

Here is a one-column example of how to fill out the full form that is on the next page. We have stripped away the columns to the right of the only data column showing to provide the room to explain what the number or letter means. The codes are listed below the form.

SHOTS OTHER THAN ON GREEN		
GOLFER.....COURSE.....TEE.....DATE.../.../.../		
IDENTIFICATION		
HOLE NUMBER	10	STARTED ON 10 TH HOLE, THE FIRST HOLE TODAY
SHOT NUMBER ON HOLE	1	FIRST SHOT ON HOLE
CONDITIONS		
STARTING PLACE	T	TEE SHOT
TARGET	F	FAIRWAY
DISTANCE TO CUP	390	YARDS
GOLF CLUB USED	D	DRIVER
GROUND SLOPE (U, D, L, A, B)	L	LEVEL
WIND FROM CLOCK HOUR	2	2 O'CLOCK (FROM THE RIGHT, SLIGHTLY AGAINST
WIND SPEED ESTIMATED MPH	15	MILES PER HOUR
RESULTS		
SUNK Y=YES, N=NO	N	NO, SINK A DRIVE? I AM NOT TIGER WOODS
DISTANCE HIT (YD)	200	YARDS
DIRECTION HIT: (L. R. S.)	R	TO THE RIGHT
CLOCK HOUR DIRECTION TO CUP	5	5 O'CLOCK
STOPPED NOT ON GREEN		
STOPPING PLACE	R	ROUGH
DISTANCE REMAIN TO CUP (YD)	195	YARDS, 390 LESS 200, PLUS 5 YD DUE TO RIGHT
STOPPED ON GREEN		
HIT GREEN: Y,N,NA) NOT	NA	NOT APPLICABLE, GREEN TOO FAR AWAY ON DRIVE

ENTER ALL SHOTS, *EVEN ONE-FOOT PUTTS*. OFF THE GREEN, MEASURE BY YARDS. ON THE GREEN, BY FEET, NEVER BY INCHES. CODES BELOW IN ORDER OF APPEARANCE ABOVE. OMITTED OBVIOUS ONES.

SHOTS OTHER THAN ON GREEN

- STARTING PLACE: T=TEE, F=FAIRWAY, FF=FAIRWAY FRINGE, R=ROUGH, S=SAND BUNKER, W=WATER, OB=OUT OF BOUNDS, T-TREES
- TARGET: G= GREEN, F=FAIRWAY, FF=FAIRWAY FRINGE, S=SAND, R=ROUGH, T=TREES
- GOLF CLUB USED: D=DRIVER, 3W=3 WOOD, IRONS OR HYBRIDS BY NUMBER, PW=PITCH WEDGE,
- GROUND SLOPE (U, D, L, A, B,) U=UP, D=DOWN, L=LEVEL, A=ABOVE, B=BELOW
- WIND FROM CLOCK HOUR, WIND WITH YOU IS 6 O'CLOCK, 12 AGAINST, 3 FROM RIGHT. 9 FROM LEFT
- DIRECTION HIT: (L. R. S.), L=LEFT, R=RIGHT, S=STRAIGHT
- CLOCK HOUR DIRECTION TO CUP: 6=BALL, 12=DIRECTLY PAST CUP, 3=TO RIGHT, 9= TO LEFT
- STOPPING PLACE, F=FAIRWAY, R=ROUGH, S=SAND, G=GREEN, W=WATER, OB= OUT OF BOUNDS

PUTTS

- GREEN SLOPES (U, L, D, A, B); U=UP, L= LEVEL, D=DOWN, A=ABOVE FEET FOR BALL, B=BELOW
- SUNK (Y, N, C); Y=YES, N=NO, C=CONCEDED PUTT
- BALL CURVED AT CUP: (A, B, O), A= ABOVE CUP, B= BELOW CUP, O=ON LINE,
- DIRECTION MISSED: R=RIGHT , L=LEFT. VS. CUP, S=STRAIGHT

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SHOT NUMBER ON HOLE												
CONDITIONS												
STARTING PLACE												
TARGET												
DISTANCE TO CUP												
GOLF CLUB USED												
GROUND SLOPE (U, D, L, A, B)												
WIND FROM CLOCK HOUR												
WIND SPEED ESTIMATED MPH												
RESULTS												
SUNK Y=YES, N=NO												
DISTANCE HIT (YD)												
DIRECTION HIT: (L, R, S.)												
CLOCK HOUR DIRECTION TO CUP												
STOPPED NOT ON GREEN												
STOPPING PLACE												
DISTANCE REMAIN TO CUP (YD)												
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HIT GREEN: Y,N,NA) NOT APPLICB												

PUTTS												
IDENTIFICATION												
HOLE												
SHOT NUMBER ON HOLE												
CONDITIONS												
DISTANCE TO CUP (FEET)												
PUTT WILL BREAK (L, R, S)												
GREEN SLOPES (U, L, D, A, B)												
RESULTS												
SUNK (Y,N,C) YES, NO, CONCEDE												
STOPPED S=SHORT, L=LONG,												
BALL CURVED AT CUP (A, B, O)												
DIRECTION MISSED: (R, L, S)												
DISTANCE REMAINING TO CUP												
DISTANCE HIT												

ENTER ALL SHOTS, EVEN ONE-FOOT PUTTS. OFF THE GREEN, MEASURE BY YARDS. ON THE GREEN, BY FEET, NEVER BY INCHES. CODES BELOW IN ORDER OF APPEARANCE ABOVE. OMITTED OBVIOUS ONES.

