings show what you need in your indoor facility to stay ahead of the pack.
- See a demonstration of how student training can now be automated.
- The Game's top experts on teaching the youngest golfers show you the secrets to their success.
- **BONUS SUNDAY SESSION:** Discover the keys to earning your next teaching position.
- Learn the tricks for helping your students effectively take their new skills onto the course.
- Gain new insight into statistically-based strategies for playing the game.
- Check out the latest teaching technologies at Demo Day and expand your network of peers.

Registration is Now Open. Log In and Click on Summit Registration.

PROPONENT GROUP PARTNERS



PROPONENT GROUP 11th ANNUAL SUMMIT

November 4-6, 2018

Cowboys Golf Club, Grapevine, TX

SUMMIT DETAILS

Host Site: Etched into the rolling hills of Grapevine, Texas, Cowboys Golf Club is distinguished as the first and only NFL-themed golf club in the world, and one of the region's only all-inclusive world-class resort golf properties.

The club is conveniently located 10 minutes from DFW International Airport.

PGA/LPGA Education Credits: Approximately 13 hours of education will be submitted to the PGA and LPGA.

Lodging: A special Summit rate is available at the Courtyard and Towneplace Suites by Marriott Dallas DFW Airport North/Grapevine for only \$142 per night SINGLE OR DOUBLE occupancy. Contact the hotel directly at 817-421-6121. We also have a room block at the Hyatt Place Dallas/Grapevine for \$159 per night.

Please contact the hotel directly at 972-691-1659. Our room block will likely sell out, as it has in past years, so plan accordingly.

Cost: Our "Early Bird" package includes ALL meals, ALL education sessions and participant gifts for only \$525.

Optional golf Sunday afternoon at the Cowboys Golf Club is an additional \$50 (tee times are limited and will be filled first-come, first-served). **NOTE: Summit rate increases \$70 after August 31.**

Registration: Log in to www.proponent-group.com and at the top of the Members Only menu on the left-hand side of the page you will find the Summit Registration link.

THE AGENDA

Sunday, November 4

- | | |
|----------|--|
| 1pm | Optional Golf at Cowboys Golf Club Course |
| 3-5:30pm | Bonus Session: The Early Bird Gets the Job. A workshop designed for members actively looking for a new position. Topics include resumes, cover letters, interviews and more. |
| 5:30pm | Cocktails at Cowboys Golf Club |
| 6:30pm | Welcome Dinner at Cowboys Golf Club |

Monday, November 5

- | | |
|-------------|---|
| 7am | Breakfast |
| 8-10:30am | The 3 Pillars for Growing Your Business <ul style="list-style-type: none"> • Create Seamless Marketing Campaigns • Leverage Sales Opportunities • Strengthen Your Branding |
| 10:30am | Break |
| 11am | Putting Panel: Sam Froggatte, Todd Sones and Kevin Weeks answer any and all questions on putting |
| 12:30pm | Lunch |
| 1:30pm | Transferring Skills from Training to the Golf Course (Trent Wearer) |
| 2:30pm | Junior Live Lessons: Secrets to Teaching the Youngest Golfers (Nicole Weller) |
| 3:30-6:00pm | Teaching Technology and Training Aids Demo Day |
| 6pm | Cocktails and Dinner at Cowboys Golf Club |

Tuesday, November 6

- | | |
|---------|--|
| 7am | Breakfast |
| 8am | What's Next for Teaching Buildings (Tim Cutshall with Jeff Isler, Lucy Davies and David LaPour) |
| 9:30am | Training through Technology (Tony Morgan) |
| 10:30am | Break |
| 10:45am | Performance Coaching: A True Plan for Success (Colin Swatton) |
| Noon | Lunch |
| 1pm | Birdie Basics: Helping Children Learn and Love the Game of Golf Through Play (Kate Tempesta) |
| 2pm | Strategizing with Statistics (Scott Fawcett) |
| 3pm | Summit Ends |

Registration is Open. Log In and Click on Summit Registration.

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ARE YOU READY FOR SOME FOOTBALL?



By Andy Hilts, *Director*

Years ago the NGF launched an ad campaign titled, “Fall—Golf’s Best Season!” Images of autumn sunlight and golfers enjoying the crisp air made these ads convincing. And indeed they had to be. Prime conditions or no prime conditions, autumn golf is a tricky sell, due to extra competition

for leisure time. Back-to-school, kids’ sports, football on TV—it all chips away at time folks would otherwise spend on golf, including golf instruction.

So how do you extend your coaching season later into the fall before the snow flies? Here are some proven strategies and tactics.

Control the Schedule: Book more lessons farther out. I can be a broken record on this point, simply because it’s a proven winner. The single best way to keep your students active into the fall is to keep them in your lesson book. You as their coach must control the schedule. You need to dictate when you’ll need to see them and how often. When you control the schedule, they will continue to take lessons, even though they may not be playing golf as much.

Put a Fresh Focus on Playing Lessons: Getting on-course with a student is obviously the best way to see just how you can help improve their game. Observe them in action and you’ll be most able to illustrate all aspects of their game that need attention. Track their stats during the session to help reveal that their short game actually is *not* “pretty good.” Take video of their swing to help explain why they hit the shots they do. On-course sessions are an assessment tool you can build into an action plan that keeps them engaged all year.

Point Out the Importance of Off-Season Skill Acquisition: The best time to make major changes

to movement patterns in a swing is the off-season. Don’t let students get frustrated during their playing season by working intensively on their full swing. Spend the summer months working on wedge play, putting, course management, mental approach and other scoring skills. Again, we as coaches need to dictate the schedule that’s best for their improvement.

Create a Year-Round Game Plan at the Start of the Season: If you aren’t sitting down with your players to lay out goals and build an action plan I would urge you to start doing so immediately. Talking about their goals while on the lesson tee isn’t enough. Use a white board or a sheet you have developed and cut the year into quarters. Share how each quarter of the year will be focused on different aspects of their game. Having specific stages written down makes any goal more tangible, and having tangible goals will lead a student to take ownership of their improvement.

Find a Place to Teach Indoors: If you don’t have a teaching building and can’t build one, get creative. Take a corner of the golf shop, if you can. Set up a net and a mat in the basement of the clubhouse or in the cart barn. It doesn’t need to be pretty. You basically need 10-foot ceilings and a 20-by-20 floor space—and you can probably get away with an even smaller footprint than that. If you don’t have a teaching building and there are no options for an indoor space, get creative with your programming. Host a class on mental performance, host a rules clinic, set up an indoor putting course, bring in a fitness instructor or teach a class on pre-shot routine.

