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WHY GOLFERS CONTINUE TO SWING

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Abstract

Why golfers continue to swing is an exploratory study focusing on what motivates golfers to play the game of golf. The three main types of motivation intrinsic, extrinsic and amotivation are tested by using a modified version of the Sport Motivation Scale developed by Pelletier et al. in 1995. A brief review of the literature that currently exists on motivation in sports is presented along with the instruments used to measure motivation among athletes and recreational participants alike. The results suggest that the participants in this study responded favorably to statements associated with intrinsic motivation and provided few indications of being amotivated. The sample of golfers used in this study was also divided by skill level, how often they play, and how many years they have been playing golf. Motivational responses differed based on these three different categories. The information found will be useful to those in the golf industry and those who are interested in motivation.

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Chapter 1

INTRODUCTION

Golf is a very difficult game to master. According to the National Golf Foundation (NGF), the average male golfer shoots a 96.4 and the average female shoots a 108.1 (NGF, 2008). An accomplished golfer shoots a score under 80. When asked if there is anything easy about the game of golf, the accomplished or professional golfer would answer, “No.” Tiger Woods, arguably one of the best golfers in the world, said: “no matter how good you get you can always get better and that's the exciting part” (ThinkExist, 2006). The fact that he thinks he can continue to get better no matter how well he is playing is evidence that golf truly is a challenging game.

Even though the game is difficult, it still remains a very popular activity with a huge number of people, including individuals who play poorly (i.e., unskilled players). While working in the golf business I have witnessed unskilled players on a regular basis. For example, at *Fauquier Springs Country Club*, a small private country club located in Northern Virginia, there is a wide array of golfers. Golfers fall into one of three categories: accomplished players (0-9 handicap), respectable players (10-24 handicap), and unskilled players (25 and higher handicap). One of the members was adamant about bringing his wife out to the golf course. He is an accomplished player and his wife is an unskilled player, but she absolutely loves the game. Over a two-year period she played multiple times per week, weather permitting, and she went from a 40 plus handicap to a 26 handicap. She also found other female golfers to play with who had similar ability. She loved the game so much it was hard to tell whether she shot a good round or played

poorly, she was always smiling. Another member of the club, a middle aged man, was on site multiple days during the week. He would practice for hours. He lacked the skills necessary to be a decent golfer, but unlike the aforementioned female golfer, he had a negative attitude about his performance. He would use profane language and yell after hitting a poor shot. Why did he continue to play golf? Finding out why golfers with differing attitudes play the game would be a tremendous help to the golf industry. In other words, what drives an individual to play golf? The answer may be motivation.

Motivation concerns energy, direction, persistence and equifinality all aspects of activation and intention. Motivation has been a central and perennial issue in the field of psychology, for it is at the core of biological, cognitive, and social regulation. Perhaps more important, in the real world, motivation is highly valued because of its consequences: motivation produces. (Ryan & Deci, 2000, p. 69)

According to Ryan and Deci (2000) and Kipp and Amorose (2008), motivation can be further divided into three categories: intrinsic, extrinsic, and amotivation. “Perhaps no single phenomenon reflects the positive potential of human nature as much as intrinsic motivation, the inherent tendency to seek out novelty and challenges, to extend and exercise one’s capacities, to explore, and to learn” (Ryan & Deci, 2000, p. 70). In a golf context this would include individuals that enjoy going to the practice range knowing that they are learning more and improving their golf game (Pelletier et al., 1995). The opposite of intrinsic motivation is extrinsic motivation. “The term extrinsic motivation refers to the performance of an activity in order to attain some separable outcome...”

(Ryan & Deci, 2000, p. 71). In golf this could include an individual playing for money, not for the love of the game. According to Pelletier et al. (1995) “amotivated individuals do not perceive contingencies between their actions and the outcomes of their actions. They experience feelings of incompetence and lack of control” (p. 38). This would be a golfer that has no desire to be around the game of golf or to continue to play.

Deci and Ryan’s (1985, 2000, 2002) Self-Determination Theory (SDT) often guides research on motivation: “the reasons behind athletes’ motivation, or why they choose to participate, exert effort, and continue in an activity, for example, can be organized on a continuum of self-determination” (Kipp & Amorose, 2008, p. 109). At one end of the continuum is intrinsic motivation, in the middle portion is extrinsic motivation, and at the opposite end of the continuum is amotivation.

“Consistent with the self-determination theory and the integrated theory of intrinsic and extrinsic motivation in sport, the sport motivation scale (SMS; Pelletier et al., 1995) was developed to measure regulatory style along the motivation continuum” (Reed & Cox, 2007, p. 310). Reed and Cox also suggested,

Research involving youth participants, for example have shown that the number one reason that children give for participating in sport is to have fun. Other motives that have been shown to be important to young participants include learning new skills, becoming physically fit, being challenged, and enjoying friendships... (p. 310)

To my knowledge there is very little research on individuals' motivation to golf. Research that has been conducted has not used the SMS. Thus, the overall purpose of this study is to document the motivations to play golf using the SMS.

Research Questions

1. What are individuals' motivations to golf?
2. Are the motivations with the highest scores primarily intrinsic or extrinsic in nature?
3. Do motivations to golf significantly differ based on their skill level (i.e., unskilled vs. skilled); number of years an individual has played golf; and average number of holes played weekly during the summer?

Significance of the Study

The results of this study will be important to Professional Golf Association (PGA) professionals who are trying to expand the game of golf. If they learn what motivates individuals to play golf they could potentially develop programs/services that lead to more rounds per year.

Definitions

Amotivation- The lack of a motivational force; individuals feel that they are incompetent and lack control (Ryan & Deci, 2000).

Extrinsic Motivation- A motivational force that has its roots in causing individuals to perform an activity for reasons that are not intrinsic (Ryan & Deci, 2000).

Intrinsic Motivation- A motivational force that has its roots in causing individuals to perform an activity for their own enjoyment and or satisfaction (Ryan & Deci, 2000).

Motivation – What makes an individual do whatever it is they are doing (Kipp & Amorose, 2008).

Skilled golfer – An individual who reports a golf handicap of 23 or lower or an average golf score of less than 100.

Unskilled golfer – An individual who reports a golf handicap of 24 or higher or an average golf score of 100 or above.

Limitations

There were a number of limitations in this study. To begin, I had limited resources to allocate to this study. Thus, I could not provide incentives, which may have helped to increase the response rate. Second, the final sample was comprised of a high number of “skilled” golfers (e.g., individuals who record scores of 100 or below) from the Penn State PGA Golf Management program. According to the National Golf Foundation (2008), approximately one-half of all golfers are “skilled.” In this study, 87% of the respondents indicated that they are skilled golfers. While, I’m not sure that the

respondents answered questions about their playing ability honestly, the sample is clearly not representative of the general golfing population.

CHAPTER 2

LITERATURE REVIEW

Golf is a very difficult game. According to the National Golf Foundation (NGF, 2008) the average male golfer shoots a 96.4 and the average female golfer shoots a 108.1. Par on most golf courses is between 70 and 72, which means the average for male golfers is 24 to almost 27 strokes over par and females are 36 to 38 strokes over par. The NGF (2008) has broken down how golfers perform in their rounds; only 5% of golfer can shoot lower than 80, 19.7% record scores between 80 and 89, 27.2% shoot between 90 and 99, 32.8% shoot between 100 and 119, and 15.3% of golfers score 120 or above. There are more golfers who lack the ability to play well (i.e., unskilled golfers) than those who have the ability to play well (i.e., skilled golfers), yet little is known about what motivates unskilled golfers to play golf.

Motivation

Motivation is the force that makes an individual perform the action in which they are currently engaged (Kipp & Amorose, 2008). This could be anything from getting up in the morning to continuing to play a game for which one has little skill. Motivation can be broken up into three subcategories: intrinsic motivation, extrinsic motivation, and amotivation (2008).

Intrinsic Motivation

Individuals are intrinsically motivated to participate in an activity just for the gratification and happiness that result from engaging in the activity (Pelletier et al., 1995). “Athletes who go to practice because they find it interesting and satisfying to learn more about their sport, or athletes who practice their sport for the pleasure of constantly trying to surpass themselves are considered intrinsically motivated towards their sport” (Pelletier et al., 1995, p. 36). An example of an intrinsically motivated athlete is Tiger Woods, the best golfer in the world, who said, “If money titles meant anything, I'd play more tournaments. The only thing that means a lot to me is winning. If I have more wins than anybody else and win more majors than anybody else in the same year, then it's been a good year” (ThinkExist, 2006). Tiger Woods is not concerned about money; he wants to be the best golfer that he can possibly be.

Intrinsic motivation can be divided into three forms (Reed & Cox, 2007). The first is intrinsic motivation to know, which can be defined as, “performing an activity for the pleasure and satisfaction that one experiences while learning, exploring, or trying to understand something new” (Pelletier et al., 1995, p. 36). An example of a golfer that is intrinsically motivated to know would be the golfer who is attempting new training techniques for the pure joy of learning the new technique.