SHOTS OTHER THAN ON GREEN

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PUTTS

- GREEN SLOPES (U, L, D, A, B); U=UP, L= LEVEL, D=DOWN, A=ABOVE FEET FOR BALL, B-BELOW
- SUNK (Y, N, C); Y=YES, N=NO, C=CONCEDED PUTT
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- DIRECTION MISSED: R=RIGHT , L=LEFT. VS. CUP, S=STRAIGHT

COMMENTS

Instructors and students use this Scorecard form in three different time periods:

1. The first is on the course *before* instruction starts. That is used to find out where the largest potential is for stroke reduction and to record accurately what the student's performance is on the course, rather than in the artificial environment of the practice area..
2. The second is *during* the immediate period after the student begins to first apply the instruction on the course. This is used to train the student in the process of observing performance and recording data while playing.
3. The third is *after* the lessons end and over the long term, as the student attempts to maintain the application of the instruction.

It is important that the instructor and the student realize that golfers do not know accurately what their performance is, but they usually are unaware of how inaccurate their perceptions are. This is because they do not record data that will be helpful to them in identifying the specific nature of their problems, especially on a cumulative basis.

Ah, but you may be saying they do record data, at least some of them, such as fairways and greens hit, number of putts per round and the percentage of times they took only one putt from a shot hit from around the green. True. The problem is that none of that data tells them what their specific errors are. Did the student miss a fairway by hitting it out of bounds, into the water, into a heavy wooded area or did the drive go only 30 yards into heavy rough?

Prior to the start of instruction, the objective should be to discover what the largest potential stroke saving area is for reducing average score and make that the subject of the lessons. In a poll, 76% of the instructors said that the biggest potential for reducing the most strokes the fastest is to take more short game lessons. Since the short game is about half the shots in a round, the percentage of lesson ought to be about 50% of the lessons. It should be an even higher percentage if we follow the advice of the Top 100 instructors. Yet, my surveys show that *lessons on the long game are five times as many as short game lessons.*

It is, of course, better to measure performance on the course, as opposed to what it is in the artificial environment of the practice area.

There are many options as to who records this data prior to the start of instruction. The instructor can do this by observing the student playing six to nine holes, but preferably 18 holes when there are few players on the course. The student also can gather data while playing a round. This requires the student to receive written or oral instructions on the use of the form and a list of the many benefits for using it. The busy instructor can also train a young assistant, retired senior or junior golfer to accompany the golfer and gather the data for a small fee, which the student ultimately pays, directly or indirectly.

This form provides the raw data. From that information the instructor, the assistant or the paid senior or junior groups the data into similar shots, say, putts of six feet or putts of 20 to 29 feet. Such groupings over many similar shots provide a more accurate picture of the student's performance, which the student has never seen grouped this way before. Then, the person analyzing the data compares it to a measurable standard to see where and how much the student can potentially improve. For example, a student with a 20-handicap should sink at least 80% or more of the three foot putts. If the student sinks only 60%, the deficiency is 20%. If the golfer has three such putts a round, the loss is 20% of 3 shots a round or 0.6 shots a round.

Whoever records the data should do it *immediately* after each shot, rather than after the round is over. The data collection seems easier when you record it immediately after the shot, which then takes only a few seconds, than doing it after the round, when you have a backlog to enter. In addition, making entries immediately makes for

more accurate data. There is plenty of time in a round to record a few numbers or letters. About 2.5 hours is spent walking, riding or waiting for someone to hit the next shot.

Recording data by distance is a key condition and should be done accurately by pacing the putt while walking to the putt from off the green and past the cup. Whoever does this should practice pacing to a known distance to improve accuracy. For a putt, this pacing can be done while walking to the putt, when taking out the pin or holding it for some other player. The person recording should never estimate distance.

When changing a behavior, it is better to do it in smaller doses. For example, have the student start by measuring only one part of the game during a round: putts, chips, irons or tee shots. Another approach is to have the student record data for only a few holes. Another effective approach is to have the instructor go on the course and have the student record data for a few holes during a slack period of play.

The student needs to receive positive consequences for recording data. The first is the recognition of some error pattern or its magnitude that the student did not recognize before. The second is seeing improvement as a result of obtaining the data. These patterns become more apparent when the student has data for a full 18 holes or multiple rounds. For example, what percentage of missed putts rolled below the curve to the cup? Or what percentage of putts from six feet to 30 feet stopped short of the cup? What percentage of iron shots missed right versus left, long versus short? The instructor can prompt the student to look at such relationships.

The instructor should ask the student to bring in, or fax, a copy after a round played without the instructor.

The student should take at least four or five copies of the recording forms on the course to record data during a round and have more in the golf bag for future rounds.