

# Teaching Teachers

## Shorten the swing for solid shots

By Jordan Young, PGA  
with Don Jozwiak, Senior Editor



### EXPANDED CONTENT

See page 140 for more information on how *PGA Magazine* is increasing its instruction coverage this year.



PGA Professional **Jordan Young**, the 2013 PGA Player Development Award winner and the 2012 Michigan PGA Teacher of the Year, is the PGA director of instruction at Fox Hills Learning Center in Plymouth, Michigan.

**M**any golfers try to create elevation or lift using some kind of helping mechanism. This results in poor contact and loss of control on greens for the approach shots – and a high arm finish is one of the things golfers incorporate in this effort. When I see this, I help them realize that they don't need a lot of extra motion after impact to hit solid, high shots. From greenside shots out to 75 yards, I help them work on shortening their follow-through, even incorporating a controlled recoil-type motion, to better activate their bodies and arms from the ground up. This is acceleration through impact and recoil post impact, a deceleration pattern. This hit-and-hold approach improves feedback, contact and control, always putting a smile on the golfer's face.



# Start With **Impact** Shots



I'll start with a student by asking them to hit me an impact shot, where they deliberately need to control their arm swing through impact. I watch to see if they change their footwork or sequence, and if they swing with only their arms and hands instead of activating their lower body. People who are handsy often struggle with proprioception or pressure awareness in their feet. You also have to find out if they have any physical limitations – up top such as wrist, elbow or shoulder injuries and down below with foot, ankle, knee and hips. Once this exploration is completed, I have them hit a few shots with the idea of hit and hold: after impact, try to stop the arm swing at chest height then attempt to recoil the arms slightly.

## **Rehearse,** Then Repeat

Some of your students might have trouble hitting the ball when they first try incorporating the hit and hold motion into their swing due to poor sequence. So, I'll often have a student rehearse the swing motion without a ball for 15 or 20 swings until they have a kinesthetic feel for it. As they rehearse the swing, they start to get a feel for their BTT, balance, tempo and tension throughout the swing. They then become more aware of their arm position finish at waist level. Finally, I introduce the golf ball and let them see that the ball will actually go just as high – or even higher – for them than when they used a longer follow-through. That's because the clubhead speed is higher at impact, more efficient and the ball is being compressed against the face, all adding to better contact and golf ball control.







# instruction

## Use Multiple Teaching Approaches

Like any swing change I teach, I want to give my student a few options to connect with the message being delivered. I provide different drills based on their learning styles, different ways of thinking about and feeling the motion. If you are good and lucky enough to have a student “see” and “feel” it during the process, the student absorbs the concept more deeply, plus it helps me see which approach best suits them. Using V1 Pro for visual feedback, BodiTrak for pressure, Swing Balance training aids, and even golf fitness aids certainly help deliver a good message. It is beneficial to have all these tools at our disposal, because every student learns differently. I’m also fortunate to have a full short game practice area and training course that helps me create “game-like course situations.” This helps golfers transfer their skills into their daily play, such as hitting a variety of approach shots or to manage yardages. That helps them put their new skills to use when they get into regular play, since they have similar experiences to draw upon. Consistency is a myth, be a Master of Variability! ■

