

GOLF'S AMERICAN DEVELOPMENT MODEL



PGA



USGA

USA GOLF



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INTRODUCTION

The American Development Model (ADM) is a concerted effort between the United States Olympic Committee (USOC) and its National Governing Bodies of sport to apply long-term athlete development principles in a way that resonates with the culture of sport in the United States.



The ultimate goal is to create positive experiences for American sport participants at every level. The purpose of this document is to provide key influencers – including administrators and coaches – a roadmap for building and delivering programs that focus on the individual at each stage of development.

Led by the USOC, golf's ADM has vision, data and expertise that we can learn from and utilize as an industry. We have compiled recommendations on how this should be appropriately applied in our industry to maximize lifelong participation, reduce golfer burnout and drive business. The ADM provides age-appropriate guidelines and curriculum for the American golf industry to help more people have fun playing golf, develop a lifelong love of the game, and excel at golf.

There is strong support for an ADM at many levels:
<https://vimeo.com/ideasunited/review/306415281/265220cc9e>

WHY AN AMERICAN DEVELOPMENT MODEL?

The United States Olympic Committee and its National Governing Bodies understand the vital role Sport plays in the lives of Americans. Participating in sports is an excellent form of exercise, a way to build lifelong relationships and a platform for achieving goals and realizing potential.



Without positive sports and golf experiences specifically, we risk:

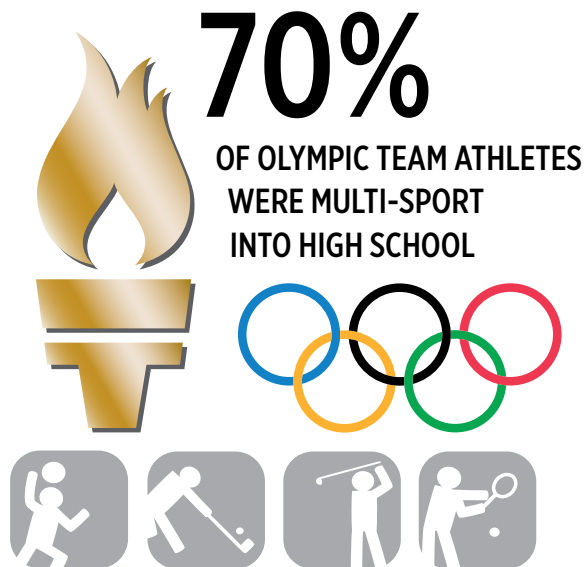
- Fewer opportunities and demand for sport and golf programming
- Fewer opportunities to teach valuable life lessons through golf and other sports
- Fewer golfers and participants in the system to drive business and success for our industry

ADM STATEMENT

The United States Olympic Committee and its National Governing Bodies embrace the athlete development principles that allow Americans to utilize sport as a path toward an active and healthy lifestyle, creating opportunities for golfers to maximize their full potential.

These five key principles include:

1. Universal access to create opportunity for all
2. Developmentally appropriate activities that emphasize motor and foundational skills. Golfer dropout rate will be reduced when appropriate activity is introduced.
3. Multi-sport and multi-activity participation
4. Fun, engaging and progressively challenging atmosphere
5. Quality coaching at all levels

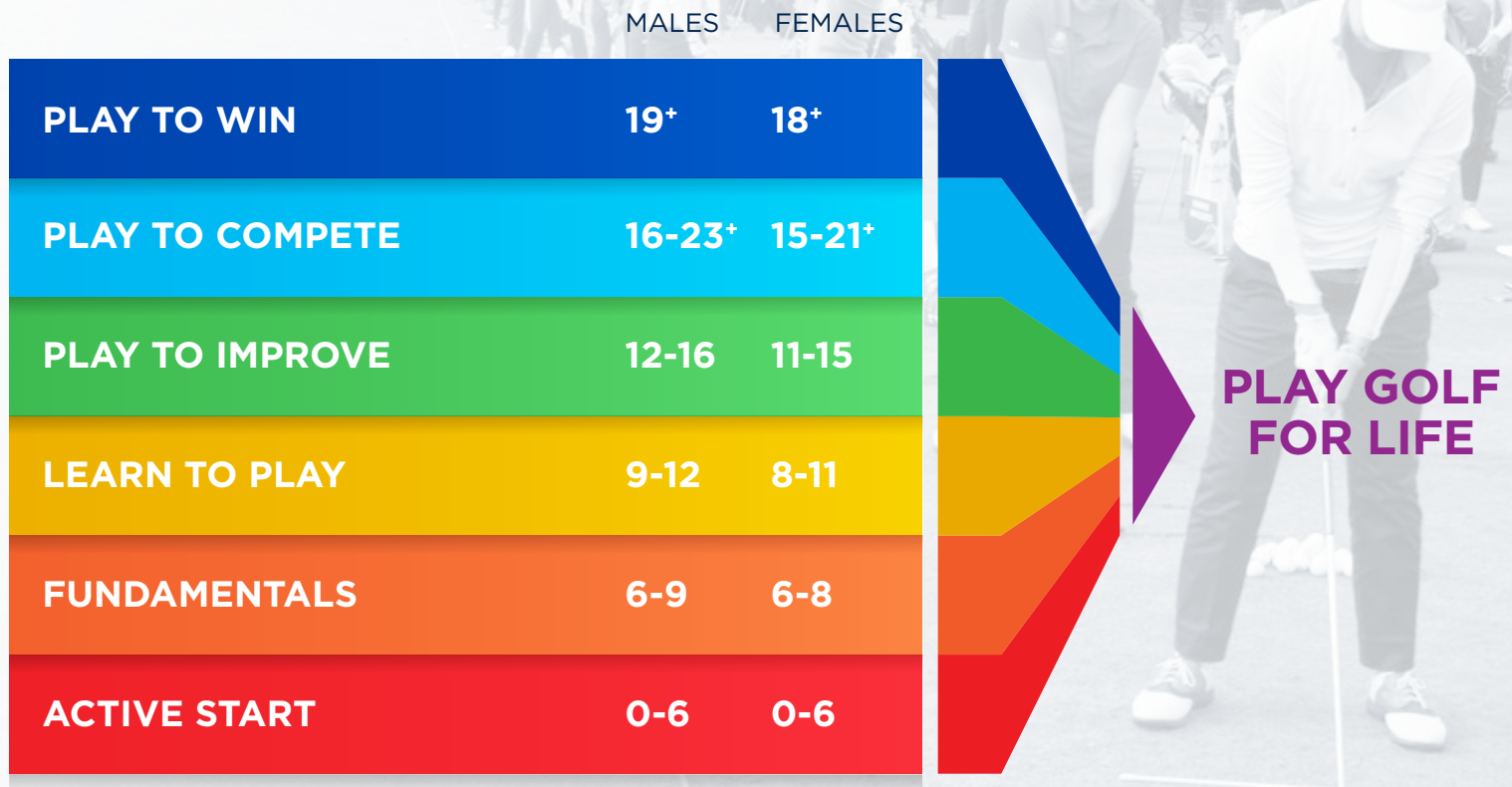




By creating early positive experiences for all participants, the American Development Model will keep more golfers engaged in our sport longer, with four outcomes:

- Develop fundamental skills that transfer between sports
- Provide an appropriate avenue to fulfill an individual's athletic and personal potential
- Create a generation that loves golf and physical activity, and transfers that passion and healthy lifestyle to the next generation
- Grow both the general athlete population and the pool of elite athletes from which future LPGA and PGA Tour players, major champions and U.S. Olympians and Paralympians are selected

A PATHWAY FOR OUR SPORT



KEY PRINCIPLES FOR GOLF'S ADM

Golf programs looking to take advantage of the scientific facts of the American Development Model should adhere to these five principles:

I. DEVELOPMENTALLY APPROPRIATE ACTIVITIES THAT EMPHASIZE MOTOR AND FOUNDATIONAL SKILL DEVELOPMENT

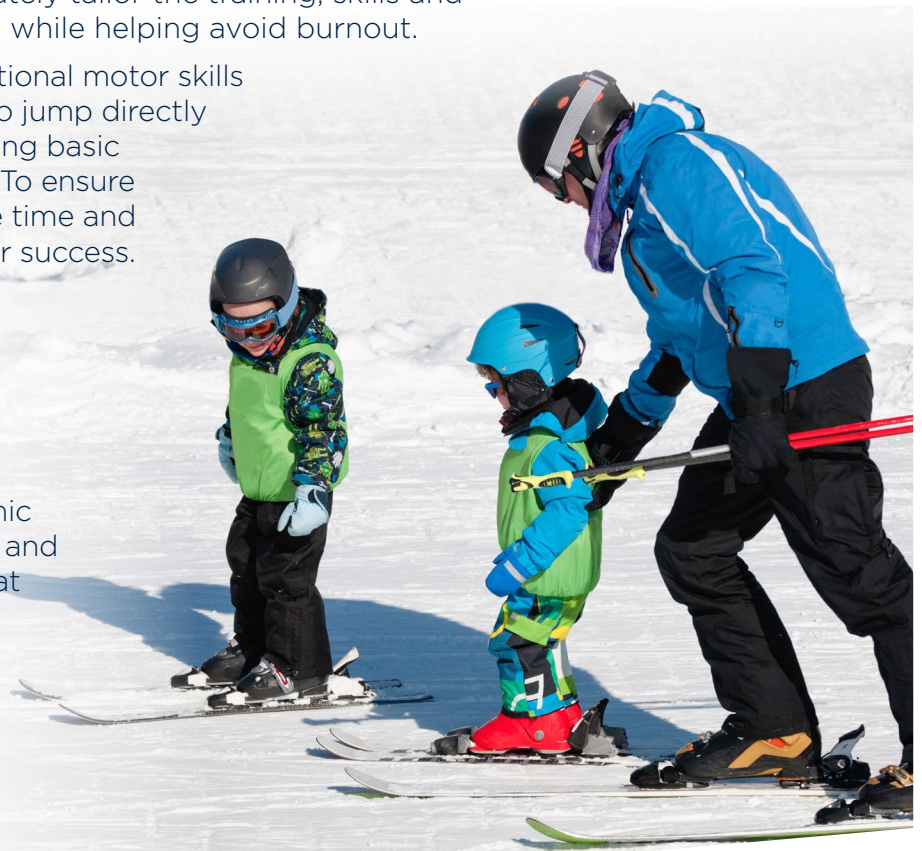
A clear understanding of an athlete's developmental level (as opposed to his or her age) will help coaches, parents and administrators appropriately tailor the training, skills and tactics taught to maximize an individual's full potential, while helping avoid burnout.

In order to succeed, participants must first learn foundational motor skills and technique. Coaches, parents and administrators who jump directly into competition tactics and strategy without emphasizing basic fundamentals may put their athletes at a disadvantage. To ensure long-term success, participants must be given adequate time and knowledge to develop these essential building blocks for success.

II. ENHANCED ENTRY TO CREATE OPPORTUNITIES FOR ALL

Enhanced entry is defined as creating opportunities for everyone to begin and participate in sport. By providing enhanced entry to all regardless of age, gender, race, ethnicity, sexual orientation, physical ability, and economic status, more Americans could become involved in sport and be more physically active. Sport must be inclusive so that everyone has the opportunity to discover the benefit of physical activity and realize their full athletic potential.

Sport and physical activity are tools for Americans to express themselves, develop social relationships and learn valuable life lessons.



III. ENCOURAGE MULTI-SPORT PARTICIPATION

Multi-sport participation is critical to developing a well-rounded foundation for physical activity that can transfer between sports. Encouraging children to participate in multiple sport activities at a young age offers them the opportunity to explore, play and discover sport according to their personal interests and skill level.

Multi-sport play also provides several cross-training benefits for all — such as strength, endurance, agility, coordination and speed training — that enhances athleticism and promotes a healthy lifestyle. Athletes also benefit from the social and psychological impact of multi-sport participation.

https://www.youtube.com/watch?v=Eq_Uoj2wRGA

IV. FUN, ENGAGING AND CHALLENGING ATMOSPHERE

A fun, engaging and challenging environment is essential for any sport activity. The definition of “fun” may change as participants advance to more elite levels of competition, but a standard emphasis on making the process positive and enjoyable is key.

Free and spontaneous play is encouraged to help foster growth and development. By offering the opportunity for unstructured play, athletes are more likely to customize physical activity to meet their needs and keep the fun in sport intact. Fun, engaging and challenging = long term golfers and that equals long term customers.