In short, do whatever you can to illustrate that golf improvement is more than just a summertime activity. Try something new this fall and start working to extend your season. Seeing the activity you are generating will hopefully spur others to continue with lessons year-round and thereby keep the revenue streams flowing for the club as well as for you, the instructor. **PG**

PROponent GROUP CALENDAR

**Registration Now for Proponent Summit 2018
November 4-6 at Cowboys Golf Club, Grapevine, TX**



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GUIDES TO USING THE NETWORKS ARE ALL-NEW

FULLY REVISED SOCIAL MEDIA GUIDES READY FOR USE ON MEMBER WEBSITE

By David Gould, *Staff Editor*

Growing your instruction business is about building a personal brand, and there isn't a better tool for brand-building than social media. If you've learned to enjoy using Facebook, Instagram and the other major platforms to promote your services, that's a good position to be in. Regular or downright habitual posting is considered a cornerstone for social-media success.

The other hallmark of effective use is planning and strategizing weeks or even months ahead. It makes the time you spend putting your message out far more productive and efficient. That process often starts during off-peak periods, when a teacher can step back and ponder their target audience, brainstorm for different ways to reach them and hone their messaging so it produces the greatest impact.

You also need accurate, current information on leveraging social media that is customized to the type of business you run. Proponent Group maintains and updates exactly that information and guidance—and we've just done a full revision and rewrite of the Business Guides for all major platforms. This article contains some introductory and highlight material from the complete, full-length documents now posted on your exclusive, members-only Proponent website.

Our original set of Guides was comprehensive and tailored to golf instruction, but in the fast-changing social media world they had lost their currency. We hope and expect that the new material will be a go-to source for all members seeking to build their audience and engage with golfers efficiently, effectively and in ways that sharpen your brand identity at all times. What follows is our "quick look" summary of the various platforms.

Facebook: Still Job One

Three-quarters of American adults use Facebook, a truly astounding metric. Due to its vast user base—1.4 billion people engage on a daily basis—Facebook is optimal as a social media channel for brand promotion. According to the marketing-services vendor Hubspot, 42 percent of marketers say Facebook is important if not critical to their business.

In Proponent Group's 2017 Operations Survey of Multi-Teacher Facilities, it was found that 85 percent of academies that responded do have their own Facebook page. In that survey we asked about number of Facebook "likes" and found that a small sliver of respondents, 4 percent, had amassed over 2,500 of them.



Whatever you do or don't like about using Facebook to reach current and prospective clients, those traits may not be in effect a few months down the road. The platform continually changes its policies and functionality. Of late, through a series of major alterations to its algorithm, Facebook has prioritized content from family and friends over commercial messaging. That makes it harder than ever to get your audience's attention on the platform.

To some degree the company has provided a remedy for this problem they've created. A new tool called Facebook Insights ramps up the analytics options for users. It's the best way to understand your Facebook page's metrics, so you can feel confident you're putting the right content in front of the right audience. A bit later in this section of the Guide, you'll find some useful advice on using Facebook Insights as an analytical tool.

To maximize Facebook's business potential, you need to create a business page, not a personal profile, to represent your brand. This allows you to promote junior camps and photos of your facility instead of distracting people with photos of your kids on vacation. Setting up a page is simple. Just visit <https://www.facebook.com/pages/create.php> and follow the step-by-step setup instructions. (Already created a profile for your business? No worries—Facebook now allows you to easily convert it into a business page.)

Question: Have you claimed your page's "vanity URL"? Once you've created your business page,

make it more shareable and easier to find by creating a recognizable vanity URL (e.g. www.facebook.com/GolfChannelAcademy) Also, to make a compelling and memorable impression to golfers viewing you on this platform, it's important to put a legitimately creative cover photo and profile picture. And Facebook's new page design enables you to do that. There is capacity for you to feature an 851 x 315 pixel "cover photo," magazine-style, at the top of your business page. Get creative with it to capture the attention of new visitors.

Naturally, a focus of your planning and execution of a Facebook strategy involves the type of content you share. Many coaches get caught up in just sharing promotional content around their upcoming events or their array of products and programs. Certainly there's a time and place for that material, but you should be varying your content—bring in a mix of videos, photography, quotes, article links and so forth.

As you gradually become more effective in how you use the channel, it's time to think about doubling your efficiency and effectiveness by auto-publishing blog content on Facebook. You'll find yourself out ahead of the curve if you start populating your Facebook page's Timeline with content. If you maintain a business blog, you can connect your blog so that links to the latest blog content you publish will auto-post to your Facebook page. Blogging platforms like WordPress automatically offer this feature within its software—you just need to turn it on and sync it with your page.

At least for now and into the near future, Facebook advertising does remain inexpensive—to the point where it's difficult to justify ignoring the opportunity. A recent study of golf courses using Facebook Ads found the price of getting a text-only ad in front of a very targeted audience came to 25 cents per 1,000 impressions. For a photo ad on Facebook it was under \$3 per 1,000 people reached and for the sharing of a blog post that got to 1,000 sets of eyeballs it was about \$3.75.

The various filters used by these golf facilities to ensure an appropriate audience for their ads included age, sex, home address, education, marital status, work status and several other key traits. The trackable results of the investment were measured in home page Likes, click-throughs to website home page and click-opens of the blog. Don't expect 1,000 impressions to be enough for major results, but at these prices you can test a few messages and hone your approach. Someday, when Facebook totally rules the media world, it won't be cheap to take out Facebook Ads, so give it a try sooner rather than later.

Instagram: For the Visual Age

Instagram's user base has been on a steady climb for five solid years, all the way up to 800 million active users, according to market-research source Statista. It is certainly younger and far down the market-saturation curve from its parent company Facebook, but its potential is immense. On the paid-advertising side, which small businesses have been slow to adopt, Instagram provides a platform to tell visual stories through various ad formats. Reports show that many advertisers have seen Instagram yielding a significantly high return-on-investment.



In particular, Instagram has proven itself to be a powerful tool for reaching younger audiences. And it's a highly valuable option for golf academies, which can very readily share eye-catching photos and videos. The average Instagram user spends 21 minutes a day using the app. In a head-to-head comparison, Instagram trumps Twitter for engagement and interactions.

Adoption of Instagram is fast-growing, although, again, not universal among small businesses. Golf instructors—with their highly visual daily activity and environment—are a natural user base. If you have not yet opened an Instagram account, you're preventing your teaching business from leveraging the large population of Instagram users in your market. It's easy to set up an account and even easier to start Instagram-ing.

