

PLAYER RETENTION: HINTS & TIPS

Managing different levels of ability

Like any sport, young players will progress through each level of the programme at different speeds. It is therefore important to manage their expectations, in particular those who are not developing as quickly as their peers.

Coaches should take the opportunity to regularly communicate with players and their parents/ carers in addition to the 1:1 interaction at sessions, reminding them that everyone progresses at a different pace and development is not always a linear process.

For any players who become stuck on a particular level, coaches may wish to refer to the Mind Matters module of the programme, to help players harness a determination to succeed – even if others are better at this stage. It is recommended that smaller goals are set so that some form of progress can be achieved, recognised and celebrated.

Players should still have the opportunity to play and practice alongside their friends despite being in different levels of the programme. Through the use of techniques such as differentiation, coaches are encouraged to employ progressions and regressions (making tasks harder/easier) ensuring each activity has an appropriate challenge or target to suit the variety of ability levels within the group.

Developing confidence

For a young player, feeling secure in their abilities can have a positive impact in overcoming some of the challenges and uncertainties that come with learning to play golf. It is important for players to feel 'in control' of their learning as this will help increase self-confidence and decrease anxiety about playing golf. The following four traits are embedded throughout the Learn to Golf Programme and we encourage coaches to use these to help nurture self-confidence:

RESPONSIBILITY: Create opportunities for players to take responsibility. For example, tell players to be responsible for setting out or collecting equipment; ask players to take responsibility for listening, or give players a specific responsibility such as keeping the score during a game.

PROBLEM SOLVING: Create opportunities for players to learn by problem solving and overcoming adversity. For example, tell players they have five minutes to experiment with how best to hold a club; ask them to determine the best stance for specific shots and why, or give them six items to get across a 'swamp' without coming off the markers.

LEAD: Build in opportunities for players to lead. For example, ask players to lead part of the warm-up that the coach did in a previous week or work with a partner and lead on providing feedback to them.

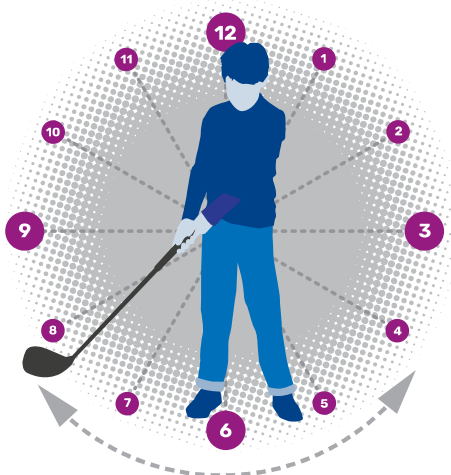
EVALUATE/ASSESS/REFLECT: Create an opportunity to evaluate/assess/reflect on their performance. For example, ask players to reflect on a skill/game using WWW - 'What Went Well' or EBI - 'Even Better If'. Encourage them to discuss what they would practice to improve or how they might have done it differently. Players take on more ownership if done this way.



KNOW YOUR SWING

Putting

Putting is a short shot rolled along the ground with the putter. Putting takes place on or around the green where the grass is both short and smooth enough for the ball to roll to the hole.

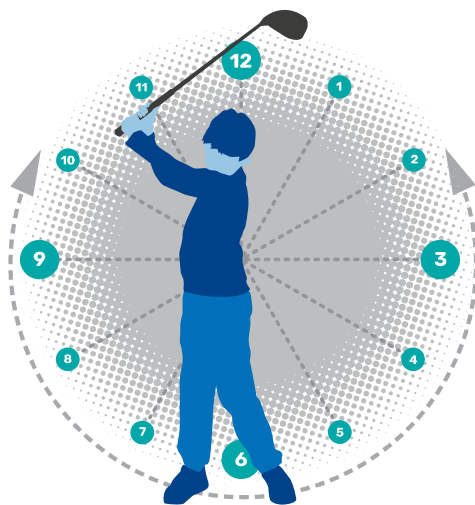


Chipping

Chipping is a short shot from just off the green where putting is not possible due to uneven ground or an obstacle is in the way. A chip shot has minimal flight and more roll.

Pitching

Pitching is a higher lofted shot where the ball flies further than a chip shot and stops quicker due to the arc of the ball. The shots distance is controlled by the length of swing.



Full swing

This is used to advance the ball as far as possible from a tee shot or to a specific distance on approach to the hole. The distance the ball travels depends on the length of swing and the club chosen to play the shot.