V. QUALITY COACHING AT ALL AGE LEVELS

Quality coaches are critical to athlete development; therefore quality coaching education is imperative for athlete success at all levels. Quality coaching not only requires a youth coach to be qualified and highly knowledgeable about their sport, but also to understand effective communication, practice planning and athlete development. The very best coaches view themselves as life long learners and are always working toward improving themselves.



WHY ADOPT THE 5 KEY PRINCIPLES OF ADM?

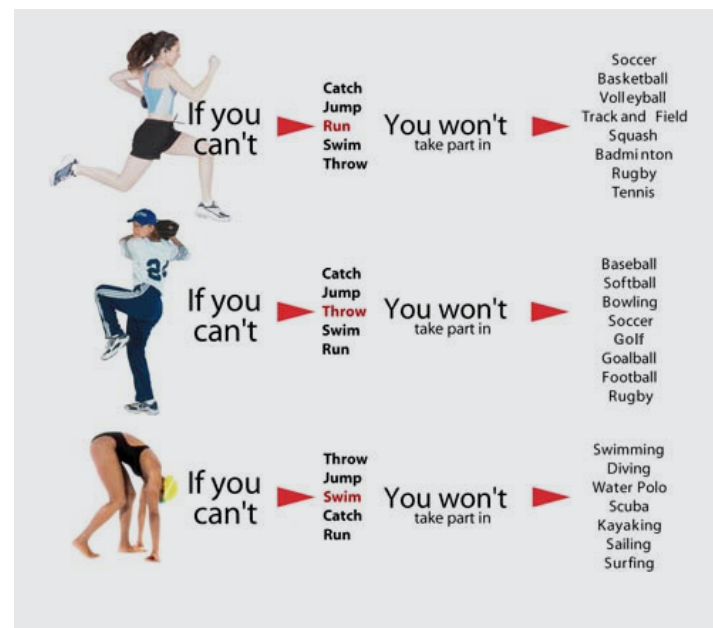
There are many shortcomings of not following the key principles of an ADM and also correlating consequences:

Shortcomings

- Developmental golfers over-compete and under-train
- Adult training and competition programs are superimposed on young developing golfers
- Training programs designed for males are superimposed on females
- Preparation is geared to the short-term outcome - winning - and not to the process of developing
- Fundamental movement skills and fundamental sports skills are not taught properly

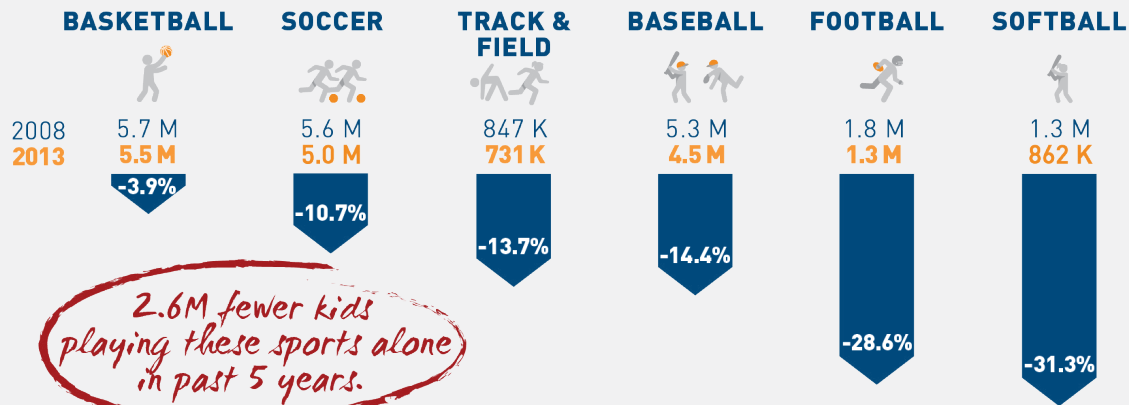
Shortcomings (continued)

- The most knowledgeable coaches work at the elite level, while less knowledgeable volunteers often coach at the developmental level where quality, trained coaches are essential for optimum golfer development
- Parents are not educated about physical literacy and ADM
- The developmental training needs of golfers with a disability are not well understood
- The competition system can interfere with golfer development
- There is no integration between physical education programs in the schools, recreational community programs and elite competitive programs



KIDS ARE LEAVING SPORTS

SIGNIFICANT DECLINE IN PARTICIPATION AMONG 6-12 YEAR OLDS



Consequences // What are the results of these shortcomings?

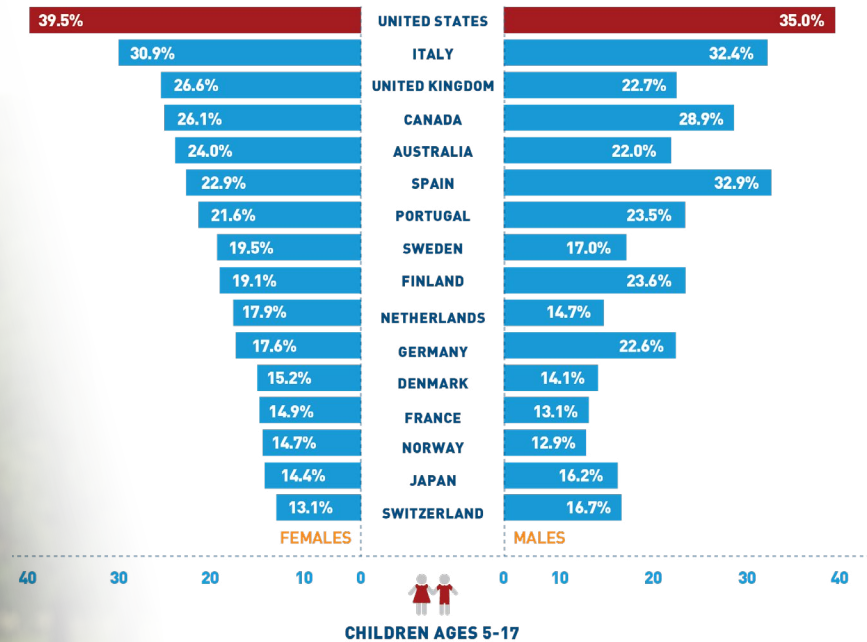
- Poor movement abilities and athleticism
- Limited skill development due to under-training
- Poor habits developed from over-competition focused on winning
- Female golfers may not reach full potential due to inappropriate programs
- Children not having fun as they play adult-based programs – or golf courses set up for adults
- Burnout can occur from overtraining as can future injuries from improper and overtraining

Consequences (continued)

- A lack of systematic development in the next generation of high performers
- Fluctuating national performance due to poor understanding of talent development, identification and transfer within a developmental pathway
- Golfers failing to reach their personal potential and optimal performance level
- Lack of proper fitness leading to obesity



THE RACE WE DON'T WANT TO WIN
PREVALENCE OF OVERWEIGHT/OBESE CHILDREN IN 16 PEER COUNTRIES



GOLF AND ADM

The American Development Model is meant to explain a golfer's advancement through a pathway.