The second form of intrinsic motivation is called intrinsic motivation toward accomplishment. Pelletier et al. define intrinsic motivation toward accomplishment as, “engaging in an activity for the pleasure and satisfaction experienced when one attempts to accomplish or create something” (p. 37). A golfer that is trying to master a new swing

in order to experience personal satisfaction is an example of someone that is intrinsically motivated toward accomplishment.

The third form of intrinsic motivation is intrinsic motivation to experience stimulation. Pelletier et al. (1995) define intrinsic motivation to experience stimulation as a situation, “when someone engages in an activity in order to experience stimulating sensations (e.g., sensory pleasure, aesthetic experiences, as well as fun and excitement) derived from one’s engagement in the activity” (p. 37).

Extrinsic Motivation

Contrasting with the idea of intrinsic motivation is the idea of extrinsic motivation. Extrinsic motivation relates to a vast array of actions that are participated in as a way to reach an outcome; the activity was not performed for itself. There are three types of extrinsic motivation: external regulation, introjections, and identification (Pelletier et al., 1995; Reed & Cox, 2007).

External regulation refers to “behavior that is controlled by external sources, such as material rewards or constraints imposed by other... in this case, the sport is performed not for fun but to obtain rewards or to avoid negative consequences” (Pelletier et al., 1995, p. 37-38). In the context of golf, a golfer playing for the purpose of winning money or a player that is trying to play well to avoid criticism from his or her coach or parents would exemplify external regulation (Pelletier et al., 1995).

Introjection, the next type of extrinsic motivation, can be defined as follows:

With introjections, the formerly external source of motivation has been internalized such that its actual presence is no longer needed to initiate behavior. Instead, these behaviors are reinforced through internal pressures such as guilt or anxiety. Athletes who participate in sports because they feel pressure to be in good shape for aesthetic reasons, and feel embarrassed or ashamed when they are not in best form, represent an example of introjected regulation. (Pelletier et al., 1995, p. 38)

The final type of extrinsic motivation is called identification, which is defined by Pelletier et al. (1995, p. 38) as,

...When the individual comes to value and judge the behavior as important and, therefore, performs it out of choice. The activity is still performed for extrinsic reason (e.g., to achieve personal goals); however, it is internally regulated and self-determined. Athletes who participate in sport because they feel their involvement contributes to a part of their growth and development as a person represent an example of introjected regulation.

Amotivation

The last form of motivation is called amotivation. According to Pelletier et al. (1995), “amotivated individuals do not perceive contingencies between their actions and

the outcomes of their actions. They experience feelings of incompetence and lack of control” (p. 38). This is a dangerous spot for athletes to be in; they are not motivated intrinsically or extrinsically. They show no signs of motivation and may give up their sport eventually. An example of this would be John Daly, a beloved golfer whose life has been filled with controversy, including excessive drinking. Daly’s golf coach Butch Harmon broke ties with him because he had lost focus on golf. At that time in his career, John Daly appeared to be an athlete with a definite lack of motivation to golf.

Self-Determination Theory

Deci and Ryan (1985) introduced Self-Determination Theory (SDT). SDT has been the basis behind many studies involving motivation in sports. According to Lonsdale, Hodge, and Rose (2008), the SDT is best described as a self-determination continuum. The continuum starts with amotivation on the left, which corresponds with low self-determination. Extrinsic motivation is in the middle and intrinsic motivation is listed on the right, which relates to those with high self-determination. The authors suggest that SDT is basically an instrument to measure someone’s motivation and personality while simultaneously valuing the importance of personality development and behavioral self-regulation. SDT also examines environmental factors that could have effects on one’s self-determination.

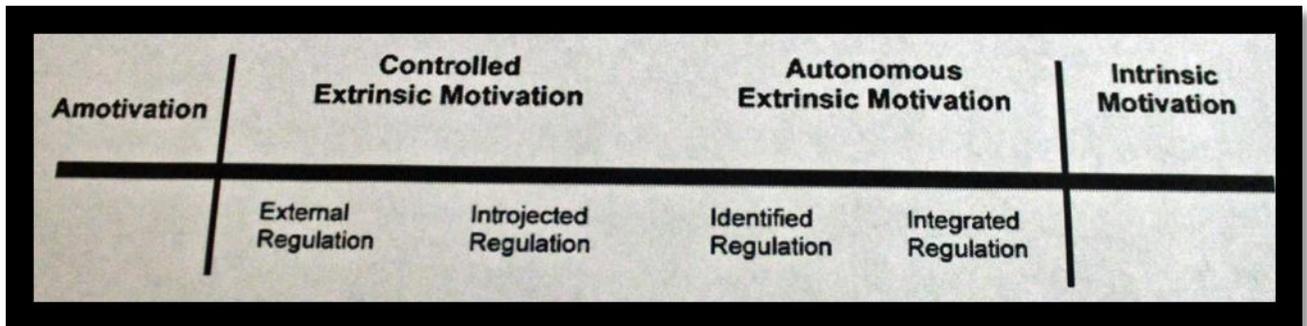


Figure 1. The Self Determination Continuum (Lonsdale et al., 2008, p. 324)

Motivation Scales

Following is a description of three scales that have been used to measure the motivation of individuals engaged in sport.

The Sports Motivational Scale (SMS)

The SMS was derived from the Echelle de Motivation vis-à-vis les Sports (EMS) and was later translated into English and validated by Pelletier and colleagues in 1995. They did this because the EMS was found to be an effective way to measure intrinsic motivation, extrinsic motivation and amotivation. The variation of EMS, the SMS (see Appendix A), consists of seven subscales to measure an athlete's level of intrinsic motivation, extrinsic motivation, and amotivation. Pelletier et al. conducted two studies using the SMS and, with both studies, found the Scale effective in measuring individuals' sport motivation. The first study conducted by Pelletier and company had five objectives.

The first objective was to successfully translate the EMS using proper translation techniques. The second objective was to use confirmatory factor analysis (CFA) to examine the factor structure of the SMS. The third objective was to examine the internal consistency of the seven subscales of the SMS. The fourth objective was to evaluate the construct validity of the scale. The fifth and final objective for their first study was to see if the gender tendencies that are observed with the EMS would be present in the SMS. The second study conducted by Pelletier et al. was used to test the temporal stability of the SMS. The SMS was found to be an adequate scale for measuring sport motivation.

There are a number of recent examples of studies that have been built upon the Scale. For example, Zahariadis, Tsorbatzoudis, and Alexandris (2006) used the Scale to study the relationship between motivation and sport commitment among young athletes. They found that intrinsic motivation was positively associated and extrinsic motivation was negatively associated with commitment to sport. Amotivation, on the other hand, had a moderately negative relationship with commitment. Zahariadis and colleagues (2006), in their study of the relationship between motivation dimensions and frequency of participation as well as intention to continue to participate in sport, found that motivation is significantly related to participation. In terms of the Scale, they found mixed results, suggesting that the self-determination continuum could not be fully supported.

Reed and Cox (2007) conducted a study to explore the reasons why senior athletes compete in sport and physical activities. The secondary purpose of the study was to focus on the athletes' characteristics, in relation to regulatory style and motivation. The SMS and a revised Motivation for Physical Activities Measure (MPAM-R) were used in the study. The results indicated a strong relationship between regulatory style

and motives in the participants. Reed and Cox also concluded that there was a notable multivariate relationship between age and gender with both regulatory style and participatory motivation.

In 2000, Vlachopoulos, Karageorghis, and Terry conducted a study to explore the motivation of sport participation in adults and the relationship between their motivation and the various motivational consequences that exist. From their data they were able to conclude that there were two motivation profiles. The first motivation profile was characterized by high non self-determined (i.e., outside factors influenced outcome) and high-self determined (i.e., internal reasons for outcome) motivation. The second profile was more traditional; it is the self-determined profile, which includes low non self-determined motivation and high self-determined motivation (i.e., do it for personal reasons, they do not act on outside motivational factors). They also found that two alternate profiles existed that included non self-determined motivation (i.e., the individual is acting on outside factors, perhaps money or approval from others) and amotivation (i.e., they are not motivated, the individual is just going through the motions). These researchers believed that their findings need to be retested, and future studies should go more in depth on the topic of sport motivation and self-determination.

SMS-6

Mallete, Kawbata, Newcombe, Otero-Forero, and Jackson created the SMS-6 in 2007. The SMS-6 is a revised version of the original SMS (see Appendix A). Mallete and colleagues set out to increase the effectiveness of the SMS. Their first study supported the modifications to the SMS, but they also acknowledged the need for further

studies to be conducted on the Scale. Pelletier, Vallerand, and Sarrazin (2007) conducted a study in response to the revisions of the SMS. Pelletier et al. concluded that there was no clear evidence that justified changing the SMS; the changes made to improve the SMS were found to have their own issues; and, the SMS-6's new integrated subscale lacked discriminate validity. Pelletier et al. also recognized that an integrated regulation subscale would be a welcomed addition to the SMS.