Going back to Proponent Group's 2017 Operations Survey of Multi-Teacher Facilities, where it asked about "additional social media platforms," multi-teacher sites came back with a heavy endorsement of Instagram—70 percent called it their go-to choice after Facebook, YouTube and Twitter.

Since Instagram runs on a mobile platform, you must register for Instagram by downloading the free iPhone/Android app. There is the capability to download the app on mobile tablets (i.e. iPad, Galaxy tab, etc.) as well but it is not necessary—however that's a useful step if you generally have a tablet with you out on the range. Once you complete the download, make sure to register an easily identifiable username (i.e.,

The average Instagram user spends 21 minutes a day using the app. In a head-to-head comparison, Instagram trumps Twitter for engagement and interactions.

PensonGolfAcademy)

It is important to link your photos so they also upload on Twitter and Facebook to increase visibility, efficiency and consistency of content. This is a great way to save time posting. It also keeps you from having to log into every different social media account.

You receive notifications when other users follow you, comment and like your photos, tag you and mention you

(i.e. @JeffPensonGolfAcademy). To get notifications to appear in real time on your phone, go to "Settings" and select "Push Notification Settings." You also want to make sure that your Privacy Settings are set on "Public" not "Private." This way people outside of your network of followers can see your posts (which is what you want!)

For those Proponent members now active on the platform, the question is whether or not you're achieving a high level of engagement, i.e., likes and comments. If not, it's possible or even likely you are skipping the vital step of adding hashtags to your posts and/or tagging your location in them. The way people find you and your account on social media is through hashtags (#). This is a way of classifying your posts so people can search for specific topics and find content they are interested in. Many of you post great Instagram photos but don't use any hashtags—as a result not many people can find you.

LinkedIn: B2B Meets B2C

Although the 15-year-old social platform LinkedIn is predominately a tool for B2B marketing, having a LinkedIn presence is really a must—especially if you run corporate golf programs, hold networking events, want to expand your customer base or notice that a lot of your students are business executives or involved in the corporate world.



That shows up in demographic data about people with LinkedIn accounts. The average household income per LinkedIn user has reached \$109,000, which is much higher than Twitter, Facebook and the other big social networks. The tenor of interactions and content on this platform is much less frothy than what you find

In the early days of LinkedIn, it was commonly felt that you should only connect with people you already know and trust. That made some sense, but the idea is becoming obsolete.

elsewhere in social-media land. The messages are more professional and the conversations are geared toward partnerships, transactions, advancing careers or building businesses.

It all starts with your profile—again, it's your online business brand. You've probably noticed that a search of someone's first and last name on Google will very often bring up their LinkedIn profile in the top five results. So, when people do a search for your name to learn about your academy or teaching practice, show them a rock-solid profile and

make a great first impression in the process. Fill out your profile 100 percent, according to the provided questions and categories, then add some gloss to it.

This being a business/professional site, the profiles tend to be dull. To make yours stand out, experts advise you to add an interesting story in your summary, or have a video recommendation pop up in the first few seconds. Golf instructors bring passion to their work, and people respond to that, so introduce some profile material that brings that passion to the forefront.

Do you have a custom URL? Just as you can on Facebook, you can customize your academy page on LinkedIn. For recognition's sake, it's worth taking the time to do.

In the platform's earlier days, it was commonly believed you should only connect with people you already know and trust. That made some sense, but the idea is becoming obsolete. After all, you already know most or even all of the opportunities your closest connections can share, since you talk to them more frequently. The better option is to use LinkedIn as a live networking event and introduce yourself to others, make new friends, and start helping more people connect. Also, start accepting invitations to others who add you, as the more connections you have, the larger your expanded network grows which helps create more opportunities in the long run.

One caveat to that—be sure you're connecting in business-world context, as opposed to the way most people go about "friending" people on Facebook. Sure, you can connect with an old friend from middle school, but you should really be proactively targeting business leaders and influencers in your community as well as anyone who you think would be interested in networking or corporate events.

Twitter: Build Your Following

As the tweeting public has gotten comfortable with the expanded 280-character limit (doubled from the old 140), posting photos and videos has also become commonplace. Along with being able to post

videos and photos on Twitter, you can even post polls for your followers to vote on. It has been shown, not surprisingly, that photos and videos receive a much higher engagement rate than conventional messages.



Your username on Twitter will be an integral part to customers finding you. You may need to abbreviate your full academy or golf course name if it's too long. The best usernames are your business name, but get creative if the name is taken.

Proponent Group members who use Twitter do so most effectively by "looking" for their peers and engaging with them. This is a social media platform that you can gain lots of traction in through the "shadow" method. Typically, one of the easiest ways to gain a following and build Twitter exposure is to follow and tweet similar peers or people in the golf industry, to gain exposure to their following. Start by following a few golf related accounts. To narrow down your suggestions, search keywords such as "golf" or "PGA." It's important for you to follow people in your local community too. For example if you live in Columbus, Ohio, follow the Chamber of Commerce, Better Business Bureau and Columbus government accounts.

As we've mentioned previously in this guide, one of the quickest and easiest ways to stand out in the golf industry is to have high-quality photography and graphic design on your social media platforms and website. If you have a sloppy, pixelated photo on your profile, you will lose a lot of credibility. Sophistication in your digital presence matters. You might consider using your academy or course logo on your profile. Whatever you choose make sure it is easily recognizable. Make sure to also upload a header photo on your profile.

Naturally, you'll also help your cause immensely if you formulate a sound strategy, update it at times and execute it with persistent activity. Each year or each quarter, think about the goals for each of your marketing initiatives, including goals you will set for each social media platform. From there you can build a strategy on how to achieve these goals and track progress. Otherwise, you are just going through the motions without the ability to truly track results.

YouTube: Expertise in Action

Short video is among the most attention-getting content online. We know that golf instruction lends itself to short-form video wonderfully. We also know that YouTube has an Internet monopoly, more or less, on archived short-form video. Conclusion: Golf coaches and teachers need YouTube. It's the direct pathway to a better relationship with existing clients and a proven builder of relationships with prospective clients—no matter where they may reside.

Jeff Ritter, founder and CEO of Phoenix-based Make The Turn, a high-performance golf coaching brand, has soared on the wings of videos shown via YouTube. Ritter's first experience with the website came in 2007 and within weeks he was getting considerable audience engagement. Several months later he was seeing that exposure pay off, with clients traveling from all corners of the world for in-person coaching on his lesson tee.

"It was a free method of advertising to a global



audience that I almost couldn't believe was available to me," Ritter says, looking back. "It did a ton for my career. It allowed me to tap into a global market versus being completely tied to my local market." The supply-demand outcome of this? Let's say it was very positive—Ritter was able to dramatically increase his rates without fear of losing clients or income.

