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“To cultivate the future of The PGA of America, our PGA Professionals must nurture the many talents of our apprentices. We all must do our part to mentor the best and the brightest of those who aspire to become a PGA Professional, and pave the way for them to reach new heights. By doing so, we are giving back to a game and an industry that has given so much to us.”

Roger Warren, PGA President
Welcome

Congratulations on the acceptance of your employee as an apprentice of the PGA’s Professional Golf Management program. Your apprentice has embarked on a journey that will prepare him or her to contribute to the game of golf, success of the golf profession, and success of your facility.

This guide contains information that covers everything from program requirements and course objectives to specific ways of mentoring your apprentice during this journey. Utilize these tools and see the many benefits that the PGM program brings to the PGA, your apprentice, and to you and your facility.

As a supervising professional you have the privilege and opportunity to lead your apprentices through their careers. You probably hope your employees will do the job according to your standards. You desire to transition your standards to others. In doing so you maximize performance, develop employees, and leave a lasting legacy. In this is found the essence of mentoring and leadership. Leadership could be defined as how you work through others. How you work through your apprentice has a direct effect on their capabilities, performance, and value. You can help ensure your apprentice gets the most from the PGM program by actively encouraging their participation and mentoring them on a daily basis.

Too many apprentices lose track of the program requirements and then find themselves unsuccessful at Checkpoints. Valuable time is wasted in suspended or terminated status. Only through your efforts—the PGA Supervising Professional—can we provide apprentices with the support and guidance needed to successfully complete the PGM program and attain PGA membership.
Mission of the PGA

The Professional Golfers’ Association of America

- The mission of the PGA is to promote the enjoyment and involvement in the game of golf and to contribute to its growth by providing services to golf professionals and the golf industry.

- The PGA will accomplish this mission by enhancing the skills of its professionals and the opportunities for amateurs, employers, manufacturers, employees, and the general public.

- In doing so, the PGA will elevate the standards of the professional golfer’s vocation, enhance the economic well-being of the individual member, stimulate interest in the game of golf, and promote the overall vitality of the game.

Mission of the PGA PGM Program

The PGA Professional Golf Management Program

The PGA Professional Golf Management Program provides world-class training for aspiring golf professionals by offering skill-based training programs that provide state-of-the-art skills and knowledge. Graduates of this program will become outstanding golf professionals who provide exceptional service to their customers, employers, fellow professionals and the game of golf.
Mentorship and Motivation

On a daily basis, PGA Professionals have the opportunity to mentor and help apprentices complete the PGM Program. As leaders of the golf industry, you can and should help your apprentices. In fact, there are several ways to mentor and motivate your apprentices as they strive for PGA Membership:

1) Link progression or completion of the program into your apprentice’s employee agreement
2) Utilize the course objectives to match your facility’s activities
3) Create a weekly plan in which a certain number of activities must be completed
4) Review each inventory checklist to parallel work experience activities with on the job responsibilities that will match specific learning situations at your facility
   - Utilize an upcoming tournament that could serve as the focal point of Tournament Operations
   - Have your apprentice update or create golf car maintenance schedules for Golf Car Fleet Management
   - Create an inventory and marketing campaign for club repair services for Golf Club Design & Repair
   - Utilize a demo day for clubfitting sessions in Analysis of the Swing
   - Have your apprentice write a rules tip or article in the member newsletter for Rules of Golf
   - Conduct a group lesson and use your apprentice as an instructor for Philosophy & Swing Concepts of Teaching
   - Allow your apprentice to work with the golf course set up crew for Turfgrass Management
   - Assign a budget project to your apprentice (i.e. the golf range expense budget) for Business Planning & Operations
   - Give your apprentice the responsibility of creating various holiday merchandise displays for Merchandise & Inventory Management.
5) Conduct predetermined and routine study sessions
6) Counsel and motivate your apprentice on a scheduled basis
7) Conduct an event to raise money for program and checkpoint fees
8) Advise your apprentice on sources of information for off-site activities
9) Attend section/chapter meetings and events with your apprentices

The possibilities are endless. Communication is the key. Communicate through your words and actions the importance of the apprentice’s progress.
PGA Mentoring Line

The PGA Education Department has implemented a mentoring program provided by PGA Members directly involved with the PGA PGM program.

