



Perhaps our most ambitious project was to establish a butterfly garden beside the 11th tee. We cleared out some dense undergrowth and planted several different varieties of flowering plants and trees to attract the butterflies... We had several members help us with that project which was coordinated by our environmental technician, Katie Cox.

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From the gold tees on the par 3, 17th hole its only 166 yards, but its all carry and there can be some very challenging pin locations on this green. Photo by Daniel Zelazek.

We have been very fortunate to have Katie (Cox) help us with our ACSP certification requirements... We received our full certification in March. She has also gone out to a local elementary school to help them establish a butterfly garden.

Florida and works with us part-time a couple of day per week. She also helps out as an administrative assistant in the maintenance office. We have been very fortunate to have Katie help us with our ACSP certification requirements and keep us on track. We received our full certification in March. She has also gone out to a local elementary school to help them establish a butterfly garden.”

For those golf courses looking to participate in the ACSP program, seek certification or just make their courses more environmentally friendly, hiring a student who has an interest and knowledge in that area seems like a logical way to achieve those goals. In fact in an era of low unemployment, it seems like a brilliant idea.

With the success of the ASCP program Leventhal has adopted an aggres-

sive campaign of limiting the use of pesticides on the golf course. Not only is it environmentally friendly it is economically practical.

“We all live and learn. I was like everybody else coming up through the ranks. If we saw worms on a green we sprayed all our greens. Now when we check our greens, if only a couple of greens show damage, we just treat those greens. It puts the emphasis on monitoring and scouting and not just on preventive spraying.”

While Leventhal prefers to spot-treat whenever possible, like his spring Ronstar applications to chronic weed problem areas, he does apply one wall-to-wall application of Kerb and Barricade pre-emergent herbicides to keep Poa annua under control in the unoverseeded fairways and roughs.

Interlachen's member support and trust in Leventhal's expertise and programs have helped to create a finely manicured golf course that has become a wildlife sanctuary in the middle of a city, which proves that properly managed golf courses can indeed have a very positive impact on the environment.

Since he also applies light overseeding rates to his greens, he does feel the need to apply some preventive fungicides during adverse conditions in the fall and winter.

Some of the other subtle but positive things Interlachen has done to minimize any negative impacts of the operation were to remove the underground fuel tanks and install above-ground fuel vaults. Just recently the club also installed a water recycling unit to capture and filter all the clippings and residue at the equipment wash-down area.

Interlachen's member support and trust in Leventhal's expertise and programs have helped to create a finely manicured golf course that has become a wildlife sanctuary in the middle of a city, which proves that properly managed golf courses can indeed have a very positive impact on the environment.

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Professional Development Initiative

What is Competency-based Education? How Will it Help Me?

BY HANNES COMBEST
GCSAA Director of Education

Editor's Note: This article was written before the Membership Standards Resource Group met in late June to revise various parts of the original PDI proposal. However, GCSAA education will change in content and delivery regardless of PDI. This article will give you some insights on how future education will be structured and made more accessible to all members.

The goal is not to make life more difficult for members, but to create meaningful learning experiences that will enhance a superintendent's ability to be successful on the job.

The objective of all association continuing education is to advance the knowledge, skills and abilities of the members.

GCSAA is therefore developing a state-of-the-art curriculum that provides golf course superintendents the tools needed to meet the challenges they face in managing the golf course, their staffs and their budget. The result of enhancing our education program will be the elevation of the professional qualifications of our members: golf course superintendents.

In the last two years, the Membership Standards Resource Group has been developing the Professional Development Initiative. The PDI is based on the belief that for golfers and employers to truly value superintendents, the association must develop a mechanism to recognize their accomplishments and to enhance their knowledge.

The MSRSG believes this can be accomplished through an integrated, competency-based curriculum.

Furthermore, research indicates that we must be able to measure the impact of this education and its effects on the playing conditions of the golf course. We need to give employers language they can understand, a bottom-line financial impact or as they refer to it "a return on their investment."

In order to develop the needed curriculum, we must identify what the employers of golf course superintendents need, want and value from their golf course superintendents. Then, we detail the knowledge, skills, and attributes required of superintendents to satisfy these needs. Education provides the means for superintendents to fill any gaps between those competencies that superintendents have and what they need.

Using a competency model will

document this process. The model consists of three major components: competencies, levels of proficiency and performance statements. The competency categories, which reflect a superintendent's skills and knowledge, are organized into appropriate clusters. Each competency category is then subdivided into proficiency levels that range from a Level 1 (a novice) to Level 5 (an expert).