The pathway should be used to reference what key concepts participants should focus on as they develop and grow in their golf experience.

Active Start

Boys: 0-6
Girls: 0-6



FUNDamentals

Boys: 6-9
Girls: 6-8



Learn to Play

Boys: 9-12
Girls: 8-11



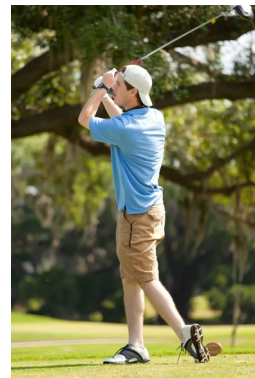
Play to Improve

Boys: 12-16
Girls: 11-15



Play to Compete

Boys: 16-23
Girls: 15-21

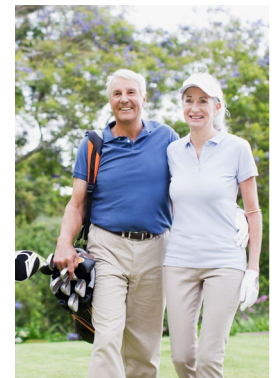


Play to Win

Boys: 19+
Girls: 18+



PLAY GOLF FOR LIFE



GOLF'S ADM is comprised of seven stages designed to create a healthy sport experience and support advancement based on the participant's physical, mental and emotional level, and potential for growth.

Consumers can use pathway models to understand when they should consider focusing on skill development vs. competition, and at what ages to focus on advanced performance.

GOLF'S AMERICAN DEVELOPMENT MODEL

GOLF FOR LIFE

Active Start	FUNDamentals	Learn to Play	Play to Improve	Play to Compete	Play to Win	Play Golf for Life
<p>0-6 Girls 0-6 Boys</p> <ul style="list-style-type: none"> • Provide organized physical activity for at least 30 minutes a day for toddlers and at least 60 minutes a day for preschoolers. • Provide unstructured physical activity — active play — for at least 60 minutes a day, and up to several hours per day for toddlers and preschoolers. Toddlers and preschoolers should not be sedentary for more than 60 minutes at a time, except while sleeping. • Provide infants, toddlers and preschoolers with opportunities to participate in daily physical activity that promotes fitness and movement skills. 	<p>6-8 Girls 6-9 Boys</p> <ul style="list-style-type: none"> • Practice becoming more proficient in fundamental movement skills before more sport-specific skills are introduced • Emphasize the overall development of the child's physical capacities, fundamental movement skills and the ABC'S of athleticism: agility, balance, coordination and speed • Teach appropriate and correct running, jumping and throwing techniques • Introduce basic flexibility exercises • Develop speed, power and endurance using games 	<p>8-11 Girls 9-12 Boys</p> <ul style="list-style-type: none"> • Further develop all fundamental movement skills and teach general, fundamental golf skills. Otherwise, a significant window of opportunity is lost, compromising the ability of the young golfer to reach their full potential. • Develop strength using exercises that incorporate the child's own body weight • Introduce hopping and bounding exercises or routines to aid in strength and power development. • Further develop endurance through continuous activity games and relays. 	<p>11-15 Girls 12-16 Boys</p> <ul style="list-style-type: none"> • Introduce aerobic training as the child matures to further develop levels of skill, speed, strength and flexibility • Encourage flexibility training, as the rapid growth of bones during this stage leads to stress on tendons, ligaments and muscles • Note that both aerobic and strength training are dependent on the maturation levels of the youth. For this reason, the periods during which aerobic and strength training are emphasized depend on whether an athlete is an early, average or someone who matured late 	<p>15-21 Girls 16-23 Boys</p> <ul style="list-style-type: none"> • Provide year-round, high intensity and, individual training. • Teach golfers, who are now proficient at performing basic and sport-specific skills, to perform those skills under a variety of competitive conditions during training. • Place special emphasis on optimum preparation by modelling competitions in training. • Individually tailor fitness programs, recovery programs, psychological preparation and technical development. 	<p>18+ Girls 19+ Boys</p> <ul style="list-style-type: none"> • Train golfers to peak at major competitions – performance on demand. • Ensure that training is characterized by high intensity and relatively high volume all year round. • Allow frequent preventative breaks to prevent physical and mental burnouts. • Change the training-to-competition ratio 25:75, with the competition percentage including competition-specific training and actual competitions. 	<ul style="list-style-type: none"> • Have fun • Inclusive programming available for all (age, gender, race, socio-economic status) • Encouraged to play as often as possible • Include physical fitness as part of programming • Include social aspects as part of programming • Encourage practice and the driving range time for game improvement • Encourage individual and group lessons and events • Move from highly competitive golf to lifelong competitive sport through club and local fun golf events

ACTIVE START

Boys 0-6 // Girls 0-6

OBJECTIVES:

Learn fundamental movements and link them together in play.