The mission of the PGA PGM Mentor Line is to offer apprentices and members the opportunity to enhance the apprentice experience by providing a mentoring program geared toward expanding their knowledge and offering support utilizing PGA Education Center Faculty.

There are PGA Members permanently employed at the PGA Education Center, who, in addition to years of experience in the golf industry, have knowledge and skills in the seminars, self-study courses, work experience activities and overall course content.

Take this opportunity to utilize the staff at the PGA Education Center to assist you with content questions that may arise during the journey from apprenticeship to membership by calling (866) 866-3382, option 6 or sending an e-mail to pgapgmmentor@pgahq.com. Please continue to utilize PGALinks.com and the Member Information Service Center (800) 474-2776 for all other general checkpoint and work experience kit status inquiries.

PGA Rescue and Recovery

The Rescue & Recovery Team is manned by select PGA members of the permanent faculty at the PGA Education Department who offer one-on-one assistance to apprentices who have not been successful at a checkpoint. The R & R team statistics are amazing in their success rate, but the entire foundation of the effort starts with the APPRENTICE’S desire to accept the offer for free help. An e-mail to mavery@pgahq.com after the apprentice has signed up for a return retake checkpoint starts the process. The cornerstones of the success of this team are found in (a) it is driven solely by how much the apprentice is willing to put into the effort, (b) discussions about better time management, (c) discussions on more effective study habits, and (d) a refusal on the team’s part to give the apprentice the answers but instead showing them how to find the answers for themselves.
PGALinks.com, The PGA members-only web site, allows members to conduct PGA business at their convenience, 24 hours a day, 7 days a week. Members can use PGALinks.com to register for events, access their membership files, check membership status, register for education workshops and seminars, check employment opportunities, shop online at the members-only PGA Golf Shop, and apply for a loan or credit card through The PGA Credit Union. Members can also get free PGA-branded e-mail and can even take part in discussion groups to exchange ideas and opinions with fellow members.

Apprentices can access information on PGM policies and procedures, costs, work experience kits, acceptable progress / kit tracking, checkpoint information and schedule, as well as the Acushnet PGA Apprentice Scholarship Program. Please explore the various links below for more detailed information about the PGA PGM Program.

Acceptable Progress

Checkpoint Schedule

Electives

How to Prepare

Mentoring Hotline

PGA PGM At A Glance

PGA PGM Checkpoint Planner

PGA PGM Scores / Transcripts

PGA PGM Study Hours Guide

Study Skills Strategies

Work Experience/Checkpoints
Supervising Professionals can also use PGALinks.com to monitor their apprentice’s progress through the PGM Program. Through the Apprentice / PGM Corner, you can monitor your apprentice’s start date into the program, acceptable progress dates, and the status of Work Experience Kits.

Begin by visiting the Education section on PGALinks.com. Click on Apprentice / PGM Corner. From there, click on Acceptable Progress Checkpoint Status to enter your apprentice’s information.

Survey your apprentice’s Level 1 Start Date, Checkpoint Due Dates, Checkpoint Completions, and PGA PGM Kit Status to plan your mentoring opportunities. Be sure to utilize this information to schedule review sessions with your apprentice.
High School Diploma
Candidates for PGA Membership must have a high school diploma or be at least 18 years of age and have the equivalent of a high school education.

Playing Ability Test
The Playing Ability Test (PAT) is one of the first steps in becoming a PGA Professional. Passing the PAT is achieved by scoring equal to or less than the PAT target score. The target score is determined by multiplying the USGA course rating by two and then adding 15 strokes. The PAT is a 36 hole test conducted from the middle tees of the golf course with the flagsticks set on a generally flat area of the green. Although this sounds relatively simple, less than 20-percent of those taking the test achieve a passing score. If your game is marginal, it is highly recommended that you work diligently on improving your game prior to registering for the PAT.

PGA/PGM Program Completion
According to Acceptable Progress policies, apprentices must successfully complete the Level 1 Checkpoint within two years of the Level 1 start date. The Level 2 Checkpoint must be successfully completed within four years of the Level 1 start date and the Level 3 Checkpoint must be successfully completed within six years of the Level 1 start date. Apprentices have eight years from their Level 1 start date to graduate from the PGA PGM Program and get elected to membership.