"I figured," he recalls, "that if people were willing to get on airplanes, rent cars and stay in hotel rooms for the sake of a golf lesson, then why should I be the cheapest thing on their trip?"

YouTube also gave Ritter practice in front of the camera, something he believes every golf instructor needs if they expect to leverage their skill in coaching to its maximum potential. "The better I got on camera, the more calls I received from relevant media outlets to present content," he says. Investing some resources in quality YouTube productions led to segments airing on the websites of Golf Digest, ESPN, FOX and the Golf Channel. In addition, Ritter was used in commercial spots as a product spokesperson for PING, and has been approached by a number of other companies to act in the same capacity. **PG**



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BOOK DEMO

WHAT I'VE LEARNED: CHERYL ANDERSON

**DIRECTOR OF INSTRUCTION, MIKE BENDER
GOLF ACADEMY — LAKE MARY, FLORIDA**

INTERVIEW BY PAUL RAMEE, JR



The field of golf instruction has developed to the point where it calls for expertise in a wide array of disciplines—from anatomy to psychology to kinesiology to child development, to the physics of how a shaft loads and unloads, and much more. That's made it an ideal career choice for Cheryl Anderson, whose ever-curious mind moves fluidly from one intriguing question to the next.

One of the most accomplished golf coaches of her generation, Cheryl is a big part of what makes the Mike Bender Golf Academy a destination training center for U.S. and foreign players alike. The wall in her office there is crowded with coveted industry citations—a Golf Digest America's Top 50 Teachers award, multiple GOLF Magazine Top 100 Teachers plaques, a Metropolitan PGA Section Teacher of the Year award and her 2006 LPGA National Teacher of the Year honor, for good measure. She is also a guiding light for Proponent Group, through her long marriage to its founder, Lorin Anderson, and the constant flow of front-lines knowledge and experience she is able to provide Proponent's entire staff.

Cheryl has taught several top 100 juniors in the country including a No. 1-ranked junior girl whom she taught for nearly a decade. She also coached the Lake Mary Prep Girls Golf team to two state championship victories in Florida, including a national-record 14-under-par performance in an 18-hole event. Cheryl has been with the Mike Bender Golf Academy for more than 10 years.

Anderson also is one of the best woman club pro players ever. In 2004, she earned the Met PGA Section Women's Player of the Year award for a record fifth consecutive season. Her play in 2002 was historic as she became the first woman to win all three of the Metropolitan PGA women's events in one season: The Metropolitan Women's Open, the Met Women's Stroke Play Championship and the Met Women's Match Play Championship.

A graduate of Rutgers, Anderson competed on the golf team for four years, including two as team captain. She has authored instruction articles in Golf for Women Magazine, Met Golfer Magazine and Golf Digest Woman Magazine. Her book Teach Yourself Visually Golf was published in 2007.

The following thoughts are from her recent conversation with Proponent Group member Paul Ramee, Jr.

Anderson works with all levels of players nearly every day, but she has built a reputation for developing junior girls at the highest level.





Anderson notes that her success has been built on the shared knowledge of many industry leaders including her personal coach of more than 20 years, Mike Bender (right), whom she has taught alongside for the past decade.

Talk about your childhood and your early interest in golf.

As a kid growing up in Connecticut I played all sports. Then in the summer our family would go up to Lake Placid, New York. We had a field next to our cabin there and some old hickory golf clubs. Every summer, I was intrigued by the challenge of hitting a golf ball past this one apple tree in the field. And, simple as it sounds, that's how I got into the game. One year I actually succeeded in hitting past the tree. I remember thinking how good a golfer I must be, to have hit that shot.

Obviously so—given the player you turned out to be, you had to have been a natural.

Actually, I had a very long, very slow swing. And really I didn't play much. I didn't go out for the high school team until I was a senior. At that point I was getting very serious but in tryouts I missed making it by one stroke. Still, the very next day the coach reached out to me and said I should enter the girls high school state tournament. It was so nice of the coach to do this, and I played and actually finished second.

You came out of nowhere, as they say.

I guess I did. It was a real breakthrough and unexpected. My parents and I knew nothing about competition in golf, but right away my dad said, "Gee, you're pretty good. Let me call around to see if there's a chance for you to get on a college team." That's not how things happen nowadays but it worked out because I ended up going to Rutgers and playing on the team there.

Even when you got there, you had to be pretty green.

Oh definitely. I didn't come from a normal junior golf background with lots of instruction and training. When I got to school I was a sponge for the coaching there, and was able to really develop. I mean, my score for my first college tournament round was a 103, and my last year I was

averaging 76. So those four years were a very focused time for me.

Did you have your life after graduation all planned out?

My thought had been to pursue a teaching career—that's what I went to college for. But along the way I would be sitting in class and looking out the window, realizing that a life inside classrooms wasn't appealing. I wanted to be outside. And I had been introduced one summer by Heather Daly-Donofrio to Brendan Walsh, who's been head professional at The Country Club in Brookline, MA for a long time now, but back then was at The Patterson Club in Fairfield, CT near where I grew up. The world of golf professionals and what they did was pretty unknown to me, but I got the opportunity to work for Brendan the summer before my senior year and I went for it.

I loved that job. It was the first time that I was in a real golf environment and I was blown away. I admired Brendan's passion for the game and for doing so much to help others and make everybody happy. After college, Brendan helped me secure a job at Rolling Hills Country Club in Wilton, CT, where I worked for three years

How was that experience?

It wasn't so great, basically due to my own shortcomings. I was not a good player. To be a golf professional and not play well wasn't something I was okay with. I was at a level where I played in the U.S. Amateur and the USGA Public Links but I was down at the bottom of every field, and it bothered me. Lorin and I talked it over and I decided I was going to go down to Florida in the winters and really work on my game.

That's important in our business—to get to a certain level as a player where you feel comfortable and credible. That gets us to another problem—along with not being a good player, I had no idea how to teach.

More than a decade of winters competing on the Florida mini-tours exposed Anderson to playing with the best competitors and learning from the best teachers in the game. She dispenses that knowledge every day to her current students.



I'm trying to picture Cheryl Anderson as a lousy golf instructor.

Well, take my word for it. I remember one day at Rolling Hills I gave a lesson to a man and when it was over he went into the golf shop and asked if there was another pro he could take lessons from. I felt terrible and I vowed to do whatever was necessary not to have that feeling again. So that's when I really went on this quest to become a good enough player that people would respect me, and a good enough teacher that I'd be able to help people improve and earn their trust as a coach.