ACTIVE START CHECKLIST:

- ✓ Provide organized physical activity for at least 30 minutes a day for toddlers and at least 60 minutes a day for preschoolers.
- ✓ Provide unstructured physical activity — active play — for at least 60 minutes a day, and up to several hours per day for toddlers and preschoolers. Toddlers and preschoolers should not be sedentary for more than 60 minutes at a time, except while sleeping.
- ✓ Provide infants, toddlers and preschoolers with opportunities to participate in daily physical activity that promotes fitness and movement skills.
- ✓ Provide parents with age-appropriate information related to golf.
- ✓ Introduce healthy nutrition habits (food should not be used as a reward)
- ✓ Ensure that children acquire movement skills that build towards more complex movements. These skills help lay the foundation for lifelong physical activity.
- ✓ Encourage basic movement skills — they do not just happen as a child grows older, but develop depending on each child's heredity, activity experiences and environment. For children with a disability, access to age and disability-appropriate adapted equipment is an important contributor to success.
- ✓ Focus on improving basic movement skills such as running, jumping, twisting, kicking, throwing and catching. These basic human movements are the building blocks for more complex activities.
- ✓ Design activities that help children feel competent, successful and comfortable participating in a variety of fun and challenging games and activities.
- ✓ Ensure that games for young children are non-competitive and focus on participation.
- ✓ Because girls tend to be less active and more social than boys and children with a disability less active than their peers, ensure that activities are gender-neutral and physically inclusive so that active living is equally valued and promoted for all children.



ACTIVE START GOLFER DEVELOPMENT

ATHLETIC SKILLS

Running, jumping, hopping, twisting, turning, stopping, starting, static balance, catching a ball with two hands.

TECHNICAL SKILLS

Experimentation with body, club and ball. Important to remember kids don't learn like adults.

PSYCHOLOGICAL DEVELOPMENT

Trying new challenges, effort, following simple instructions.

SOCIAL-BEHAVIORAL DEVELOPMENT

Learning to share; learning to say thank you; like to be with friends; are the center of their worlds; parents are central for praise and approval; need balance and variety of new and familiar activities in short doses.

PRACTICE

No formal guidelines for practice. At this age it's about positive experiences based on a child's interest level.

COMPETITION

None. Not applicable or appropriate at this stage.

EQUIPMENT

Age appropriate equipment. Safety is the first and foremost concern at these young ages.

WHERE TO PLAY

Everywhere commensurate with ability (Golf Course, Park, gymnasium, mini putt, backyard, school playground, living room, etc.)



WHAT A PARENT SHOULD KNOW

Parents play the MOST important role at this stage by immersing their children in various sports and activities. They must assume this responsibility and pave the path toward lifelong activity. Failure to do so could lead to a sedentary lifestyle for their kids. Nutrition is also important at this stage and parents should start healthy eating habits. Golf is also an excellent opportunity for the family to spend time together and it's never too early to start.

FUNDamentals

Boys 6-9 // Girls 6-8

OBJECTIVES:

Learn fundamental movement skills and build overall motor skills.

FUNDamentals CHECKLIST:

- ✓ Practice becoming more proficient in fundamental movement skills before more sport-specific skills are introduced
- ✓ Emphasize the overall development of the child's physical capacities, fundamental movement skills and the ABC'S of athleticism: agility, balance, coordination and speed
- ✓ Teach appropriate and correct running, jumping and throwing techniques
- ✓ Introduce basic flexibility exercises
- ✓ Develop speed, power and endurance using games
- ✓ Encourage participation in a wide range of sports
- ✓ Develop linear, lateral and multi-directional speed with short bursts of activity (less than five seconds), allowing for full recovery between repetitions
- ✓ Include strength training exercises using the child's own body weight
- ✓ Ensure that sporting and disability equipment are size, weight and design appropriate and that communities explore ways to share and provide access to appropriate equipment.
- ✓ Introduce very simple mental skills
- ✓ Ensure that activities change during the school year and are enhanced by multi-sport camps during summer and winter holidays
- ✓ Participate once or twice a week in a preferred sport, so long as there is participation in many other sports or activities three or four times per week

NOTE: IF DURING THIS STAGE, CHILDREN ARE FAILING TO DEVELOP FUNDAMENTAL MOVEMENT SKILLS, THEN REMEDIATION IS DESIRABLE (RECOMMENDED WITH FURTHER PLAY). IF CHILDREN DO NOT HAVE THE SAME ACTIVITY SKILLS AS THEIR PEERS, THEY ARE UNLIKELY TO BE INCLUDED IN PEER-GROUP ACTIVITIES AND WILL HAVE FEWER OPPORTUNITIES FOR PRACTICE.



FUNDamentals GOLFER DEVELOPMENT

ATHLETIC SKILLS

Agility, balance, coordination, skipping, hopping, throwing/tossing and catching away from body with either hand, flexibility, strength.



TECHNICAL (SKILLS) DEVELOPMENT

Continued focus on Fundamental Movement skills and ABC's of athleticism. Developing Putting, Chipping and Full Swing skills.

PSYCHOLOGICAL DEVELOPMENT

Concentration, teach-ability, learning to make choices, respect, understanding rules, how to cope with success and failure, learning to solve problems.

SOCIAL-BEHAVIORAL DEVELOPMENT

Learning to cooperate with and help other children. Learning to consider other people. Learning through familiar activities. Want to do their best. Can show responsibility through completing simple tasks and requests.

PRACTICE

No formal guidelines for practice. At this age, it's about positive experience and participation based on a child's interest level. Practice can include on course time to ensure fun and games are also suggested for engagement.

COMPETITION

Focus at this stage is continuing to have fun and improving upon skills as a focus and not competition for score or against one another. Fun activities in a group environment.

EQUIPMENT

Age appropriate clubs should include: putter, lofted iron, appropriately loft and length driver (avoid too long and heavy) or hybrid at a minimum.

WHERE TO PLAY

Everywhere! (Golf course, park, gymnasium, mini golf, backyard, school playground, living room, etc.). 3, 6 or 9 holes when on course (at shortened yardages). Par 3 courses. Putting and chipping practice

WHAT A PARENT SHOULD KNOW

Parents must educate themselves about local sport programs at this age and decide which are best for their children. During this stage it is vital to participate in multiple sports. Parents should also provide time for unstructured 'fun' play with their friends or siblings and ensure screen time is monitored and healthy foods are introduced.



LEARN TO PLAY

Boys 9-12 // Girls 8-11

OBJECTIVES:

Continue to develop fundamental movement skills and start to develop fundamental golf skills.