Within each proficiency level are performance statements describing the observable behaviors of superintendents performing at that level of proficiency. The chart below is an illustration.

The competencies will be managed through a unique, internet-based program called the HR Web (more information on this program will be available in future newsletters). Although currently under development, members can view this tool by logging onto

the Members' Only section of www.gcsaa.org

So how will the competency model impact education for superintendents? As you may imagine, superintendents traditionally have focused their continuing education on the agronomic skills or golf course management. However, our research indicates that superintendents' professional demands are changing. Superintendents' job requirements have increased the need for competencies in management skills, leadership and communication. This doesn't diminish the necessity for good scientific education, but it does require superintendents to broaden their expertise into various areas.

The current proposal recommended by the MSRG requires Class A members and certified members to maintain some level of continuing education. These levels have yet to be defined. Many members have expressed frustration with this requirement be-

Let's See Those Hands!

Excerpt from the May/June President's Message of the Carolinas GCSA in the Carolinas Green:

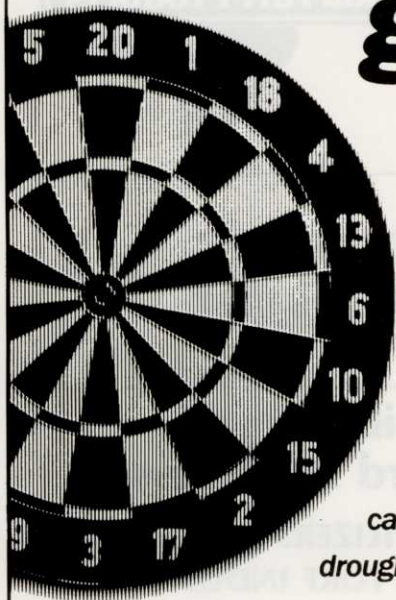
"...How many members would vote on PDI today? Not many hands up. How many of you would vote for:

- Increased salaries
- Enhanced job security
- Intensified recognition as a key member of the golf course management team
- Improved job opportunities
- Marketable credentials

Was that everyone's hand I saw going up? Can we agree that these are principles worth pursuing? These are the goals that PDI is intended to accomplish. Though we may not agree as to whether or not the current PDI proposal will meet these goals, I am sure golf course superintendents are excellent decision makers; therefore, I am confident that we will make the proper decision concerning our livelihood in the 21st century..."

Joel Ratcliff, CGCS
President CGCSA

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Resource Utilization: Rules of Golf

Task: Manage the Course to Accommodate the Rules of Golf

Level 1	Level 2	Level 3	Level 4	Level 5
<ul style="list-style-type: none"> • Access key rules information (USGA <i>Rules of Golf</i> and local rules) 	<ul style="list-style-type: none"> • Develop an understanding of how rules affect golf course setup • Play golf • Demonstrate basic knowledge of golfing rules and etiquette 	<ul style="list-style-type: none"> • Remain current on updates made to USGA Rules of Golf and local rules • Set up course for both regular and tournament play to conform to the Rules of Golf 	<ul style="list-style-type: none"> • Conduct staff training on rules and course setup as it relates to the rules • Play the course regularly to determine how course operation and set up affect play 	<ul style="list-style-type: none"> • Obtain the experience and training to administer rules at a state or higher level event

cause they do not believe they will have access to enough educational opportunities.

Currently members can obtain recognized education on various topics through GCSAA seminars, self-study programs and through limited external vendors. However, in the future, local education venues (chapters, industry, and extension avenues) will play

an important part in meeting requirements for continuing education (either for classification or certification, dependent upon the final outcome determined by members).

Furthermore, the education department at GCSAA is planning to pilot several programs next year that provide members education through various alternative methods. Some of these

could include videoconferencing, online education, additional self-study programs and an experiential learning program called Action Learning. This form of education provides superintendents the ability to document on-the-job learning experiences and submit them for credit. A template to facilitate this process is in development.

The education department is cur-



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rently completing a curriculum map of the existing programs. This involves comparing the content of educational opportunities (like seminars and courses) against the competencies that superintendents need to be successful. Performing a gap analysis tells us whether our current programs match the competencies completely, somewhat or not at all. Due to the diverse nature of our members' jobs, we will not be able to offer all the education our members need. Therefore we will rely on our members to tell us what they want GCSAA to develop and what should be provided via external sources.

