

# RUNNING EFFICIENT & EFFECTIVE PRACTICES

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High School Golf Coaches Conference  
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Director Of Instruction  
Woodmont Country Club  
Rockville, Maryland





**Sleepy Hollow Country Club – Teaching Professional (5 years)**  
**Quail Valley Golf Club, FL – Assistant Professional (2 years)**  
**Jim McLean Golf School at Doral - Master Instructor (5 winters)**  
**Chevy Chase Club – Teaching Professional (4 years)**  
**Woodmont Country Club – Dir. of Instruction (6 years)**

# What do kids need?

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✓ Skill Building

✓ Rule Education

✓ Emotional Awareness



✓ Nutrition Education

✓ Relationship Skills

✓ Self Awareness  
(strengths/weaknesses)



✓ Competitive Experience

✓ Strength Training

✓ \_\_\_\_\_?

How players spend their time is largely dependent on the coaches organization and time management.

Class management categories:

1

**INSTRUCTION**

Skills or knowledge to be acquired

2

**MANAGERIAL**

How well you can manage the engagement of the players and minimize disruption

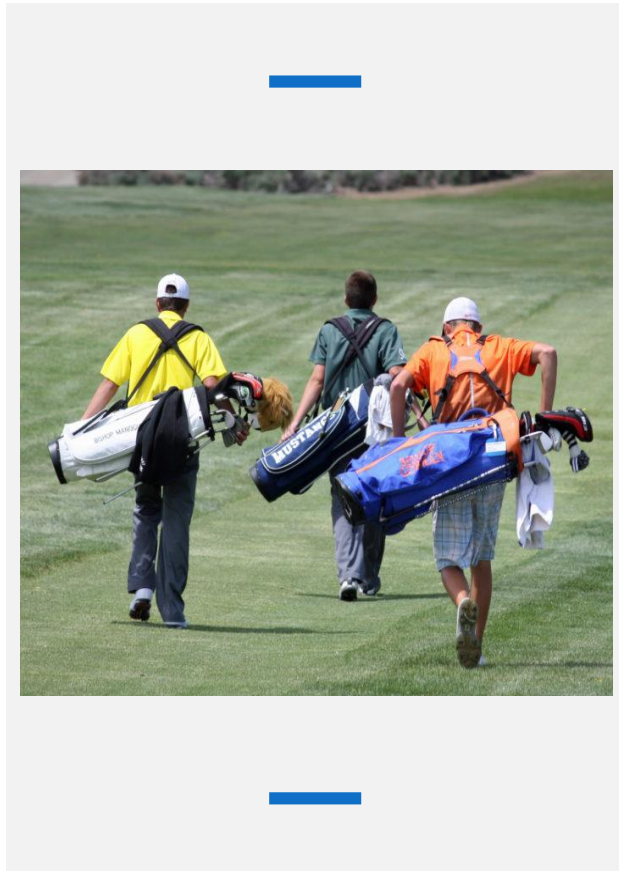
3

**TRANSITIONS**

Organizing both students and equipment during practice

# How can we do this?

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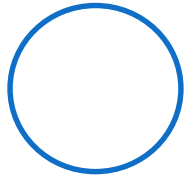


- ✓ **PRESENT APPROPRIATE LEARNING ACTIVITIES**
- ✓ **MOVE AT A BRISK PACE**
- ✓ **MONITOR STUDENT UNDERSTANDING**
- ✓ **ALLOW FOR PRACTICE OF ROUTINES**

# Characteristics Of Good Managers

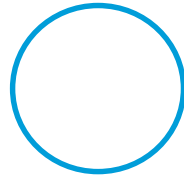
*Good managers aren't always effective teachers, but effective teachers are always good managers*

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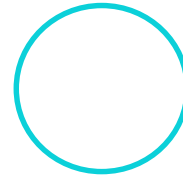
## **TIME**

Use their time effectively



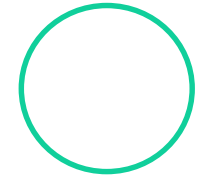
## **ROUTINES**

Implement a series of routines in the beginning of the season



## **COMMUNICATION**

Clearly communicate the rules of participation



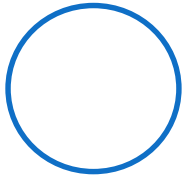
## **PERFORMANCE**

Demonstrate high levels of student performance

# Characteristics Of Good Managers

*Good managers aren't always effective teachers, but effective teachers are always good managers*

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**TIME**

Use their time effectively

- ✓ The appropriateness of the engaged time is what is more directly associated with improved motor performance.
- ✓ Time alone isn't a predictor of success, but the level of engagement within it, is.