LEARN TO TRAIN CHECKLIST:

- ✓ Further develop all fundamental movement skills and teach general, fundamental golf skills. Otherwise, a significant window of opportunity is lost, compromising the ability of the young golfer to reach their full potential.
- ✓ Develop strength using exercises that incorporate the child's own body weight
- ✓ Introduce hopping and bounding exercises or routines to aid in strength and power development.
- ✓ Further develop endurance through continuous activity games and relays.
- ✓ Further develop flexibility through stretching.
- ✓ Further develop speed by using specific activities that focus on agility, quickness and change of direction during the warm-up.
- ✓ Further develop mental skills including focus and visualization.
- ✓ Provide developmentally appropriate competitions (as outlined in Competitions heading below)
- ✓ Identify sports the child enjoys and may have a successful predisposition toward, as enjoyment and success will increase the possibility of the child being active for life. Narrow the focus to three sports.
- ✓ Apply a ratio of 70 percent training and fun play to 30 percent competition (the 30 percent includes competition-specific training and actual competitions). Participants undertaking this type of preparation are better prepared for competition in both the short and long-term than those who focus solely on winning.
- ✓ Encourage unstructured free play.



LEARN TO PLAY GOLFER DEVELOPMENT

ATHLETIC DEVELOPMENT

Agility, footwork, dynamic balance, complex coordination, speed of coordination, strength, flexibility.

TECHNICAL (SKILLS) DEVELOPMENT

Continue to progress in proficiency of putting, chipping and full swing. Introduce bunker play, green reading and pitching. Note that children can be introduced to bunkers earlier from a play and fun perspective.

PSYCHOLOGICAL DEVELOPMENT

Love of the sport, coach-ability, concentration, problem solving, becoming confident, making good choices, learning fairness, taking responsibility.

SOCIAL-BEHAVIORAL DEVELOPMENT

Learning to compete against other players. Learning the values of golf. Learning independence and also how to work together as a team. Developing self-awareness, children start to be aware of what they don't know or what they can't do. Like to help others and the coach. Able to listen to the coach.

PRACTICE

Randomized practice for 30 to 60 minute sessions. Promote practice with other juniors in activities and fun games. Include on course practice for the fun aspect. No more than 1 to 5 hours a week.

COMPETITION

Fun competition can start to be introduced at this stage with junior club events and local league or interclub events or junior tours. 9 holes is a great start with a progression to 18.

EQUIPMENT

Equipment continues to be important. At a minimum: putter, wedge, 7 iron, 9 iron, hybrid, driver.

WHERE TO PLAY

When ready, 1,000 yard Par 3 courses. 9 holes. Male: 18 holes up to 5,500 yards. Female: 18 holes up to 4,750 yards (note these are maximum recommendations and suggest erring on the shorter side)

WHAT A PARENT SHOULD KNOW

Parents must educate themselves about local In the development stage, parents should look for progression programming at this point in the development stage and specifically look for how their child is progressing with their skill development (not competition results). Introduce local competition if the child chooses. Parents should speak with their children and identify some sport preferences. As a child may begin to compete, parents should support with positivity and focus on their child's behavior, experience and process for personal improvement. They should not focus on the result.



PLAY TO IMPROVE

Boys 12-16 // Girls 11-15

OBJECTIVES:

Continue to reinforce basic and fundamental golf movement skills and build those skills into introductory competitive experiences.

TRAIN TO TRAIN CHECKLIST:

- ✓ Introduce aerobic training as the child matures to further develop levels of skill, speed, strength and flexibility
- ✓ Encourage flexibility training, as the rapid growth of bones during this stage leads to stress on tendons, ligaments and muscles
- ✓ Note that both aerobic and strength trainability are dependent on the maturation levels of the youth. For this reason, the periods during which aerobic and strength training are emphasized depend on whether an athlete is an early, average or someone who matured late
- ✓ Learn to cope with the physical and mental challenges of competition and further develop mental skills
- ✓ Appropriate equipment for body size and skill level continue to be important as the child grows and changes
- ✓ Optimize training and competition ratios and follow a 60:40 percent training-to-competition ratio (the 40 percent includes competition-specific training and actual competitions). Too much competition wastes valuable training time
- ✓ At later stages encourage more serious golfers to focus on two sports based on their desire to participate
- ✓ Golfer training should include competitive situations in the form of practice matches, competitive games and drills



PLAY TO IMPROVE GOLFER DEVELOPMENT

ATHLETIC DEVELOPMENT

Agility, footwork, balance, complex coordination, strength, core strength and flexibility.

TECHNICAL (SKILLS) DEVELOPMENT

Consolidating and beginning to master technical skills. Exploring variations – developing consistency under pressure. Focusing on putting, chipping, full swing, bunker play, green reading, pitching and club selection.

PSYCHOLOGICAL DEVELOPMENT

Love of the sport, focus, simple goal setting, self-motivation, confidence, learning to make decisions, developing self-reliance, understanding winning and losing. Respect of others.

SOCIAL-BEHAVIORAL DEVELOPMENT

More independent, able to share, improved decision making ability. Desire independence and are building confidence. Peer group acceptance becomes important and physical competency plays a role in how one is perceived. Girls tend to form close knit friendships, boys have more broad relationships.

PRACTICE

Continuing random practice sessions in different environments. 45-90 minutes per session. 5-7 hours per week. Include fun, on-course play.

COMPETITION

Competition is good at this stage. However, the competition should include fun and social activities as well. Stakes of competition are increased – particularly when travel is involved. Important to note that long distance travel takes away from practice time which is crucial at this stage. 60% of time should be spent training and only 40% of time in competition. 9, 18, 36 and 54 hole events can be played with an emphasis on 18 hole events.

EQUIPMENT

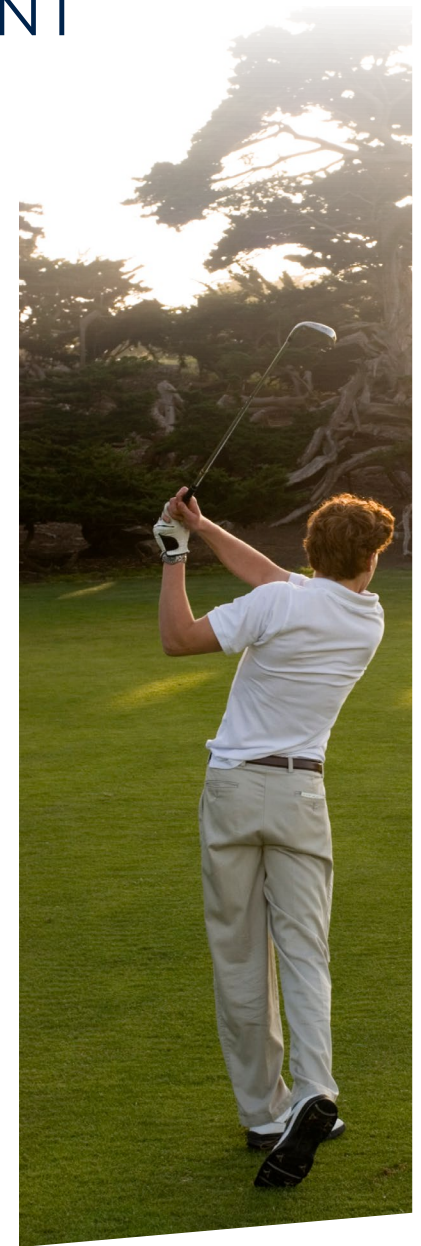
Kids should have a full set of equipment at this stage. Note that depending on growth spurt the equipment should be monitored closely, as they can outgrow it in the midst of the season.