So, off you went to Florida to learn your trade?

Off I went. Lorin, through his contacts, was able to open up a lot of opportunities for me. All I had to do was feel deserving and embrace the challenge. At first I was very timid, which he helped me get over. I ended up in Orlando at Grand Cypress, practicing hard and spending time around a lot of great players. That gave me a chance to see up close how someone could go from being good to being great. I was inspired and I worked really hard for the next 15 years.

Those years when you spent the winter in Orlando must have been when you met Mike Bender, right?

Yes, I first met Mike in 1996. That was when the lightbulbs came on. This was a teacher who could paint a picture for people—lay out his vision for their golf swing and what they could accomplish. It was very inspiring for me. I didn't really understand a lot of things about this work until I met him. I started taking lessons from him in '96 and we went to work. It took me two or three years to develop under Mike, but things came together. From 2000 to 2005 I played a very high level of golf for a club professional.

Mike is obviously a phenomenal teacher, but it sounds like he had a very good student.

Well, it's interesting how I went through the process with him. Being such a late bloomer, I had the same experience a lot of our students have. Along that journey from 1997 to 2000 I was working hard and not really seeing results yet, so I was in need of whatever support I could find to not lose patience. It was during that period that I met Dr. Rick Jensen and Pia Nilsson. Those two really helped me get through the hurdles of making swing changes and competing at high levels while holding down a full-time job.

"Journey" is really the only word that describes it.

No doubt about that. I look back now and realize how all of these interesting people were coming into my life because of the commitment I had made, and stuck to, of wanting to become a good player. But I wanted to become a good player, truthfully, because I wanted to be a good teacher. It was never about making the pro tour. I just wanted respect from my students so they would want to take lessons from me.

During that period, what was going on for you during the summertime?

Actually I had another breakthrough, up North, in going to work for Gene Borek at Metropolis Country Club in 1995. For eight years I got to hang around a great human being, a great player, and for me an ideal mentor. He really helped me play the game while I worked with Mike on my swing. Again, at the time I started with Gene I just wasn't confident in what I was doing. I would go out with people to play and they would beat me. So I was thinking, why would they want a lesson from me if I couldn't even beat them? When I worked for Gene, I saw how he got so much respect and I wanted to be like that. So that's why I



Over the years, Anderson has written and filmed dozens of articles for golf magazines and co-authored *Teach Yourself Visually Golf*.

went on this quest, and I always remember PGA Tour player Jay Williamson telling me, "if you can't play, then teach," and that pissed me off. That kind of drove me, and that's why I really wanted to play on the LPGA Tour as a club pro, and how I ended up qualifying for six Tour events. I needed that feeling that you get from competition; that I could do it under pressure and face the situations that these players are going to go through. This helped me develop confidence, you know, actually doing the thing I'm teaching people to do.

Talk about playing tournament golf up there in the highly competitive Metropolitan section.

It was a great run for me. I won two Met Opens in a row. I ended up Player of the Year in the Metropolitan PGA five times. I played in a bunch of LPGA Tour events in the Northeast including the Betsy King Classic where I made the cut. That was the highlight of my competitive career, taking time off from my club job and shooting three rounds under par on the LPGA Tour that week.

Then I suffered a wrist injury and it was pretty severe, so I was out of competition, starting in 2005.

Apparently that took a long time to heal.

It did, but then also I had a baby, our daughter Callie, who is now 12 years old. I had gotten some good advice from Sandy LaBauve about being a mom and a golf instructor — Sandy told me that it's better to move south when you have a family because that way you'll have the summers off. With Callie having Down Syndrome, she became my priority and I wanted to make sure I had the time to help her, so I called Mike Bender to see if it would be possible to teach at his academy.

Did Mike have a spot for you?

He asked me if I could pack up that night and be in Florida the next day. He was just so welcoming and I can't thank him enough for all he's done for me. Lorin and Callie and I left the Northeast and we've been here 10 years and I just teach golf five days a week during the school year and take a couple months off in the summers.

Throughout this entire process, what are some things that you've learned and picked up that you wish you had known earlier in your collegiate career?

The number one thing is understanding people's brains and how they are wired. I am a dominant trait personality and I like competition, but I am also introverted in a way, and on the golf course I tried to please people by engaging in a lot of conversation, and it was draining for me. Once I understood I needed to conserve my energy on the course, that's when I really started playing well. Being a golf professional, you're always working on other people's games and you're trying to make other people feel good, right? I had to get away from the members when I practiced or I found myself always answering questions and chatting.

So, does that understanding carry over to your everyday approach to teaching?

The first thing I do with a new student is determine their personality type. Whether it be through a DISC assessment or the Myers-Briggs profile, I want to understand what makes them tick. If I have an extroverted person, I'm going to turn on my energy and give them what they need. If I have an introverted person, I'm going to be a little quieter. In this way I try and cater to the student based on their personal style. The second thing involves understanding the body. A lot of people can't make certain moves and early in my career I didn't factor

that in. It helped that I got injured a few times, and it wasn't until I did proper stretching and strengthening and learned about my body that I felt good. Luckily we have an expert here, but if we didn't I would certainly need to get better at that, as any teacher should. I also wish that back then we had the technology that we do now because it would have taken a lot of guesswork out of my playing and teaching. I feel more confident as a teacher now too, having the TrackMan tell me whatever it is that I need to know.

You've also been an early adherent to the value of analytics, correct?

I did learn a lot about stats as a player, and working with Peter Sanders of Shot by Shot early in my career helped me prioritize where I need to focus my attention during practice. So, I feel I'm very good at doing that with my students. That's something I would encourage any teacher to have a grasp on, because you want to hear a player's point of view but you also want to see what they're doing on the golf course by looking at their stats, since we can't go watch them play all the time.

What stood out for you about transitioning from up in the Met section to down in Orlando with to Mike?

I feel so lucky to work here and from the start the obvious difference was resources and tools. I remember up North trying to get a mirror on the range and it was impossible. But if you come to our academy, there are mirrors everywhere. If you teach at the Mike Bender Academy you have every piece of teaching gear you would ever need. The tools allow the student to come and train properly, which even at a lot of fine private clubs they don't have a chance to do. Mike would always say, "Would you bring your car to a mechanic who didn't have tools?" So that's the environment I'm in now, and I see how important it is for people to have feedback.

What aspect of teaching are you working on now?

What I'm really into now is what Bill Davis always says, about turning good players into great players. It's finding the right challenge point for each student. When a student says a drill is too hard or they're bored because it's too easy, you have to adjust. If I have one challenge for a student, I'll have 10 levels to that challenge and I will encourage them to move through the levels. It's not about beating other people, it's about beating your personal best. So that's what I'm working on now.