Behavioral Regulation in Sports Questionnaire

The Behavioral Regulation in Sports Questionnaire (BRSQ) is a newer scale developed by Lonsdale, Hodge, and Rose in 2008 (see Appendix A). They found that the BRSQ performed at the same level or bypassed the performance level of the SMS and SMS-6. However, the BRSQ is a new measurement tool and in its original form is intended to be used with athletes, not recreational sport participants such as golfers.

Summary

In summary, the primary reason this study is being conducted is to discover what motivates golfers to play the game. The majority of the 29.5 million golfer ages 6 and up in the United States have low skill levels (NGF, 2008). Most will never break a score of 100 and will never be considered a good or skilled player. Hence, why do they continue to play the game of golf? The SMS will be used to help answer the question.

Chapter 3

METHODS

In this chapter I will review the study sample, how I collected the data, and the statistical methods used to answer the research questions.

Sample

In this study I utilized a purposive convenience sample. Initially, I generated a list of male and female members of *Fauquier Springs Country Club* who had a handicap index of 25.0 or greater. I then randomly chose 50 golfers from the member list and invited them to participate in the study. Unfortunately, the response rate was extremely low, so I decided to discontinue data collection at the *Club*.

My final sample was all members (approximately 1,000) of the Penn State golf courses. The golf facility at Penn State is comprised of two 18 hole golf course, driving range, and multiple short game areas. The clientele at the facility is very diverse as it is one of the only golfing facilities available to the large student and faculty population at the university. The facility is the home of the Penn State golf teams and PGA Golf Management program and therefore has a strong population of skilled golfers. As a result, the sample included individuals who varied in age, gender, nationality, and skill level.

Study Instrument

The study instrument was a questionnaire that contained a modified version of the Sport Motivation Scale (SMS) and a series of golf specific questions (Appendix B). The SMS was used because it has been successfully used to document recreational and serious athletes' motivations (Pelletier et al., 1995). The Scale is similar to the French version called the EMS. The items in the SMS address the various forms of motivation and amotivation. Amotivation is at one end of the continuum, extrinsic motivation is in the middle, and intrinsic motivation is at the opposite end. Pelletier et al. (1995) have documented that the SMS is an effective, reliable tool for measuring the motivation of recreational and serious athletes. Table 1 provides a listing of each motivation statement included in the motivation instrument used in this study as well as where it falls on the motivation continuum.

Table 1. Motivation statements adapted from the SMS

Statement	Type of motivation
For the pleasure I feel while playing golf.	Intrinsic
For the pleasure it gives me to know more about the game of golf.	Intrinsic
I once had good reasons for playing golf, but now I am asking myself if I should continue playing the game.	Amotivation
For the pleasure of discovering new training techniques.	Intrinsic
I do not know anymore; I have the impression of being incapable of succeeding in the game of golf.	Amotivation
Because golf allows me to be well regarded by people that I know.	Extrinsic
Because, in my opinion, golf is one of the best ways to meet people.	Extrinsic
Because I feel a lot of personal satisfaction while mastering difficult training techniques.	Intrinsic
Because it is absolutely necessary to do sports if one wants to be in shape.	Extrinsic
For the prestige of being a golfer.	Extrinsic
Because golf is one of the best ways I have chosen to develop other aspects of myself.	Extrinsic
For the pleasure I feel while improving some of my weak points.	Intrinsic
For the excitement I feel when I am really involved in a round of golf.	Intrinsic
Because I must play golf to feel good about myself.	Extrinsic
For the satisfaction I experience while I am perfecting my abilities.	Intrinsic
Because people around me think it is important to be a good golfer.	Extrinsic
Because golf is a good way to learn lots of things which could be useful to me in other areas of my life.	Extrinsic
For the intense emotions I feel while playing golf.	Intrinsic
It is not clear to me anymore; I do not really think my place is with golf.	Amotivation
For the pleasure that I feel while executing difficult shots.	Intrinsic
Because I would feel bad if I was not taking time to play golf.	Extrinsic
To show others how good I am at playing golf.	Extrinsic
For the pleasure that I feel while learning training techniques that I have never tried before to improve my golf game.	Intrinsic
Because golf is one of the best ways to maintain good relationships with my friends.	Extrinsic
Because I like the feeling golf being totally immersed in the game of golf.	Intrinsic
Because I must play golf regularly.	Intrinsic
For the pleasure of discovering new performance strategies.	Intrinsic
I often ask myself; I cannot seem to achieve the goals that I set for myself.	Amotivation

The golf specific questions in the questionnaire were: “How many years have you been playing golf?” “On what type of course do you primarily play golf?” “On average, how many golf holes do you play weekly in the summer (i.e., May through August)?” and “Do you have an established handicap?”. Specifically, I felt it was important to examine golfers' skill level because authors such as Zahariadis et al. (2006) have found that factors such as sport commitment, which theoretically could be related to skill level, are related to motivation. Skill level was divided into two categories, above average (i.e., 23 or lower golf handicap/average score less than 100) and below average (i.e., 24 or higher golf handicap/average score 100 or above). The only demographic question that was included focused on gender.

Data Collection

All subscribers to Penn State Golf Course's email newsletters were provided with a link to the questionnaire in one of their digital newsletters. A reminder to complete the survey was sent out to the subscribers in the following issue of the newsletter the following month.

Data Analysis

Descriptive analysis was utilized to answer research questions one and two. To answer research question three, post-hoc tests were used to take a closer look at whether significant differences in motivation existed based on number of years an individual's has played golf and average number of holes played weekly during the summer.

Chapter 4

RESULTS

In this chapter I begin by reviewing respondents' characteristics. I also discuss the results associated with each of my research questions.

Respondent Profile

A total of 121 individuals responded to the on-line survey. The estimated response rate was 12%. Approximately 87% of the respondents have played golf for 5 years or more and report handicaps of 23 or lower which for this study classified them as skilled players. The majority typically played golf on public courses. The amount of play, however, differed. Approximately 30% of the golfers noted that they play 18 holes or less across the summer whereas a similar percentage play 55 or more holes during the same time period. Refer to Table 2 for a full profile of the respondents.

Motivations for Playing Golf

Individuals were most likely to respond that they are currently playing golf “for the excitement [they] feel when [they are] really involved in a round of golf” and “for the pleasure [they] feel while playing [the game].” They are least likely to suggest that they are currently playing golf because “[they] once had a reason for playing golf, but now [are asking themselves] if [they] should continue playing the game” and “it is not clear...anymore; [they] do not really think [their] place is with golf.” Table 3 includes the

distribution of responses, the mean score, and the standard deviation for the 28 motivation statements.

Table 2. Respondent Profile

Descriptor	%
<i>Years playing golf (n=119)</i>	
Less than 5 years	12.6
6 to 10 years	28.6
11 to 15 years	20.1
16 to 20 years	11.0
21 to 25	5.0
26 to 30	5.1
31 years or more	17.6
<i>Golf Handicap/Average Score (n=121)</i>	
23 or lower/average score less than 100	86.8
24 or higher/average score 100 or above	13.2
<i>Type of course golfer typically plays (n=119)</i>	
Private	27.7
Public	72.3
<i>Average number of holes played in summer (n=111)</i>	
18 or less	29.7
19 to 27	4.5
28 to 36	16.3
37 to 45	6.3
46 to 54	13.5
55 to 63	1.8
64 to 72	13.5
More than 72	14.4
<i>Gender (n=111)</i>	
Female	8.1
Male	91.9

Table 3. Motives for playing golf

Motive	Type ¹	1 Not at all	2	3	4 Somewhat	5	6	7 Completely	Mean	SD
For the excitement I feel when I am really involved in a round of golf.	I	0.0%	0.0%	2.8%	4.6%	17.6%	34.3%	40.7%	6.06	1.01
For the pleasure I feel while playing golf.	I	0.0%	0.9%	0.0%	7.3%	14.5%	42.7%	34.5%	6.02	.96
For the pleasure that I feel while executing difficult shots	I	0.0%	0.9%	2.8%	7.4%	19.4%	38.0%	31.5%	5.84	1.10
For the pleasure I feel while improving some of my weak points	I	0.9%	0.9%	8.3%	15.7%	28.7%	21.3%	24.1%	5.31	1.35
For the satisfaction I experience while I am perfecting my abilities.	I	1.9%	4.6%	4.6%	15.7%	27.8%	29.6%	15.7%	5.15	1.41
Because I feel a lot of personal satisfaction while mastering difficult training techniques.	I	1.9%	5.6%	4.6%	19.4%	23.1%	27.8%	17.6%	5.10	1.47
Because I like the feeling of being totally immersed in the game of golf	I	5.6%	5.6%	4.6%	12.0%	25.9%	25.0%	21.3%	5.07	1.68
For the pleasure it gives me to know more about the game of golf	I	1.8%	1.8%	9.1%	26.4%	26.4%	23.6%	22.7%	4.95	1.38
For the intense emotions I feel while playing a sport I like	I	2.8%	5.6%	7.4%	19.4%	25.9%	23.1%	15.7%	4.93	1.52
For the pleasure of discovering new performance strategies	I	7.4%	7.4%	13.9%	17.6%	21.3%	18.5%	13.9%	4.49	1.76
Because golf is one of the best ways to maintain good relationships with my friends	E	10.2%	6.5%	11.1%	14.8%	25.9%	24.1%	7.4%	4.42	1.74
Because golf is one of the best ways I have chosen to develop other aspects of myself.	E	10.2%	13.0%	7.4%	17.6%	18.5%	23.1%	10.2%	4.31	1.86
Because golf is a good way to learn lots of things which could be useful to me in other areas of my life	E	8.3%	11.1%	12.0%	18.5%	22.2%	19.4%	8.3%	4.24	1.75
Because I must play golf regularly	I	9.3%	13.9%	13.9%	14.8%	18.5%	15.7%	13.9%	4.20	1.93
For the pleasure of discovering new training techniques.	I	5.7%	8.6%	19.0%	26.7%	18.1%	10.5%	11.4%	4.20	1.63