WHERE TO PLAY

Course length for males up to 6,400 yards. Females up to 5,800 yards. This is a guideline and appendix 2 should be viewed.

WHAT A PARENT SHOULD KNOW

Parents must monitor the growth spurt at this stage. Communication should increase between child and parent as they discuss the child's sporting options. Parents can help with input as the child looks to specialize in specific sports. Golf is a late specialization sport and late developers should be encouraged NOT to drop out of golf. Parents should also facilitate the relationship with any coaches and put the child and school before sport. Parents should ensure rest and nutrition are focuses as well.



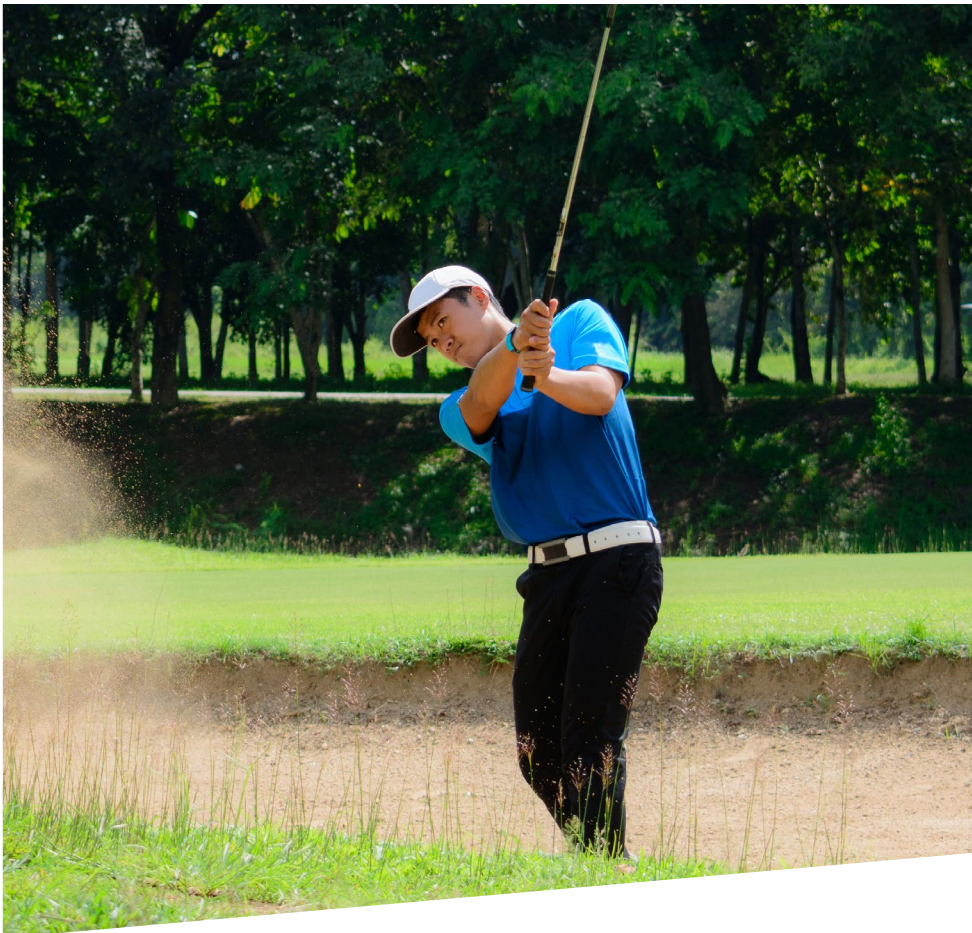
PLAY TO COMPETE

Boys 16-23 // Girls 15-21

OBJECTIVES:

Establish and implement programs to ensure the technical, tactical and supporting ancillary skills of the individual player are improved to meet current and future competitive expectations.

NOTE: MOST SHOULD TRANSITION INTO A GOLF FOR LIFE STREAM AT THIS AGE AND STAGE.



TRAIN TO COMPETE CHECKLIST:

- ✓ Provide year-round, high intensity and, individual training.
- ✓ Teach golfers, who are now proficient at performing basic and sport-specific skills, to perform those skills under a variety of competitive conditions during training.
- ✓ Place special emphasis on optimum preparation by modelling competitions in training.
- ✓ Individually tailor fitness programs, recovery programs, psychological preparation and technical development.
- ✓ Emphasize individual preparation that addresses each golfer's individual strengths and weaknesses.
- ✓ Select golf or recommended two sports to specialize with the other being complementary
- ✓ Change the training-to-competition and competition-specific training ratio to 40:60.
- ✓ Devote 40 percent of available time to the development of technical and tactical skills and improving fitness, and 60 percent to competition-specific training and actual competitions.

PLAY TO COMPETE GOLFER DEVELOPMENT

ATHLETIC DEVELOPMENT

Agility, footwork, dynamic balance, strength, endurance, speed, plyometric/power and flexibility. A well designed and individualized annual plan should be developed at this stage in conjunction with a fitness expert. As frequency of playing and practicing increases, it is important to monitor for overuse injuries and mental burnout.