# Choosing the Task

How do you choose the appropriate task?

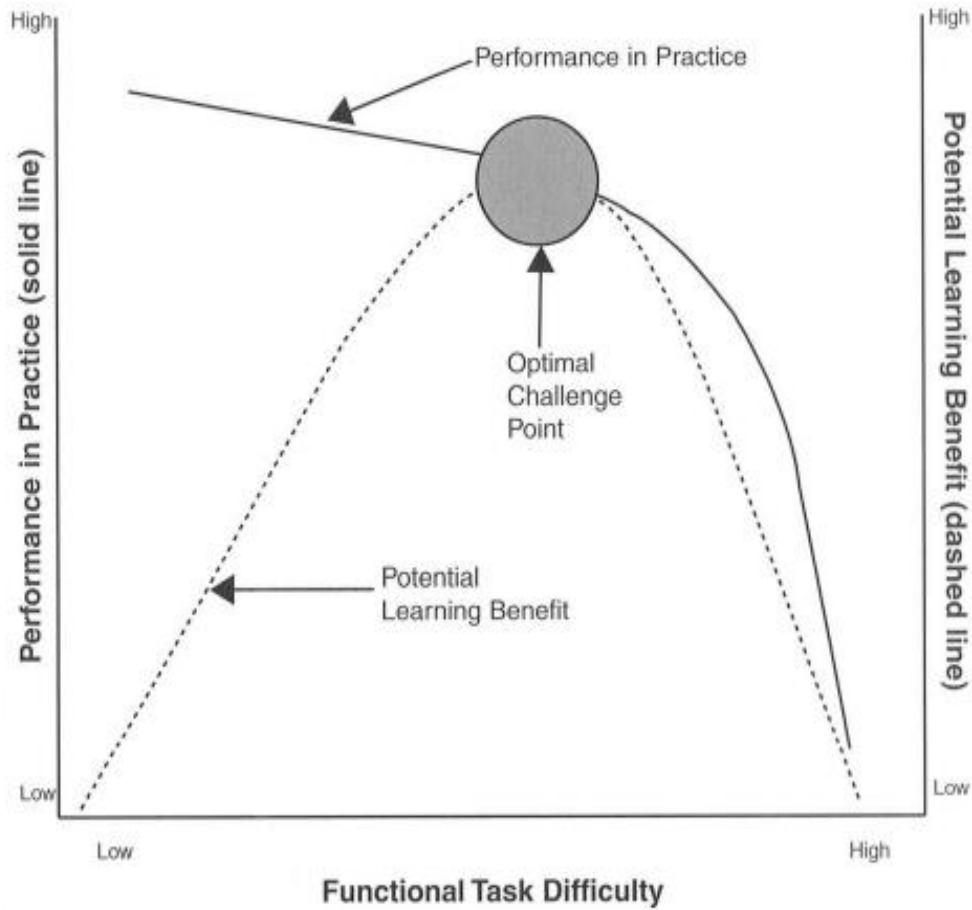
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- ✓ Objectives
- ✓ Measurements
- ✓ Assessments
- ✓ Individualize