Because, in my opinion, golf is one of the best ways to meet people.	E	7.3%	8.3%	20.2%	16.5%	22.0%	18.3%	7.3%	4.22	1.67
For the pleasure that I feel while learning training techniques that I have never tried before	I	11.1%	13.9%	10.2%	21.3%	19.4%	10.2%	13.9%	4.10	1.88
Because it is absolutely necessary to do sports if one wants to be in shape.	E	11.2%	13.1%	17.8%	25.2%	16.8%	10.3%	5.6%	3.77	1.66
Because I would feel bad if I was not taking time to play golf	E	20.4%	15.7%	15.7%	14.8%	13.0%	7.4%	13.0%	3.58	2.02
Because golf allows me to be well regarded by people that I know.	E	30.2%	9.4%	8.5%	15.1%	14.2%	18.9%	3.8%	3.45	2.04
For the prestige of being a golfer.	E	25.9%	13.9%	5.6%	24.1%	14.8%	11.1%	4.6%	3.40	1.90
To show others how good I am at playing golf	E	35.2%	13.9%	13.9%	13.9%	13.9%	6.5%	2.8%	2.88	1.80
Because I must play golf to feel good about myself.	E	38.0%	17.6%	14.8%	13.9%	8.3%	5.6%	1.9%	2.61	1.69
Because people around me think it is important to be in shape	E	37.0%	14.8%	17.6%	19.4%	7.4%	3.7%	0.0%	2.56	1.51
I often ask myself; I can't seem to achieve the goals that I set for myself	A	45.4%	24.1%	5.6%	15.7%	5.6%	1.9%	1.9%	2.25	1.54
I don't know anymore; I have the impression of being incapable of succeeding in the game of golf.	A	69.2%	11.2%	3.7%	7.5%	3.7%	3.7%	0.9%	1.79	1.47
I once had good reasons for playing golf, but now I am asking myself if I should continue playing the game	A	70.6%	12.8%	2.8%	5.5%	2.8%	4.6%	0.9%	1.73	1.45
It is not clear to me anymore; I do not really think my place is with golf	A	79.4%	10.3%	1.9%	6.5%	1.9%	0.0%	0.0%	1.41	.95

¹Type = Type of motivation represented by the statement; I=Intrinsic, E=Extrinsic, A=Amotivation

Note: Individuals were asked to indicate to what degree each statement corresponded with their reasons for playing golf.

Types of motivations

The data (Table 3) revealed that most of the participants are intrinsically motivated to play golf. The 10 statements individuals were most likely to agree with reflected intrinsic motivation (e.g., “For the excitement I feel when I am really involved in a round of golf”). On the other hand, the motivation statements that represented extrinsic motivation generated a wider range of responses. For example, the mean score on seven of the eleven extrinsic motivation statements was less than 4.00, suggesting that golfers were not inclined to agree with them. Alternatively, there were four statements that golfers “somewhat” agreed with; they included: “Because golf is one of the best ways to maintain good relationships with friends,” “Because is one of the best ways I have chosen to develop other aspects of my self,” “Because golf is a good way to learn lots of things which could be useful to me in other areas of my life,” and “Because, in my opinion, golf is one of the best ways to meet people.” These four statements focused on social outcomes from golf. Individuals level of agreement with the motivation statements that reflected amotivation (e.g., I once had good reasons for playing golf, but now I am asking myself if I should continue playing the game) was very low.

Motivations by skill level

Independent samples t-tests were used to evaluate group differences (between individuals with high and low golf skills) for the motivation statements. Individuals with high golf skills were defined as those who reported a handicap of 23 or lower or an average score for an 18-hole course that is less than 100. Individuals with low golf skills were defined as those who reported a handicap of 24 or higher or an average score for an

18 hole course that is 100 or more. A Levene's test for equality of variance was referenced prior to determining whether significant differences between the groups existed.

The results in Table 4 indicated that golfers with higher skills are significantly more likely than golfers with lower skills to agree that they play golf because of "...the excitement [they] feel when [they are] really involved in a round of golf," "...the satisfaction [they] experience while [they] are perfecting [their] abilities," and "...golf is a good way to learn lots of things which could be useful to [them] in other areas of [their] life." In addition, golfers with higher skills are significantly more likely than golfers with lower skills to agree that they play golf "[for]... the pleasure that [they] feel while executing different shots," "To show others how good [they are] at playing golf," and because "...golf is one of the best ways to maintain good relationships with [their] friends." The same pattern held true with the following motivation statements, "... [they] like the feeling of being totally immersed in the game of golf" and "[they] must play golf regularly."

Alternatively, golfers with lower skills are significantly more likely than golfers with higher skills to agree that they play golf because "... [they] once had good reasons for playing."

Motivations by number of years playing golf

Oneway analysis of variance was used to assess the effects of number of years playing golf on response to motivation statements. Prior to conducting the oneway analysis of variance procedures, however, number of years playing golf was recoded into

four groups: 1 to 5 years, 6 to 10 years, 11 to 15 years, and 16 or more years. The original distribution patterns for each grouping can be seen in Table 2.

The results in Table 5 show that there were significant effects of number of years playing golf on four motivation statements. Specifically, individuals who have been playing golf 11 to 15 years were significantly more likely than individuals who have been playing golf 16 or more years to agree that they play golf because "...it allows [them] to be well regarded by people that they know," "...[it] is one of the best ways to meet people," there is prestige associated with being a golfer, and "...golf is a good way to learn lots of things which could be useful to [them] in other areas of [their] life." In addition, golfers who have been playing for 16 or more years or more are far less likely than individuals who have been playing golf for 6 to 10 years to agree with the statements, "Because golf allows me to be well regarded by people that I know" and "For the prestige of being a golfer." Further, golfers that have been playing golf for 1 to 5 years are less likely than golfers that have been playing 11 to 15 years to agree with the statement, "Because golf is a good way to learn lots of things which could be useful to me in other areas of my life."

Table 4. Significant results for the t-test comparisons of two sample means

Motivation Statement	<u>Higher Skill</u>		<u>Lower Skill Group</u>		t	df	p
	<u>M</u> ¹	<u>SD</u>	<u>M</u>	<u>SD</u>			
I once had good reasons for playing golf, but now I am asking myself if I should continue playing the game	1.60	1.36	2.50	1.75	-2.33	107	.02
For the excitement I feel when I am really involved in a round of golf	6.15	.91	5.50	1.37	2.43	106	.02
For the satisfaction I experience while I am perfecting my abilities	5.29	1.28	4.31	1.82	2.65	106	.01
Because golf is a good way to learn lots of things which could be useful to me in other areas of my life	4.39	1.72	3.38	1.75	2.15	20.36 ²	.04
For the pleasure that I feel while executing different shots	5.95	1.10	5.25	.93	2.68	22.99 ²	.01
To show others how good I am at playing golf	3.11	1.82	1.56	.96	3.31	107	.001
Because golf is one of the best ways to maintain good relationships with my friends	4.55	1.65	3.63	2.06	1.99	106	.05
Because I like the feeling of being totally immersed in the game of golf	5.24	1.54	4.13	2.16	2.51	106	.01
Because I must play golf regularly	4.37	1.85	3.19	2.11	2.12	19.24 ²	.05

¹Mean on a 7-point scale

²Equal variances are not assumed based on the results of the Levene's test for equality of variances

Table 5. Mean levels of response to motivation statements by number of years playing golf

Motivation Statement	Mean¹	(SD)
<i>Because golf allows me to be well regarded by people that I know</i>		
1 to 5 years	2.92	2.11
6 to 10 years	4.33 ^a	1.85
11 to 15 years	4.48 ^b	1.83
16 or more years	2.39 ^{ab}	1.72
Between groups sum of squares= 97.19, df=3, mean square= 32.40, F=9.65, p=.001		
<i>Because, in my opinion, golf is one of the best ways to meet people</i>		
1 to 5 years	4.08	1.44
6 to 10 years	4.40	1.65
11 to 15 years	5.04 ^a	1.64
16 or more years	3.70 ^a	1.61
Between groups sum of squares= 28.57, df=3, mean square= 9.52, F=3.67, p=.02		
<i>For the prestige of being a golfer</i>		
1 to 5 years	3.54	1.61
6 to 10 years	4.03 ^a	1.87
11 to 15 years	4.39 ^b	1.70
16 or more years	2.36 ^{ab}	1.65
Between groups sum of squares= 80.56, df=3, mean square= 26.85, F=9.09, p=.001		
<i>Because golf is a good way to learn lots of things which could be useful to me in other areas of my life</i>		
1 to 5 years	3.93 ^a	1.64
6 to 10 years	4.48	1.53
11 to 15 years	5.48 ^{ab}	1.12
16 or more years	3.50 ^b	1.84
Between groups sum of squares=61.33, df=3, mean square= 20.44, F=7.98, p=.001		

¹Mean on a 7-point scale

Note: Superscripts indicate significant difference. For example, individuals who have been golfing for 6 to 10 years are significantly more likely to agree with the statement, “Because golf allows me to be well regarded by people that I know,” than individuals who have been golfing 16 or more years. In addition, individuals who have been golfing for 11 to 15 years are significantly more likely to agree with the statement than individuals who have been golfing for 16 or more years.