And you've developed this on your own?

Yes and I developed it because of my daughter, Callie. Going through all of these educational searches and finding the right fit for her, I landed on something called Equipping Minds and that's how I'm sort of approaching all of my drills now. She has to get through different levels and certain challenges and it teaches grit and perseverance, because you have to do it again and again until you get there.

You deal with a wide range of skills in your teaching. How do you handle those differences?

I enjoy teaching all levels and always have. So I'm out there teaching the LPGA 101 class on Saturday mornings, usually followed by a couple mini-tour players, several juniors and a retiree or two. I love the variety.

I want to know what the student really wants from golf. I remember Chuck Cook saying at a seminar that if a person is happy going down the bunny hill, that's fine. Don't try to make them greater. Until I understood that, I would get busy trying to build a great golf swing for someone who just wants to go down the bunny hill. It's important to really listen to what the student wants and not to input things that you want.

There are some basic concerns in my head during every lesson that dictate how I'm going to approach that individual. They are: "Some people look but they don't see," "some people hear but they don't listen," and "some people touch but they don't feel." So I'm really in tune with those things with each of my students, no matter what their skill level. I find that most people look, but they don't see. A lot of people will be looking at a short game shot, and they know they want to hit it low, but they don't have any clue how far they want to land it. So, for example, I'll pull them aside and I will train them to recognize their distances, you know, here's 5 feet, here's 10 feet, here's 15 feet. I get them to see it better and then I will take the student back to the original shot.

Can you share some things that you've learned from the people who have helped you along the way?

Gene Borek always told me, "RMA", or Relaxed Mental Attitude. He would tell me that all the time because early on I was stressed about my game, and stressed about doing a good job. That was just something he preached to me throughout my time with him. Brendan Walsh would say, "just do a little better every day." The quote that I love when I went to Dr. Rick Jenson and he assessed my playing skills was "Cheryl, you're not a head case, you just suck." That was huge because so many people think they are head cases when they really just don't have the skills. So that was eye-opening. I almost got out of golf because it was just so hard when I was rebuilding my swing, and there were so many down moments where I was asking if it was worth all the effort.

At that time, I reached out to Pia Nilsson through Lorin and she gave me a list of like 50 questions, and I sat down for three hours going through them all. It really helped me organize my thoughts and that's really important for students, especially for serious players. I was in need of some serious soul-searching and she really helped me with that. Mike Bender has so much passion, just watching him teach from sunup to sundown every day made me want to do better and I love the environment he has created. As you can see, I've been blessed to work with, and learn from, so many of the game's sharpest minds. **PG**



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THOSE WHO CAN DO, CAN'T TEACH



By Lorin Anderson, *Founder*

Adam Grant is an organizational psychologist at the Wharton School at the University of Pennsylvania and he recently made an observation in *The New York Times* that caught my attention because it was a concept I've always felt was generally true in golf. His thesis: *Those Who Can Do, Can't Teach*. While not true in every

instance, I would say the vast majority of former PGA or LPGA Tour caliber golfers I've watched teach over the years have been below-average golf instructors. Again, not always true. World-class instructors Pia Nilsson, Mike Bender and Larry Rinker all played on Tour. There are others who have successfully made the transition, but a lot have never become competent teachers.

Grant draws some interesting parallels with the academic world. He poses the question: What could be better than studying physics under Albert Einstein? A lot, it turns out. Three years after publishing his landmark paper on relativity, Einstein taught his debut course at the University of Bern. He wasn't able to attract much interest in the esoteric subject of thermodynamics: Just three students signed up. The next semester he had to cancel the class after only one student enrolled. A few years later, when Einstein pursued a teaching position in Zurich, the president raised concerns about his lackluster teaching skills. Einstein eventually got the job after a friend vouched for him, but the friend admitted, "He is not a fine talker." As his biographer summarized, "Einstein was never an inspired teacher, his lectures tended to be disorganized."

Although it's often said that those who can't do, teach, the reality is that the best doers are often the worst teachers.

We often gravitate toward prodigies like Einstein because their expertise seems so effortless. That's a mistake. We should be learning from overachievers: the people who accomplish the most with the least natural talent and opportunity.

In high school and college, Grant competed as a springboard diver, and he once asked an Olympian if he had a trick for learning to do three-and-a-half somersault. His answer: Go up in a ball and spin fast. The Olympian was so naturally talented that he never had to learn the mechanics. He simply did it. The most useful explanation Grant got was from his coach, who had spent seven years trying to get that dive right and was able to walk him through the physics with stunning clarity. The physical limitations that prevented him from becoming an Olympic-caliber diver led Grant to gain the knowledge to become an Olympic-caliber coach.

So be proud of your teaching skills even if you never played at the highest levels. It may actually be making you a better teacher. It's not just about what you know; it's also about how recently and easily you learned it, and how clearly and enthusiastically you communicate it.

Studies of world-class scientists, musicians, athletes and artists reveal that they rarely had top teachers or coaches from a young age; they started with a teacher or coach who made it fun and enjoyable to learn.

Being a great physicist doesn't make you a great physics teacher. You don't want to take your first physics class with Einstein. You want to learn from his protégé, who has spent years figuring out how to explain what it would be like to chase a beam of light. **PG**

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USE SEPARATE ACCOUNTS FOR EACH MAJOR GOAL

SAVING AND INVESTING: LIFETIME JOURNEY WITH THREE MAIN PEAKS TO CLIMB

By David Gould, Staff Editor

Professionals in the field of personal finance give considerable thought to the psychology of saving and investing. They meet people who spend wildly and others who hoard cash while subsisting on basics. Certainly, out-of-control spenders outnumber the penny-pinchers—meanwhile there’s a multitude in between. We’re talking about higher-income people who make an effort to manage their finances but wonder if they’re truly on track to do it successfully—especially as measured by a particular trio of goals.

“Managing finances is a lifelong process usually subdivided into three stages,” says Matt Luckey, of the WealthWave financial advisory firm. “You build up wealth to buy your first house, then again for your children’s education and once more for retirement. That’s three separate challenges,” he says, “and very often they don’t all work out equally well. So, making adjustments becomes important.”

Study the three peaks in this journey and you’ll notice distinct differences in what the saved-up money is going toward. The classic first push to build wealth—so you can make a down payment on a house—will conclude in a straight switch of one hard asset for another hard asset. Cash in the bank (or stock in a portfolio) gets exchanged for real estate. Both those things have enduring and even appreciating value.