At GCSAA, we are challenging our existing ways of providing services to members. We are investigating new ways to turn information and research into education. The goal is not to make life more difficult for members, but to create meaningful learning experiences that will enhance a superintendent's

ability to be successful on the job:

In October, 1999 the education committee adopted a new vision and mission for this program that contained several guiding principles. We will use this as our guide for developing programs for the future:

GCSAA education will be the main contributor to the professionalism and competency of golf course management and will be consistent with the best practice standards for state-of-the-art content, delivery and instruction. This will be accomplished by designing learning opportunities that are:

- Interactive
- Accessible
- Learner centered
- Available with multiple delivery systems
- Competency based
- Global in scope
- Culturally responsive

This results in instruction that is practically transferred to the workplace

and provides optimal value to all stakeholders.

All of the questions have not yet been answered, but it is clear that the education program currently available to members will be of higher quality, more diverse and available to more members in the future.

How To Hire A General Manager

GCSAA has a new Career Development booklet entitled, "How to Hire a General Manager." While the booklet is aimed at employers and owners of golf courses, I am trying to get the word out about its availability to golf course superintendents, too.

Some of the information in it should be of interest to superintendents who are interested in pursuing a career as a general manager.

Also, if a superintendent has a gen-

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Shared Competencies

For job descriptions, here is a quick review of competency areas that are (potentially) shared by both general managers and golf course superintendents.

Club Management

- Policy formulation
- Board relations
- Committee relations
- Career development
- Golf operations management
- Golf Course management

Food and Beverage

- Pricing concepts
- Ordering/receiving/controls/inventory
- Quality control
- Accounting and Finance
- Budgeting
- Cash flow forecasting
- Compensation and benefits administration
- Financing capital projects
- Computers
- Business office organization
- Long-range financial planning

Human Resources

- Employee relations
- Management styles
- Organizational development
- Hiring/retention of staff

- Balancing job and family responsibilities
- Time management
- Stress management
- Labor issues
- Leadership

Building and Facilities Management

- Preventive maintenance
- Insurance and risk management
- Remodeling and renovation
- Hiring and overseeing contractors
- Energy and water resource management
- Security

External and Government Influences

- Legislative influences
- Regulatory agencies
- Environmental law
- Labor law
- Club law

Management and Marketing

- Communications skills
- Marketing through in-house publications
- Professional image
- Member contact skills
- Media relations
- Marketing strategies

Editor's Note: It is not the intent of GCSAA to push superintendents towards the role of general manager. There has been enough movement in that direction already coupled with expressed interest from a significant number of GCSAA members to warrant making this type of educational tool available to those who wish to become general managers.

eral manager position open at their facility and is interested in it, this booklet would be helpful to pass along to their employer.

The "How to Hire a General Manager" booklet is complimentary to GCSAA members and can be ordered by calling the service center at 800-472-7878.

While on the subject of the general manager position, I would also like to make your chapter aware that the Club Managers Association of America (CMAA) has extended an offer to GCSAA members to take education classes presented through CMAA.

This should be of interest to golf course superintendents who are interested in broadening their skills to pursue a career as a general manager. Refer to the CMAA at www.cmaa.org or call 703-739-9500 for more information.

KIM HECK

*Sr. Director of Career Development
GCSAA*

From the Introduction to "How to Hire a General Manager"

As competition grows in the golf industry, some facilities have changed from a green committee or advisory board reporting structure to a general management structure in the interest of keeping their competitive edge with other golf facilities.

Many successful golf courses are managed by a triumvirate of the club manager, golf course superintendent and golf professional. However, if

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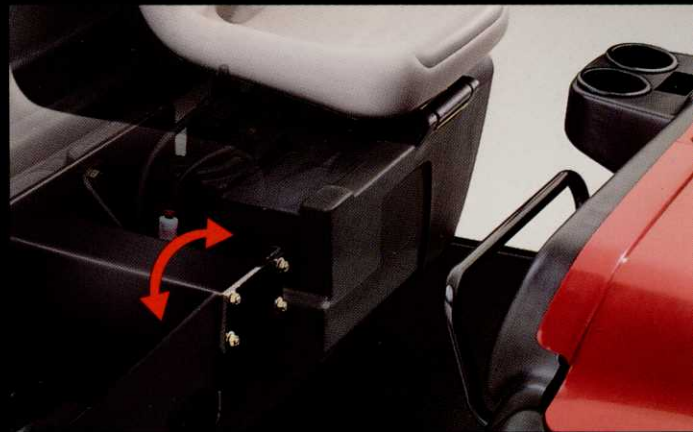
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