Motivations by average number of holes played weekly during the summer

Oneway analysis of variance was used to assess the effects of average number of holes played weekly during the summer on response to motivation statements. Prior to conducting the oneway analysis of variance procedures, the upper categories for average number of holes played weekly (i.e., 55 to 63, 64 to 72, and more than 72) were recoded into one group: “55 or more holes.” The original distribution patterns for each grouping can be seen in Table 2.

The results presented in Table 6 suggest that there were significant effects of average number of holes played weekly during the summer on 11 motivation statements. With 7 of the 11 statements, individuals who reported playing an average of 4 to 18 holes weekly during the summer were significantly less likely than individuals who played an average of 55 or more holes weekly during the summer to agree with the statements: “For the pleasure it gives me to know more about the game of golf”; “For the pleasure of discovering new training techniques”; “Because golf allows me to be well regarded by people that I know”; “Because, in my opinion, golf is one of the best ways to meet people”; “For the prestige of being a golfer”; “For the satisfaction I experience while I am perfecting my abilities”; “To show others how good I am at playing golf”; “For the pleasure that I feel while learning training techniques that I have never tried before”; and “Because I must play golf regularly.” Additionally, golfers playing 55 or more holes a week were significantly less likely than golfers who play 19 to 36 holes to agree with the statements: “I once had good reasons for playing golf, but now I am asking myself if I should continue playing the game” and “I don't know anymore; I have the impression of being incapable of succeeding in the game of golf.” The opposite pattern was true with the statement, “Because, in my opinion, golf is one of the best ways to meet people.” In this case, golfers who play 55 or more holes were more likely than golfers who play 19 to 36 holes to agree with the statement. Lastly, golfers who play 37 to 54 holes were significantly less likely than those who play 55 or more holes to agree with the statement, “For the pleasure I feel while learning training techniques that I have never tried before.”

Table 6. Mean levels of response to motivation statements by average number of holes played weekly during the summer

Motivation Statement	Mean¹	(SD)
<i>For the pleasure it gives me to know more about the game of golf</i>		
4 to 18 holes	4.39 ^a	1.62
19 to 36 holes	5.14	1.13
37 to 54 holes	5.05	1.47
55 or more holes	5.46 ^a	1.07
Between groups sum of squares= 18.53, df=3, mean square= 6.18, F=3.35, p=.02		
<i>I once had good reasons for playing golf, but now I am asking myself if I should continue playing the game</i>		
4 to 18 holes	2.03	1.61
19 to 36 holes	2.33 ^a	1.93
37 to 54 holes	1.32	.75
55 or more holes	1.14 ^a	.58
Between groups sum of squares= 23.99, df=3, mean square= 7.99, F=4.42, p=.01		
<i>For the pleasure of discovering new training techniques</i>		
4 to 18 holes	3.56 ^a	1.50
19 to 36 holes	4.33	1.19
37 to 54 holes	4.06	2.01
55 or more holes	4.93 ^a	1.59
Between groups sum of squares= 27.98, df=3, mean square= 9.33, F=3.76, p=.01		
<i>I don't know anymore; I have the impression of being incapable of succeeding in the game of golf</i>		
4 to 18 holes	1.91	1.47
19 to 36 holes	2.43 ^a	2.04
37 to 54 holes	1.53	1.12
55 or more holes	1.18 ^a	.61
Between groups sum of squares= 20.53, df=3, mean square= 6.85, F=3.60, p=.02		
<i>Because golf allows me to be well regarded by people that I know</i>		
4 to 18 holes	2.34 ^a	1.75
19 to 36 holes	3.45	2.01
37 to 54 holes	3.37	2.00
55 or more holes	4.54 ^a	1.99
Between groups sum of squares= 71.86, df=3, mean square= 16.39, F=7.02, p=.001		
<i>Because, in my opinion, golf is one of the best ways to meet people</i>		
4 to 18 holes	3.39 ^a	1.46
19 to 36 holes	3.95 ^b	1.56
37 to 54 holes	4.42	1.77
55 or more holes	5.14 ^{ab}	1.41
Between groups sum of squares= 49.17, df=3, mean square= 23.95, F=6.47, p=.001		
<i>For the prestige of being a golfer</i>		
14 to 18 holes	2.64 ^a	1.48
19 to 36 holes	3.62	1.83
37 to 54 holes	3.63	2.41
55 or more holes	4.04 ^a	1.86
Between groups sum of squares= 32.56, df=3, mean square= 10.85, F=3.15, p=.03		

Motivation Statement	Mean	(SD)
<i>For the satisfaction I experience while I am perfecting my abilities</i>		
4 to 18 holes	4.58 ^a	1.62
19 to 36 holes	4.86	1.11
37 to 54 holes	5.42	1.50
55 or more holes	5.71 ^a	1.05
Between groups sum of squares= 22.82, df=3, mean square= 7.61, F=4.12, p=.01		
<i>To show others how good I am at playing golf</i>		
4 to 18 holes	2.15 ^a	1.72
19 to 36 holes	2.90	1.92
37 to 54 holes	3.15	1.81
55 or more holes	3.61 ^a	1.64
Between groups sum of squares= 33.74, df=3, mean square= 11.25, F=3.63, p=.02		
<i>For the pleasure that I feel while learning training techniques that I have never tried before</i>		
4 to 18 holes	3.73 ^a	1.59
19 to 36 holes	4.14	1.68
37 to 54 holes	3.32 ^b	2.31
55 or more holes	5.00 ^{ab}	1.74
Between groups sum of squares= 38.98, df=3, mean square= 12.99, F=3.99, p=.01		
<i>Because I must play golf regularly</i>		
4 to 18 holes	3.45 ^a	1.79
19 to 36 holes	4.25	2.30
37 to 54 holes	4.37	1.74
55 or more holes	5.07 ^a	1.70
Between groups sum of squares= 40.03, df=3, mean square= 13.34, F=3.81, p=.01		

¹Mean on a 7-point scale

Note: Superscripts indicate significant difference. For example, individuals who averaged 4 to 18 holes during the summer were less likely than individuals who averaged 55 or more holes during the summer to agree that they play golf “for the pleasure it gives [them] to know more about the game of golf.”

Chapter 5

DISCUSSION

The overall purpose of this study was to document golfers' motivations to play the sport using the SMS. I also wanted to explore whether there were any relationships between golfers' ability level, the number of years they have been playing golf and, on average, how often they play golf per week during the season. In this chapter I will summarize the results and discuss their importance. I will also make recommendations for future research.

Results

Following is a summary of the results for each research question.

Research Question 1: What are individuals' motivations to golf?

Golfers are most motivated to play the game for the positive feelings it generates, i.e. excitement and pleasure while playing golf. In fact, the statements that individuals most strongly agreed with were "For the excitement I feel when I am really involved in a round of golf" and "For the pleasure I feel while playing golf." The data also revealed that golfers are motivated to improve their skills in the game and use the game to socialize with other people. Alternatively, individuals showing signs of amotivation towards golf if they are questioning their reason for playing the game: "I once had good reasons for playing golf, but now I am asking myself if I should continue playing the game," and "It is not clear to me anymore; I do not really think my place is with golf."

Research Question 2: Are the motivations with the highest scores primarily intrinsic or extrinsic in nature?

The data suggests that golfers are motivated by both intrinsic and extrinsic factors. However, the top 10 mean scores in response to the motivation statements were intrinsic in nature. Golfers were split in terms of their response to the extrinsic statements. The golfers did not exhibit any significant signs of amotivation.

Research Question 3: Do motivations to golf significantly differ based on their skill level (i.e., unskilled vs. skilled); number of years an individual has played golf; and average number of holes played weekly during the summer?

The data revealed that there were significant differences in responses to the motivation questions based on individuals' skill level, number of years playing, and frequency of play. Golfers with higher skill levels were more inclined to agree with intrinsic motivation statements that highlighted feelings of excitement, pleasure and satisfaction whereas golfers with lower skills were more likely to be amotivated and wonder why they play the game.

