

SUMMARY OF STEPS TO TAKE BEFORE THE LESSON AND THE BENEFITS

Here is a summary of the steps you and the student takes [before the instruction begins](#) and [how it benefits both](#).

1. OBSERVE THE STUDENT'S PART/ FULL ROUND BEFORE THE LESSON

You should [see a student you have never taught before play on the course before the lesson starts, unless they have never played before](#). Your teaching competitors rarely do this. Your competitor has to rely on the student's descriptions of the golfing problems, which are often vague and inaccurate. The student will comment favorably on you looking at his or her performance on the course. You do not need to observe student playing on the course that has never played golf round before. If football, baseball and basketball coaches observe their players at every game, golf coaches can hardly object to seeing their players perform during *one* game, or a part of one.

2. ALWAYS RECORD DATA WHEN YOU OBSERVE THE STUDENT

You have not only observed the student playing a round on the course, you have [recorded precise and accurate data on the student's performance on the course](#) and, later, during the lesson. This gives you a more accurate picture of the problems. Once again, your teaching competitor has not done this. You have precise data on the student's performance on ball-stopping direction and clock-hour position from the target, ball-flight directions, scoring problems and the shot and target conditions that cause the student to take extra shots.

3. CALCULATE THE HIGHEST POTENTIAL FOR STROKE REDUCTION

You [calculate the highest potential for shot reduction](#). The benefit is that you are then are much more likely to work on the area of the game that has the largest potential for reducing average score. Score determines who wins, not distance of drives, or swing form. Long game lessons now are 500% more frequent than short game lessons, which is an absurd ratio.

4. SEND INSTRUCTION TO STUDY IN ADVANCE AND CHARGE FOR IT

You [send the student instruction material to read and/or view in advance of the lesson](#). You charge a small amount for providing the content and for the handling. The result is a better lesson because the student spends the lesson time *applying* the content, not *learning* what the instructional content is. Once again, you gain the respect of your students and stand

out from your competition. In addition, you make some extra money.

5. EMPOWER STUDENT TO OBTAIN AND APPLY A BETTER LESSON

In advance of the lesson, give or [send the student my article on Empowerment](#). This tells your student how to ask questions and make statements that result in a better lesson. Once again, your teaching skills stand out from those of your competitors.

6. GIVE THE STUDENT A SHORT TEST FOR PHYSICAL FITNESS

[Give the student a quick physical fitness test before the first lesson](#). This identifies in advance a physical problem that an [expert can modify or correct](#). That change can be a [pivotal factor in the success of your instruction](#).

7. BUY LESSONS BEFORE BUYING NEW CLUBS

To give the student the largest and fastest return on the dollar, encourage the student to spend more money on lessons than on new clubs. Used clubs are fine for a beginner who cannot afford both lessons and new club expenditures. Club fitting with a device like Trackman does produce improved performance.