Your college fund is the second big push to build wealth and then disburse it. Once again it’s an asset-for-asset trade, although here the value of the surviving asset, the college degree, isn’t liquid and doesn’t properly belong to you, it belongs to your daughter or son.



The third and final instance in which accumulated wealth gets deployed for a major life event is retirement. It’s the only one of the three in which the funds you set aside and allow to grow get spent—very slowly over

time—on perishable goods and services. Retirement money could conceivably be used to acquire an enduring asset, though rarely will that happen.

Recognizing these differences helps us understand why a person’s mindset and attitude could differ at each stage. There are certainly psychological quirks to the process, given that climbing the three peaks requires you to give up pleasures you might enjoy today in exchange for the reassurance that important future needs are provided for.

Possibly you did a great job saving for that first house, then a decent job saving for kids’ tuition, but you’re a ways behind in setting yourself up for retirement. If so, it may be because home ownership and all the self-expression that goes with it is a

How Virtual Reality Brings Retirement Planning into Focus

In Oscar Wilde’s “The Picture of Dorian Gray,” a face in a portrait undergoes an eerie aging process while it hangs untouched on a gallery wall. With help from Stanford University’s department of virtual reality technology, the Merrill Lynch investment division of Bank of America does something similar for clients. Those who opt into a VR program called “Face Retirement” have, according to a bank study, been saving more money for their post-work years because they’re interacting with what are called “age-progressed renderings” that put them face to face with their “future self.”

The aged version of the client’s face becomes part of their online dashboard. When the client holds their hand beside their face and moves it, the hand in the mirror makes a matching movement—so it’s all the more convincing.

To the extent that a customer delays gratification and puts funds away, the future self image becomes visibly happier. It all stems from a psychological study, also undertaken at Stanford, proving that immersive virtual reality hardware and “interactive decision aids” will lead people to become more future-oriented, thereby changing their behavior in a beneficial way. — D.G.

psychological sweet spot for you. Alternatively, you might have been highly motivated by the fact that residential real estate is known to rise in value, sometimes dramatically. Did your parents work extra hard to put you through college, postponing their personal gratification until you had your bachelor's degree? If so, that example may have triggered in you a pay-it-forward vow to replicate their parental responsibility.

Retirement, in many ways, is much harder than the family home or a child's college education to embrace. That's because, of the three peaks, it's the farthest away in time and all the more so because it's a hazy concept to define and visualize.

"Retirement and the everyday experience of it is a foreign concept to most people," says Luckey. "When I became an advisor and started setting up financial plans, that's what struck me the most—how unclear people are in their heads about what retirement is going to be like." As a result, he says, people who do well climbing the two earlier peaks often have trouble establishing anything more than "loosely defined goals" for wealth accumulation to support post-employment living.

Among advisors at WealthWave it is standard practice to encourage the use of separate accounts for these three major goals, with the further proviso that clients avoid "raiding" one to supplement another. "It's been well proven that people are better at saving when they know what each of their accounts is for," says Luckey. "Something like 'money for the future' is too vague a reason to make significant sacrifices."

Along with following a three-account road map, Luckey's clients also take his advice to create a "two-



bucket format" for their retirement funds. "One bucket is your guaranteed money that covers everyday existence at a reasonable standard of living," he explains, "and the other is discretionary money, available so you can travel or spoil your grandkids or do other non-essential things."

Balancing between the two is important. "If you haven't legitimately satisfied basic monthly spending needs, you'll end up anxious and edgy," he says, "even if there is quite a large amount in the discretionary bucket."

When financial preparation for buying a starter home isn't optimal, you typically buy a smaller house. When the college fund doesn't reach its goals, the student takes loans and campus jobs and perhaps attends a state school

instead of the private college they were aiming for. "When retirement plans come up short," says Luckey, "people keep working or they downsize their home, and the ones who had ambitious plans have to kind of shrink their dreams."

The phrase "planning for retirement" sounds to most ears like a strictly financial activity—sacrifice, save, invest, build the nest egg. In fact, we should all take the phrase literally now and then. In other words, we should plan what we would do with our time, where our enjoyment would come from, what new skills we may want to learn and what we may feel called upon to do by way of "giving back." If and when our picture of life after work gets some true definition, we may find it easier to save up—that one last time—to make the picture a reality.

For more information or to schedule a time to review your retirement game plan, contact Matt Luckey at 770-418-0300 x122 or visit wealthwave.com/mattluckey. PG

The Takeaway:

- When you begin your career and start putting away money, it's best to set up three accounts, one each for a home, your children's education and retirement.
- Don't assume that doing a good job climbing the first one or two peaks translates automatically into successful nest-egg-building for retirement.
- Being financially ready for retirement is at least somewhat based on planning in some detail the life you hope and expect to lead after you finish working.
- Think in terms of "two-bucket finances" once retirement begins—the first is day-in, day-out necessities, the second is discretionary.

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NEW SERIES: CASE STUDIES OF TEACHER-STUDENT COLLABORATION

COACHING A HUSBAND-WIFE DUO USING
A NEW SPIN ON OPERATION 36

By David Gould, Staff Editor

There are countless tales in which a female adult beginner is being taught by an actual instructor while at the same time hearing no end of swing tips from the amateur golfer she happens to have married.

This isn't one of those stories, thankfully. It's about an emergency room physician from Houston named Ken Stackhouse and Anita, his wife. Dr. Stackhouse was looking toward retirement and hoping to convince Anita that they would enjoy their golden years all the more if they could play golf together. He sought help from Proponent Group member Janean Murphy, an LPGA professional who serves as director of instruction at two Houston clubs, Oakhurst Golf Club as well as River Plantation Golf Club.

Janean saw this assignment as yet another in which Operation 36 could be highly useful. Op36, the Ryan Dailey-Matt Reagan brainchild that fellow Proponent members found intriguing from the get-go, has truly taken off in the past year or two. Murphy doesn't just follow the existing program, she stays tuned as Dailey and Reagan put out their frequent messages about emerging variations on the concept. (For anyone who may not know, Operation 36 flips the normal golf challenge by setting a target score of par-36 for 9 holes and starts beginners right near the hole—that makes the goal quickly achievable—then moves them gradually back toward the regulation tee.)

"For a while now," says Murphy, "Ryan has been encouraging coaches to use the word 'semester' in marketing your standard Op36 series of 8 or 10 weeks. I've switched to that terminology and it makes sense. You can frame the program that way and keep your students involved year-round, then very possibly bring them back the next year."