In terms of the relationship between motivations and number of years playing golf, the data suggest that with time, golfers become less concerned with the socialization (e.g. meeting new people) and status associated with the game. Of interest is the fact that prestige is not a prominent motive for playing the game for those who have played for fewer years. This makes sense as people are likely struggling to better their skills and learn the elemental parts of golf. After about five years, however, prestige becomes an important motivational element in playing the game, but its importance drops again after about fifteen years.

The next category I used to assess differences was based on the average number of holes respondents played weekly during the summer. The results suggested that golfers who play 55 or more holes a week were more likely to indicate that they experience pleasure from playing golf and sharpening their skill set, like to show off their skills, enjoy the social aspect of the game, and feel they must play the game. Golfers who play the most golf also were the least likely to wonder why they continue to play.

Discussion

When reviewing individuals' responses to the motivation statements, it was clear that, in general, they are excited about and feel pleasure while playing golf. This finding suggests that, overall, they are intrinsically motivated to play the sport. As Pelletier et al. (1995) have indicated, intrinsically motivated sports enthusiasts practice because they: like to learn, explore and understand something new; feel pleasure when they engage in their sport of choice; and want the sensory benefits of playing a sport. In addition, there were indications that some participants are motivated by extrinsic factors, which supports the research of Pelletier et al. (1995) and Reed and Cox (2007). The participants showed very little signs of amotivation as defined by Pelletier and colleagues (1995).

The results revealed that the highest scored responses were recorded for the intrinsic motivation statements. This is a promising finding as the literature suggests intrinsic motivation is the purest form of motivation. In addition, as Iso-Ahola (1980) has suggested, recreationists who are intrinsically motivated will not need to be given rewards for their participation. This is good news for PGA professionals who theoretically will not have to expel as many resources to keep intrinsically motivated individuals golfing.

The extrinsic motivation statements received the second highest mean scores and amotivation statements received very low mean scores. I cannot conclude that participants were purely motivated by either intrinsic or extrinsic factors; however, I can conclude that the participants did not exhibit strong or even modest signs of amotivation.

The golfers in this study showed signs of being both intrinsically and extrinsically motivated. As a PGA tour professional I feel it is safe to say that this is good news. It is relatively easy to create programs and events that meet the needs of intrinsically motivated golfers. Specifically, a PGA professional can create special tournaments, lessons, clinics, and practice facilities to match the needs of the intrinsically motivated golfer. The PGA professional can also respond to the extrinsic motivation factors influencing golfers. For example, playing golf to meet new people was fairly important to golfers. A PGA professional could design a tournament with the main focus being on making foursomes with golfers that do not know one another. In sum, knowing what motivates golfers is critical information for a PGA professional. It provides professionals with baseline information that can be used to guide the creation of events and services that will provide the most pleasure to golfers.

The data also revealed that there were significant differences in golfers' responses to the motivation statements based on their skill level, number of years playing, and how frequently they play. Golfers with higher skill levels were more inclined to agree with statements about how motivated they were to perfect new skills or impress others, while less skilled players were more inclined to be amotivated and wonder why they play the game. A golf professional can use this information to establish programs for their golfers. The professional could create a series of clinics for the more skilled players to learn new techniques and to provide them with new

challenges to overcome. The golf professional could try to create fun events for the less skilled players in hopes of helping them find a reason to play the game. If the professional can create a fun environment the golfers will be more inclined to continue to play, they will become more motivated.

Golfers' response to the motivation statements also differed based on how many years they have been playing. It appears that the longer an individual has been playing golf the less he or she is motivated by status or opportunities for networking/socialization. I feel this trend may be due to the golfers' maturity and comfort level. If someone is comfortable they are less likely to care about a perceived status. The golfers who have been playing the longest may not have a need to network or to use golf as a means to socialize. The participants may very well be retired and have no need to network. They may have an established group that they play with and do not have the want to meet others to play golf with. On the other hand someone who just started to play may want to meet as many people as they can to play the game they are learning to play. The golfers that have been playing for the shortest amount of time may be younger in age and may have the desire to network on the golf course; many people will tell you a lot of business can be accomplished on the golf course. The above statements are nothing more than conjecture; further research would have to be conducted to verify their validity.

I was not surprised to learn that golfers who play 55 or more holes a week were motivated to play golf for different reasons than those who only played 4 to 18 holes a week. For example, golfers who play more golf tended to agree with statements that showed that they enjoy playing, need to play, like to show off their skills, and enjoy sharpening their skill set. They also were the least likely to wonder why they continue to play, which is no surprise to me. Why would someone who is playing a ton of golf wonder why they continue to play? I am an

avid golfer and a soon to be class A PGA Professional who has been playing golf for roughly 10 years. It makes sense to me that my motivations to play would change with each year of experience, and with how often I played. I think every golfer goes through progressions that would affect how they choose to answer statements on the modified SMS.

Suggestions for Further Studies

For future studies I would highly recommend having a larger and more diverse sample from different golf facilities around the country. This would provide more accurate results and allow researchers to address skill level using smaller, more discrete categories, which would yield more useful results. The sample in this study was comprised of almost all male golfers leaving female golfers nearly unrepresented. Future studies should strive to represent both male and female golfers to ensure the data is not skewed to only represent one gender's opinions. In this study dividing golfers into two categories limited the value of my research. There is a tremendous difference between a two handicap and a twenty handicap, but due to my limited sample size and range, I had to put players into two categories—unskilled and skilled. It would be a good idea to include age in the demographic questions in the survey. Being able to examine how the responses to the motivation statements differed with age could help some of the conjecture that was made in the previous section. I would recommend exploring a golfer's progression with age to see how their responses to the motivational questions change over their lifetime. I feel strongly people and their motivations change over time with the different stages of life they experience. I feel the modified version of the SMS needs to be tested further before it can be considered a viable option for future studies. For the small sample size present for this study it performed well, I would have to conduct further studies before I could confidently

recommend the modified SMS to others to use for their research. The modified SMS produced results that I found would be useful and interesting to a PGA professional. I do feel it is a practical tool that has the potential to give PGA professionals a unique insight on what motivates their golfers and will allow them to create customized programs to better meet the needs of their targeted golfers.

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Appendix A
Sports Motivation Scales

19. It is not clear to me anymore; I don't really think my place is in sport.	1	2	3	4	5	6	7
20. For the pleasure that I feel while executing certain difficult movements.	1	2	3	4	5	6	7
21. Because I would feel bad if I was not taking time to do it.	1	2	3	4	5	6	7
22. To show others how good I am good at my sport.	1	2	3	4	5	6	7
23. For the pleasure that I feel while learning training techniques that I have never tried before.	1	2	3	4	5	6	7
24. Because it is one of the best ways to maintain good relationships with my friends.	1	2	3	4	5	6	7
25. Because I like the feeling of being totally immersed in the activity.	1	2	3	4	5	6	7
26. Because I must do sports regularly.	1	2	3	4	5	6	7
27. For the pleasure of discovering new performance strategies.	1	2	3	4	5	6	7
28. I often ask myself; I can't seem to achieve the goals that I set for myself.	1	2	3	4	5	6	7

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SMS-6

Using the scale below, please indicate to what extent each of the following items corresponds to one of the reasons for which you are presently practicing your sport.

Scale:

Does not correspond at all = 1

Corresponds a little = 2

Corresponds moderately = 3

Corresponds a lot = 4

Corresponds exactly = 5

Lead question and motivation items

Why do you practice your sport?

1. For the excitement I feel when I am really involved in the activity
2. Because it's part of the way in which I've chosen to live my life
3. Because it is a good way to learn lots of things which could be useful to me in other areas of my life
4. Because it allows me to be well regarded by people that I know
5. I don't know anymore; I have the impression of being incapable of succeeding in this sport
6. Because I feel a lot of personal satisfaction while mastering certain difficult training techniques
7. Because it is absolutely necessary to do sports if one wants to be in shape
8. Because it is one of the best ways I have chosen to develop other aspects of my life
9. Because it is an extension of me
10. Because I must do sports to feel good about myself
11. For the prestige of being an athlete
12. I don't know if I want to continue to invest my time and effort as much in my sport anymore
13. Because participation in my sport is consistent with my deepest principles
14. For the satisfaction I experience while I am perfecting my abilities
15. Because it is one of the best ways to maintain good relationships with my friends
16. Because I would feel bad if I was not taking time to do it
17. It is not clear to me anymore; I don't really think my place is in sport
18. For the pleasure of discovering new performance strategies
19. For the material and/or social benefits of being an athlete
20. Because training hard will improve my performance

- 21. Because participation in my sport is an integral part of my life
- 22. I don't seem to be enjoying my sport as much as I previously did
- 23. Because I must do sports regularly
- 24. To show others how good I am at my sport

Key

Amotivation 5, 12, 17, 22 Identified Regulation 3, 8, 15, 20

External Regulation 4, 11, 19, 24 Integrated Regulation 2, 9, 13, 21

Introjected Regulation 7, 10, 16, 23 Intrinsic Motivation 1, 6, 14, 18

Sport Motivation Scale Behavioral Regulation in Sport Questionnaire

Stem: I practice my sport . . . Stem: I participate in my sport . . .