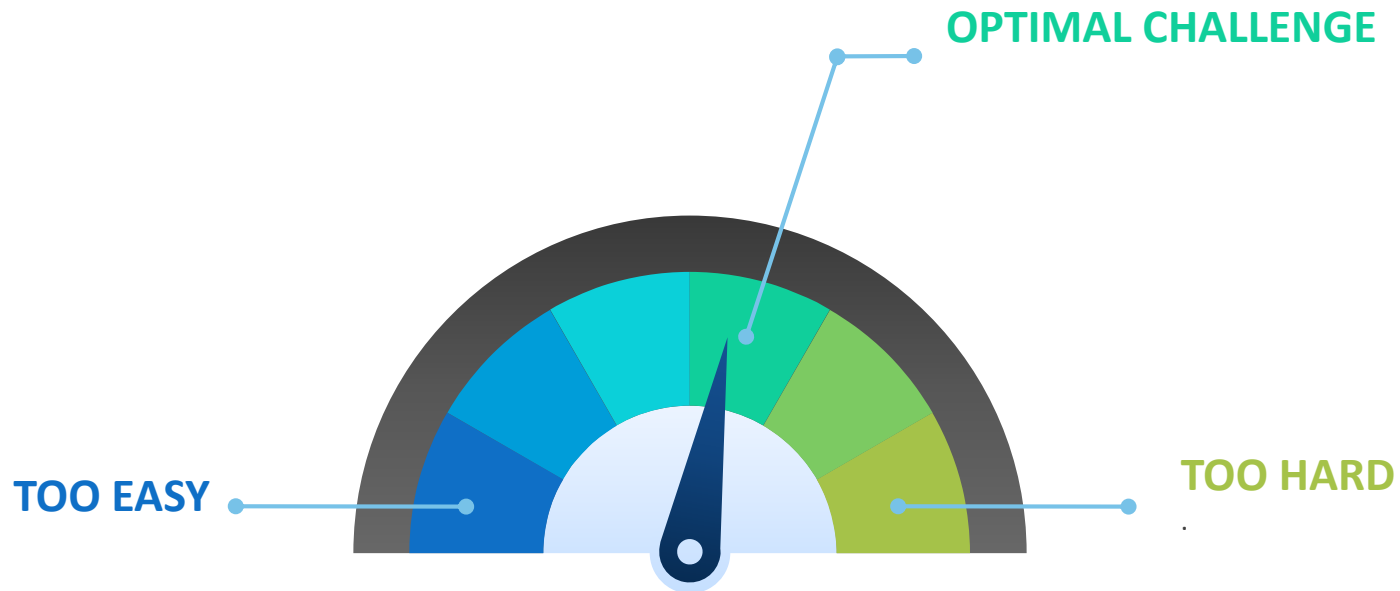
# CHALLENGE POINT FRAMEWORK



## Finding the Challenge Point

# THE CHALLENGE POINT

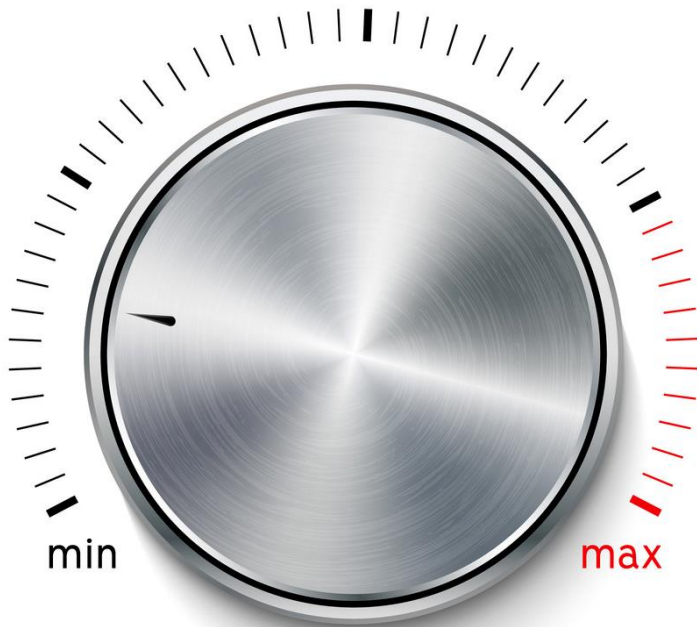
A THEORETICAL FRAMEWOK



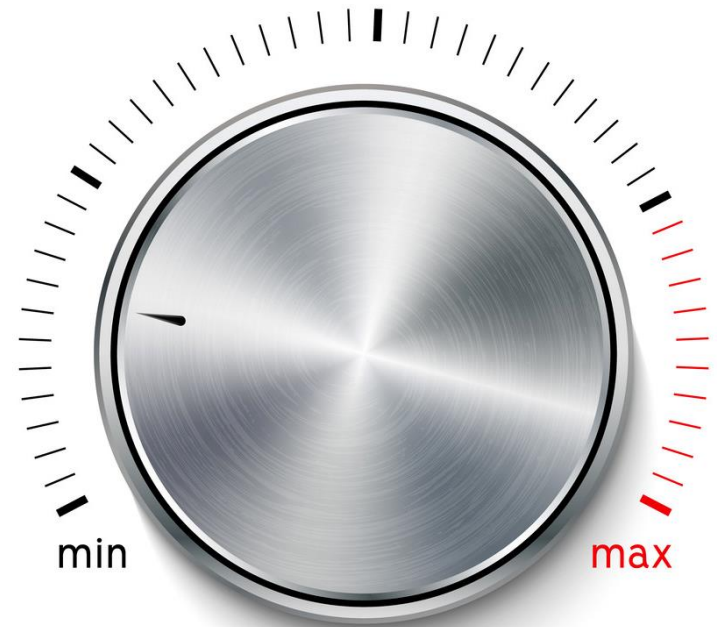
For learning to occur there is an **optimal amount of information**, which differs as a function of the skill level of the individual and the difficulty of the to-be-learned task.

# CHALLENGE POINT

A THEORETICAL FRAMEWORK



**TASK DIFFICULTY**



**FUNCTIONAL DIFFICULTY**

# Q&A



# TR

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