Here's the relevant wrinkle on standard Op36 that pertains to her work with the Stackhouse couple: Middle-handicap males, if they're merely a bit open-minded, can and will participate in an Operation 36 series with raw

beginners, starting from the very same distance the rest of the class starts at. Murphy has Op36 pods that include more than one husband-wife pairing where the man is a veteran and the woman is new—in fact once she gets one such pairing it tends to attract others. "For the guys, it's social and enjoyable and they tend to feel like they're doing a nice, supportive thing," says Murphy. "Then, before you know it, they are on the hook to make par from something like 50 or 75 yards and their wedge games get exposed. They turn to me when their ball ends up 50 feet from the hole and I'm nodding my head—like, yeah, we've got some work to do!"

That spins off into private lessons on scoring shots—and there's your model for how Murphy has decided to run her business overall. She gets people in groups, fosters great relationships among members of the pods and then breaks away from group work to get more in-depth with whichever students need and want that opportunity.

Janean would surely excel under the model she has developed if she'd started out as a full-on traditional golf instructor, but in fact she delved into team coaching at the very outset of her career. Around Houston she's known for having coached The Woodlands High School girls' golf team to three

consecutive Texas State Championships in 2001, 2002 and 2003.

With the Stackhouses, her private-lesson work has been more with Anita, and it's all been very upbeat. One reason for the positive vibe is that the wedge struggles undergone by the experienced guy golfers sometimes coincide with some legit pars from the newbies—that only stokes the fire of their motivation.

Now, we spoke earlier about non-professionals feeling at liberty to dole out golf instruction, but Murphy has a twist on that scenario that makes sense and adds to her program. Her own husband, Adam, is a bogey golfer who gets called in to team-teach when it's time to peel the men off from the pod and give the novices their own learning space. In reality, he's just supervising and keeping tabs, but it works out for all parties and contributes to work-life balance for the hardworking coach, Janean. **PG**



Janean Murphy (left) with Anita and Ken Stackhouse.

Buying power and serious savings for your business

Controlling costs is as essential to growing your business as a great playing surface and sound marketing. In that pursuit, one of the simplest and most effective tools in your arsenal can be the Ride group purchasing program from GolfNow.

Ride taps into the wide-ranging buying power of Comcast, corporate parent of NBC and Golf Channel. Comcast's supplier network includes broadline food distributor US Foods, a number of independent produce companies, agronomy and technology resource SynaTek Solutions, communications giant Verizon, business supply outlet Office Depot and many others. Virtually everything you need to run your business, sourced from industry-leading suppliers at group-buying discounts.

It's like found money. How much money? On average, partners buying through Ride are saving 17 percent on their regular business expenses, with courses reporting anywhere from 6 to 35 percent savings on the necessities that make their operations and yours hum.

Plus, there are no fees involved in starting your savings today, and signing up is easy.



Ride



Business partners currently utilizing Ride are **saving 6-35%** on everyday purchases.

What can Ride offer your business?

Unbeatable selection

Ride includes savings opportunities in agronomy, office supplies, environmental services and much more.

Purchasing power

The buying power of Comcast makes savings on a wide range of products possible.

Significant savings

Lower pricing results in significant savings for Ride clients, and rebates further reduce overhead.

Simple start

Sign a letter of participation and we'll get you set up in just a few weeks. You'll see savings as early as your first order.



To learn more or to sign up for Ride email: ride@golfchannel.com or check out: business.golfnow.com/services/ride/learn-more-about-ride/

WELCOME PROPONENT GROUP'S NEW MEMBERS FOR AUGUST

PARKER BRANDT, The Creek Club, Locust Valley, NY
– Associate Member

ELLIOT BUSICHIO, Tom Rezendes' NorCal Golf Academy, Walnut Creek, CA – Associate Member

JUSTIN DOYLE, Woodbridge Golf and Country Club, Woodbridge, CA – Full Member

DAVE FINETHY, Stowe Mountain Golf Club, Stowe, VT – Associate Member

GARRETT FROGGATTE, The Club at Flying Horse, Colorado Springs, CO – Full Member

JOHN GALYEAN, Pine Island Country Club, Charlotte, NC – Full Member

MICHAEL HARGER, Stowe Mountain Golf Club, Stowe, VT – Associate Member

ALISHA MATTHEWS, St. Louis Golf Lessons at Big Bend Golf Center, Valley Park, MO – Associate Member

JENNY PARK-CHOI, Tom Rezendes' NorCal Golf Academy, Walnut Creek, CA – Associate Member

GARY SHANKLAND, Sawgrass Country Club, Ponte Vedra Beach, FL – Associate Member

SPEARMAN ADDS NAME TO CABO SAN LUCAS PROPERTY

Diamond Cabo San Lucas introduces the new Diamante Golf Academy powered by Proponent Group member **Mitchell Spearman**. Spearman will be hiring the teaching staff and providing their training. The facilities will include a Full Swing simulator, Swing Catalyst and TrackMan technologies. **Len Zamora** will be the full-time on-site Director of Instruction.

OUR MONTHLY LOOK AT THE JOB MARKET: MEMBERS ON THE MOVE

Members who have recently moved into new positions include:

Rob Stocke has been named Director of Instruction at Long Cove Club in Hilton Head Island, SC.

Colin McCarthy has taken the Director of Instruction position at Topgolf Doral in Miami.

If you've recently made a move, please let us know at lbombka@proponent-group.com.



Rob Stocke

Recent Job Postings include:

White Columns Country Club in Alpharetta, GA is hiring a Director of Instruction.

The Golf Room in Dublin, OH is hiring a Teaching Professional.

For complete details visit the Job Board on the Members' website. Please let us know if you have a position to post.

CURDT EARNS LPGA INVITATION

With her top-eight finish in the 2018 LPGA T&CP Championship at Pinehurst #8 last month, **Alison Curdt** earned a return trip to compete in the 2019 PGA Women's Championship at Hazeltine National in Chaska, MN. Curdt finished 4th at Pinehurst with rounds of 76-72-73-221.

Additional Proponent Group members making the cut included: **Jordan Lintz**, T-13 and **Stephanie Ferguson**, T-25.

PROPONENT GROUP

Lorin Anderson Founder and Golf Channel VP, Instruction

Andy Hilts Director

David Gould Staff Editor

Lori Bombka Operations Manager

Debbie Clements Accounting

THE PREMIER NETWORK OF GOLF INSTRUCTORS

Proponent Group's newsletter is published 12 times a year. Back issues are available at no charge for active members and at a per-issue price of \$20 for non-members. Subscriptions are available to non-members at an annual fee of \$240 at lbombka@proponent-group.com.



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