Anchors: 1 = *Does not correspond at all*, 4 = *Corresponds moderately*, 7 = *Corresponds exactly*

Anchors: 1 = *Not at all true*, 4 = *Somewhat true*, 7 = *Very True*

Intrinsic Motivation-General (SMS-6 and BRSQ only)

Because I feel a lot of personal satisfaction while mastering certain difficult training techniques (from SMS Intrinsic Motivation to Accomplish Subscale).

For the excitement I feel when I am really involved in the activity (from SMS Intrinsic Motivation to Experience Stimulation).

For the satisfaction I experience while I am perfecting my abilities (from SMS Intrinsic Motivation to Accomplish Subscale).

For the pleasure of discovering new performance strategies (from SMS Intrinsic Motivation to Know subscale).

Intrinsic Motivation to Know

For the pleasure it gives me to know more about the sport I practice.

For the pleasure it gives me to know more about my sport.

For the pleasure of discovering new training techniques.

Because I like learning how to apply new techniques.

For the pleasure I feel while learning training techniques I have never tried before.

Because I enjoy learning new techniques.

For the pleasure of discovering new performance strategies.

I enjoy learning something new about my sport.

Intrinsic Motivation to Experience Stimulation

For the pleasure I feel in living exciting experiences.

Because I love the extreme highs that I feel during sport.

For the excitement I feel when I am really involved in the activity.

Because of the excitement I feel when I am really involved in the activity.

For the intense emotions I feel while I am doing a sport that I like.

Because of the pleasure I experience when I feel completely absorbed in my sport.

Because I like the feeling of being totally immersed in the activity.

Because of the positive feelings that I experience while playing my sport.

Intrinsic Motivation to Accomplish

Because I feel a lot of personal satisfaction while mastering certain difficult training techniques.

Because I enjoy the feeling of achievement when trying to reach long-term goals.

For the pleasure I feel while improving some of my weak points.

Because I enjoy the feeling of success when I am working toward something important.

For the satisfaction I experience while perfecting my athletic abilities.

Because I enjoy doing something to the best of my ability.

For the pleasure I feel while executing certain difficult movements.

Because I get a sense of accomplishment when I strive to achieve my goals.

Integrated Regulation (SMS-6 and BRSQ only)

Because it is an extension of me.

Because it's a part of who I am.

Because participation in my sport is consistent with my deepest principles.

Because it's an opportunity to just be who I am.

Because participation in my sport is an integral part of my life.

Because what I do in sport is an expression of who I am.

Because it is part of the way in which I've chosen to live my life.

Because it allows me to live in a way that is true to my values.

Identified Regulation

Because, in my opinion, it is one of the best ways to meet people. (SMS only)

Because the benefits of sport are important to me.

Because training hard will improve my performance. (SMS-6 only)

Because it teaches me self-discipline.

Because it is one of the best ways I have chosen to develop other aspects of myself.

Because I value the benefits of my sport.

Because it is a good way to learn lots of things which could be useful to me in other areas of my life.

Because it is a good way to learn things which could be useful to me in my life.

Because it is one of the best ways to maintain good relationships with my friends.

Introjected Regulation

Because it is absolutely necessary to do sports if one wants to be in shape.

Because I would feel ashamed if I quit.

Because I must do sports to feel good about myself.

Because I would feel like a failure if I quit.

Because I would feel bad if I was not taking time to do it.

Because I feel obligated to continue.

Because I must do sports regularly.

Because I would feel guilty if I quit.

External Regulation

Because it allows me to be well regarded by people I know.

Because if I don't other people will not be pleased with me.

For the socio-economic benefits of being an athlete. (SMS-6 only)

Because I feel pressure from other people to play.

For the prestige of being an athlete.

Because people push me to play.

Because people around me think it is important to be in shape. (SMS only)

To satisfy people who want me to play.

To show others how good I am at my sport.

Amotivation

I used to have good reasons for doing sports, but now I am asking myself if I should continue doing it. (SMS only)

I wonder what's the point.

I often ask myself; I can't seem to achieve the goals I set for myself. (SMS only)

but I question why I continue.

I don't seem to be enjoying my sport as much as I previously did. (SMS-6 only)

The reasons why are not clear to me anymore.

I don't know if I want to continue to invest my time and effort as much in my sport anymore.
(SMS-6 only)

I question why I am putting myself through this.

I don't know anymore; I have the impression that I am incapable of succeeding at this sport.

It is not clear to me anymore; I don't really think my place is in sport.

Appendix B
Study Instrument

Original SMS	Modified SMS
1. For the pleasure I feel in living exciting experiences	<i>For the pleasure I feel while playing golf.</i>
2. For the pleasure it gives me to know more about the sport that I practice.	<i>For the pleasure it gives me to know more about the game of golf.</i>
3. I used to have good reasons for doing sport, but now I am asking myself if I should continue doing it.	<i>I once had good reasons for playing golf, but now I am asking myself if I should continue to play the game.</i>
4. For the pleasure of discovering new training techniques.	<i>For the pleasure of discovering new training techniques.</i>
5. I don't know anymore; I have the impression of being incapable of succeeding in this sport.	<i>I do not know anymore; I have the impression of being incapable of succeeding in the game of golf.</i>
6. Because it allows me to be well regarded by people that I know.	<i>Because golf allows me to be well regarded by people that I know.</i>
7. Because, in my opinion, it is one of the best ways to meet people.	<i>Because, in my opinion, golf is one of the best ways to meet people.</i>
8. Because I feel a lot of personal satisfaction while mastering certain difficult training techniques.	<i>Because I feel a lot of personal satisfaction while mastering difficult training techniques.</i>
9. Because it is absolutely necessary to do sports if one wants to be in shape	<i>Because it is absolutely necessary to do sports if one wants to be in shape.</i>
10. For the prestige of being an athlete.	<i>For the prestige of being a golfer.</i>
11. Because it is one of the best ways I have chosen to develop other aspects of myself.	<i>Because golf is one of the best ways I have chosen to develop other aspects of myself.</i>
12. For the pleasure I feel while improving some of my weak points.	<i>For the pleasure I feel while improving some of my weak points</i>
13. For the excitement I feel when I am really involved in the activity.	<i>For the excitement I feel when I am really involved in a round of golf.</i>
14. Because I must do sports to feel good myself.	<i>Because I must play golf to feel good about myself.</i>
15. For the satisfaction I experience while I am perfecting my abilities.	<i>For the satisfaction I experience while I am perfecting my abilities.</i>
16. Because people around me think it is important to be in shape.	<i>Because people around me think it is important to be a good golfer.</i>
17. Because it is a good way to learn lots of things which could be useful to me in other areas of my life.	<i>Because golf is a good way to learn lots of things which could be useful to me in other areas of my life.</i>
18. For the intense emotions I feel doing a sport that I like.	<i>For the intense emotions I feel while playing golf.</i>
19. It is not clear to me anymore; I don't really think my place is in sport.	<i>It is not clear to me anymore; I do not really think my place is with golf.</i>
20. For the pleasure that I feel while executing certain difficult movements.	<i>For the pleasure that I feel while executing difficult shots.</i>
21. Because I would feel bad if I was not taking time to do it.	<i>Because I would feel bad if I was not taking time to play golf.</i>
22. To show others how good I am good at my sport.	<i>To show others how good I am at playing golf.</i>
23. For the pleasure that I feel while learning training techniques that I have never tried before.	<i>For the pleasure that I feel while learning training techniques that I have never tried before to improve my golf game.</i>
24. Because it is one of the best ways to maintain good relationships with my friends.	<i>Because golf is one of the best ways to maintain good relationships with my friends.</i>
25. Because I like the feeling of being totally immersed in the activity.	<i>Because I like the feeling golf being totally immersed in the game of golf.</i>
26. Because I must do sports regularly.	<i>Because I must play golf regularly.</i>
27. For the pleasure of discovering new performance strategies.	<i>For the pleasure of discovering new performance strategies.</i>
28. I often ask myself; I can't seem to achieve the goals that I set for myself.	<i>I often ask myself; I cannot seem to achieve the goals that I set for myself.</i>

Do You have a current USGA handicap?

What is your current USGA Handicap?

If you do not have a current USGA handicap, what is your average score on a typical day?

Using the scale below, where 1 represents “not at all,” 2 or 3 represents “a little,” 4 represents “somewhat,” 5 or 6 represents “a lot,” and 7 represents “completely.” Please indicate to what extent each of the following statements indicates why you are currently playing golf.