TECHNICAL (SKILLS) DEVELOPMENT

Repetition of fundamental skills, curbing bad habits, innovating, tweaking and fine tuning. Mastering skills. **Performance benchmarks are set at this stage:**

MALE	FEMALE
BALL SPEED: 150+	BALL SPEED: 130+
GIR: 10-12	GIR: 10-12
UP AND DOWN % WITHIN 50 YARDS 45-60% FROM GRASS 40% FROM SAND	UP AND DOWN % WITHIN 50 YARDS 45-60% FROM GRASS 35% FROM SAND
PUTTING 95% FROM 3 FEET 75% FROM 4-5 FEET 45% FROM 6-10 FEET 20% FROM 11-15 FEET	PUTTING 95% FROM 3 FEET 75% FROM 4-5 FEET 45% FROM 6-10 FEET 20% FROM 11-15 FEET

PSYCHOLOGICAL DEVELOPMENT

Self-defined enjoyment and participation in the sport. Willingness to be flexible and try new things, accepting responsibility, respect, making good choices, leadership skills, communication skills, interpersonal skills and mental toughness. Long-term goal setting and incremental steps to get there.

SOCIAL-BEHAVIORAL DEVELOPMENT

Seeking independence without needing to ask permission all the time. Developing logical and deductive reasoning. Self-image is stabilizing but peers are very influential. Opportunity to explore and experiment within sport activity is important. Healthy adult/mentor relationships are beneficial.

PRACTICE

32-42 weeks a year. 30-40 hours per week. Three to four hour practice session with 40% putting, 20% short game, 40% long game. Practice schedule should be reviewed and monitored via coach.

COMPETITION

Personalized competition plan based on periodization. At least one annual review of performance with coach, as well as competition planning session.

EQUIPMENT

Custom fit equipment at this stage becomes the norm

WHERE TO PLAY

Males up to 7,200 yards. Females up to 6,400 yards. See appendix 1.

WHAT A PARENT SHOULD KNOW

A competitive athlete's schedule becomes all-consuming and it's important for the parents to create a family environment for the entire family (child and siblings). As an athlete at this stage becomes more independent and more capable; parents can play a more passive role and offer guidance and support throughout. The parent becomes a support vehicle for the coach and to make sure the athlete is following the proper regimen.

PLAY TO WIN

Boys 19+ // Girls 18+

OBJECTIVES:

Reinforce, refine and optimize technical, tactical and ancillary skills so that competitive performance of the golfer meets current and future expectations.

NOTE: GOLFERS AT THIS STAGE ARE ELITE AMATEURS AND PROFESSIONALS.



TRAIN TO WIN CHECKLIST:

- ✓ Train golfers to peak at major competitions – performance on demand.
- ✓ Ensure that training is characterized by high intensity and relatively high volume all year round.
- ✓ Allow frequent preventative breaks to prevent physical and mental burnouts.
- ✓ Change the training-to-competition ratio 25:75, with the competition percentage including competition-specific training and actual competitions.



PLAY TO WIN GOLFER DEVELOPMENT

ATHLETIC DEVELOPMENT

Agility, footwork, dynamic balance, strength, endurance, speed and flexibility. At this stage the athlete should have a solid foundation in place from years of training and follow a yearly plan.

TECHNICAL (SKILLS) DEVELOPMENT

Full mastery of technical skills; centeredness of ball contact, controlling golf ball, distance control, ability to adapt to variety of conditions, set game plan and understanding of personal strengths and weaknesses.

Performance Benchmarks:

MALE	FEMALE
BALL SPEED: 160+	BALL SPEED: 140+
GIR: 12-14	GIR: 11-14
UP AND DOWN % WITHIN 50 YARDS 55-65% FROM GRASS 45% FROM SAND	UP AND DOWN % WITHIN 50 YARDS 55-65% FROM GRASS 40% FROM SAND
PUTTING 96% FROM 3 FEET 80% FROM 4-5 FEET 50% FROM 6-10 FEET 25% FROM 11-15 FEET	PUTTING 96% FROM 3 FEET 75% FROM 4-5 FEET 50% FROM 6-10 FEET 25% FROM 11-15 FEET

PSYCHOLOGICAL DEVELOPMENT

Completely understands and accepts the need for rules, regulation, planning and structure. Also sees long-term pay off of hard work and goal setting.

SOCIAL-BEHAVIORAL DEVELOPMENT

Self-actualization and self-expression are important. Major decisions about life are of significant importance during this time. At this age there is also a high need to be self-directed and independent.

PRACTICE

44-48 weeks per year. 40 hours per week. 4-6 hour sessions.

COMPETITION

Periodized planning based on the personal athlete.

Professional - 20-35 multi round events per year

Amateur - 13-20 multi round events per year.

EQUIPMENT

Ongoing review and fitting based on sport science

PLAY GOLF FOR LIFE

Golf for life includes everyone.

OBJECTIVES:

Continue to reinforce basic and fundamental golf movement skills and build those skills into introductory competitive experiences.

GOLF FOR LIFE CHECKLIST:

- ✓ Have fun
- ✓ Inclusive programming available for all (age, gender, race, socio-economic status)
- ✓ Encouraged to play as often as possible
- ✓ Include physical fitness as part of programming
- ✓ Include social aspects as part of programming
- ✓ Encourage practice and the driving range time for game improvement
- ✓ Encourage individual and group lessons and events
- ✓ Move from highly competitive golf to lifelong competitive sport through club and local fun golf events



PGA.COACH

The ultimate goal of ADM is to maximize each athlete's potential, create well-rounded athletes and develop principles that create life-long golfers for both current and future generations. To help with this process, the PGA of America has created **www.PGA.Coach**, a website that will give the golf industry access to course content to help them properly coach ADM principles to athletes of all ages.

Once the course content is completed, coaches on the frontlines (specifically PGA and LPGA members) are then given access to the PGA Coach app which provides tools to help build lesson plans, promote their business and more. The app is available in both the Apple and Google Play stores.

How Do You Get Started?

PGA and LPGA Professionals can sign up for PGA Coach by visiting **www.PGA.Coach**.



APPENDIX 1

GUIDELINES FOR SELECTING TEES

DRIVER DISTANCE	RECOMMENDED 18-HOLE YARDAGES
275	6,700 - 6,900
250	6,200 - 6,400
225	5,800 - 6,000
200	5,200 - 5,400
175	4,400 - 4,600
150	3,500 - 3,700
125	2,800 - 3,000
100	2,100 - 2,300

This chart is to be used as a guideline to help golfers potentially align their average driving distance with a course length that is best suited to abilities.

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