Modified SMS

For the pleasure I feel while playing golf.	1	2	3	4	5	6	7
For the pleasure it gives me to know more about the game of golf.	1	2	3	4	5	6	7
I once had good reasons for playing golf, but now I am asking myself if I should continue to play the game.	1	2	3	4	5	6	7
For the pleasure of discovering new training techniques.	1	2	3	4	5	6	7
I do not know anymore; I have the impression of being incapable of succeeding in the game of golf.	1	2	3	4	5	6	7
Because golf allows me to be well regarded by people that I know.	1	2	3	4	5	6	7
Because , in my opinion, golf is one of the best ways to meet people.	1	2	3	4	5	6	7
Because I feel a lot of personal satisfaction while mastering difficult training techniques.	1	2	3	4	5	6	7
Because it is absolutely necessary to do sports if one wants to be in shape.	1	2	3	4	5	6	7
For the prestige of being a golfer.	1	2	3	4	5	6	7
Because golf is one of the best ways I have chosen to develop other aspects of myself.	1	2	3	4	5	6	7
For the pleasure I feel while improving some of my weak points	1	2	3	4	5	6	7
For the excitement I feel when I am really involved in a round of golf.	1	2	3	4	5	6	7
Because I must play golf to feel good about myself.	1	2	3	4	5	6	7
For the satisfaction I experience while I am perfecting my abilities.	1	2	3	4	5	6	7
because people around me think it is important to be a good golfer.	1	2	3	4	5	6	7
because golf is a good way to learn lots of things which could be useful to me in other areas of my life.	1	2	3	4	5	6	7
For the intense emotions I feel while playing golf.	1	2	3	4	5	6	7
it is not clear to me anymore; I do not really think my place is with golf.	1	2	3	4	5	6	7
for the pleasure that I feel while executing difficult shots.	1	2	3	4	5	6	7
because I would feel bad if I was not taking time to play golf.	1	2	3	4	5	6	7
to show others how good I am at playing golf.	1	2	3	4	5	6	7
for the pleasure that I feel while learning training techniques that I have never tried before to improve my golf game.	1	2	3	4	5	6	7
Because golf is one of the best ways to maintain good relationships with my friends.	1	2	3	4	5	6	7
because I like the feeling golf being totally immersed in the game of golf.	1	2	3	4	5	6	7
Because I must play golf regularly.	1	2	3	4	5	6	7
For the pleasure of discovering new performance strategies.	1	2	3	4	5	6	7
I often ask myself; I cant seem to achieve the goals that I set for myself.	1	2	3	4	5	6	7

What type of facility is your home course?

What is your gender?

How long have you been playing the game of golf?

David C. Trude

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Golf Operations Qualifications

- ◆ Daily golf shop operations
- ◆ Tournament operations experience
- ◆ Junior golf experience
- ◆ Staff Management
- ◆ Member and guest relations
- ◆ Document creation
- ◆ Point of sale system utilization
- ◆ Scheduling

Education

THE PENNSYLVANIA STATE UNIVERSITY - University Park, PA
Major: Bachelor of Science in Recreation, Park and Tourism Management
Concentration: PGA Golf Management
Minor: Business

Schreyer Honors College Student

Thesis - Why Golfers Continue to Swing

Professional Experience

Merion Golf Club, Ardmore, PA

Practice Facility Manager - 2011 Season

Founded in 1912, Hugh Wilson Design, Golf Digest Top 100 - #7 in America

Four United States Women's Amateur Championships, Six United States Amateur Championships, Four United States Open Championships (5th in 2013) One Curtis Cup, One World Amateur Championship, One United States Girl's Junior Amateur Championship, One Walker Cup

- ◆ **Practice Facility Management** - Generated weekly staff schedules, Implemented Policies and Procedures, Created and fabricated new items for practice facility, Responsible for daily upkeep of brand new learning center, Changed the culture of the practice facility, Assisted in the development of the repair center, Created a new atmosphere for members and guests, Worked closely with golf professional to coordinate events, Worked closely with golf course maintenance staff to coordinate mowing and tee placement, Utilized Fore Tees software
- ◆ **Junior Golf** - Assisted the junior golf coordinator with four weeks of junior camp, Instructed afterschool clinics, Created fun activities for junior golfers,
- ◆ **Tournament Operation** - Assisted scoring many events, Aided with prize table set-up, Assisted with prize presentation, Coordinated shuttle service to the practice facility, Created games for tournament participants
- ◆ **Golf Shop Responsibilities** - Assisted professional staff receiving and tagging new merchandise, Utilized Jonas software to complete transactions, Assisted with inventory counts, Exposed to one of the top merchandising operations in the country
- ◆ **Member and Guest Relations** - Attended Stag dinners, Professional interaction with members and guests, Created an emphasis on customer service at the practice facility

Canterbury Golf Club, Cleveland, OH

Guest Services - Summer 2010

Founded in 1921, Herbert Strong Design,

Golf Week's Top 100 Classic Courses,

Host of 13 Major Championships most recently, 2009 Senior PGA Championship

- ◆ **Outside Services** - Created and implemented golf car inventory system, Generated golf car inventory spreadsheet, Maintained golf car fleet, Created check-lists for bag room opening and closing procedures, Coordinated golf car staging, Managed driving range, Maintained electronic tee sheet with ForeTees software, Responsible for members' clubs in bag room, Assisted with golf club repair, Provided Head Golf Professional with multiple ideas on how to improve the club
- ◆ **Tournament Operations** - Photographed events for record keeping purposes, Assisted with tournament scoring utilizing TPP software, Checked in members and guests for events, Called members and guests to first tee
- ◆ **Junior golf and Additional Responsibilities** - Instructed junior golfers in camp and clinics, Assisted with the organization of junior golf days, Supervised and instructed juniors on junior golf days, Utilized the GHIN system for handicapping
- ◆ **Member and Guest Relations** - Played golf with membership, potential members, and golf digest course raters, Assigned caddies for members and guests

David C. Trude

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Stonewall Golf Club, Gainesville, VA

Golf Shop Assistant and Guest Services

Daily Fee, Managed by Western Golf Properties, Tom Jackson Design,

Golf Digest's best places to play 4 stars 2008-2009,

Nominated for Golf Digest's best new course in America 2002

- ♦ **Golf Shop Responsibilities** - Served as a customer relations agent, Executed Point of Sale operations and maintained an electronic tee sheet using IBS software, Designed multiple merchandise displays, Assisted Head Professional receiving new merchandise, Promoted and sold Patriot Club memberships, Managed outside operations staff, Assisted with inventory counts, Learned from the MAPGA's merchandiser of the year for public facilities, Opened and closed cash register
- ♦ **Outside Operations** - Welcomed guests, Maintained electric golf cars, Completed golf car inventory check-lists, Coordinated golf car staging, Managed driving range, Managed outside operations personnel, Served as a golf course advisor to monitor pace of play
- ♦ **Tournament Operations** - Assisted Head Golf Professional with scoring
- ♦ **Golf Instruction** - Instructed multiple junior camps, Instructed clinics for: ladies and juniors, Conducted lessons

Fauquier Springs Country Club, Warrenton, VA

Shop Assistant and Guest Services 2002-2008

Private Member-Owned Country Club, Founded in 1953

- ♦ **Golf Shop Responsibilities** - Served as a customer relations agent, Executed Point of Sale operations using Abacus software, Designed multiple merchandise displays, Assisted Head Professional receiving new merchandise, Maintained tee sheet and controlled first tee, Managed outside operations staff, Assisted with inventory counts, Fulfilled special orders for members, Assisted with golf club repair
- ♦ **Outside Operations** - Welcomed members and guests, maintained gas golf cars, Managed driving range, Served as a golf course advisor to monitor pace of play, Coordinated staging of golf cars, Supervised outside operations personnel for member-guest tournament, Responsible for the detailing of entire golf car fleet, Maintained bag room
- ♦ **Tournament Operations** - Assisted Golf Professional staff with scoring, Created tournament related documents using Golf Net software, Produced scoreboards, Coordinated cart staging, Responsible for marking the golf course, Assisted MAPGA official for the 2007 MAPGA Match Play event
- ♦ **Junior Golf** - Instructed multiple weeks of junior camp during the summers
- ♦ **Member and Guest Relations** - Promoted and played golf with membership, Created pairings for members' weekly golf games

Professional Involvements and Certifications

PGA Affiliate - Fall 2007 to Present

Professional Golf Management Student Society - Fall 2007 to Present

- ♦ PGMSS Fitness Chair - 2010 - 2011
- ♦ PGA Merchandise Show attendee - 2008 - 2011
- ♦ Trackman seminar - 2010
- ♦ TaylorMade club fitting seminar - 2009
- ♦ Callaway club fitting seminar - 2008
- ♦ Titleist club fitting seminar - 2007

PGA Golf Management (PGA/PGM) Program Completed to date:

- ♦ PGA Level 1 Completed - March 2009
- ♦ PGA Level 2 Completed - March 2010
- ♦ PGA Level 3 Completed - March 2011
- ♦ Passed PGA Play Ability Test - April 2010

Honors and Awards

- ♦ Penn State University Fred M. Coombs Scholarship (Awarded based on Academic Achievement) - 2008 - 2010
- ♦ Boy Scout Troop 175
- ♦ **Eagle Scout**
 - ♦ Constructed outdoor learning center for Grace Miller Elementary School