Experience/Education Credits
Apprentices must earn 36 or more work experience credits as defined in the PGA Bylaws and Regulations. Apprentices will be awarded one (1) experience credit for each month while eligibly employed full time. Twelve credits are awarded for a four year college degree, and six credits are awarded for a two year college degree.

Membership Application
Applications for membership may be submitted after registration for a Level 3 Checkpoint and Final Experience. Once the application is received and approved by the National and Sectional offices, apprentices will be elected to membership the first election date following completion of all membership requirements.

Refer to the PGA of America Constitution, Bylaws, and Regulations for full membership requirements.
Terminology

**Acceptable Progress**

Acceptable progress in the PGA PGM Program is defined by successful completion of each level. Click here to view complete Acceptable Progress information.

**Association/Industry Awareness Courses**

Multiple presentations by PGA Faculty covering the History of the PGA, Growth of the Game, Financial Planning, PGA Logo Usage, Environmental Concerns, Leadership, and Presentation Skills.

**Checkpoint**

The name given to the testing process of the PGA PGM Program. The three different components of a Checkpoint are knowledge tests, work experience interviews, and skill simulations. Before they can advance from one level to the next, apprentices must pass through all three components. All seminar and self-study courses have learning objectives. The Checkpoints are designed to determine if your apprentice has acquired the necessary knowledge and skills to meet those objectives.

**Course / Learning Objectives**

State what the apprentice will learn or be able to do as a skill after successfully completing the specific course. All test items are required to map back to one specific objective or they are not accepted as a legitimate test item and thrown out. For that reason, you and your apprentice should consider both the Course Objectives and Learning Objectives lists as a checklist of what to study in preparation for a Checkpoint.

**Elective Courses**

Courses that focus on specific interests and provide apprentices with a flexible approach to completing the program requirements. Four PGA self-study elective courses are available and can be completed in Level 2 or 3. In addition to the PGA electives delivered in a self-study format, there are two electives available which are conducted by organizations outside of the PGA of America.
**Final Experience**

Comprised of two parts—a Challenge / Response Presentation and an Employment Interview. For the Presentation, apprentices will make a professional presentation to their peers and faculty on an industry topic utilizing research, their own knowledge, and audio / video aids. For the Employment Interview, the apprentice will interview for a pre-determined position and is required to prepare a professional resume and portfolio for that position.

**Knowledge Test**

Standardized tests comprised of multiple choice and true/false questions. These questions are linked directly to the course objectives and are designed to assess apprentices’ level of knowledge of the course materials.

**Rescue and Recovery**

A team of select PGA members from the permanent faculty in the Education Department who offer one-on-one assistance to apprentices who have not been successful at a Checkpoint.

**Self Study Course**

Employs a combination of reading assignments, videotaped material, learning activities and work experience assignments. Most manuals contain self-check sections and practice tests. These self-administered tests help apprentices learn the course material, assess their progress with the course and prepare for the knowledge tests and skill simulations at the Checkpoint.

**Seminar**

Level 2 and Level 3 each include three one-day interactive seminar courses delivered on consecutive days at the PGA Education Center. Topics covered include Business Planning & Operations, Analysis of the Swing, Customer Relations, Supervising & Delegating, Merchandising & Inventory Management, and Swing Concepts of Teaching. These seminars are led by PGA PGM faculty who are subject matter experts.
**Skill Simulation**

Activities designed to assess apprentice’s proficiency at skills that correspond to a PGA member’s day-to-day operations. Simulations can include, but are not limited to, using tournament software programs, increasing a club’s swing weight, and analyzing a golf swing.

**Suspension**

Suspended apprentices shall lose all rights of membership and the privilege to play in National, Sectional, or Chapter golf tournaments in accordance with tournament administration procedures established by PGA of America and the Sections. In addition, apprentices will not earn experience credits during this period. The liability insurance will remain in effect.

**Termination**

Terminated individuals are completely dropped from the apprentice rolls. Along with the consequences of suspended status, terminated apprentices will lose access to PGALinks.com, will have no liability insurance coverage and must re-register as an apprentice upon completing necessary PGM Program coursework and Checkpoints.

**Work Experience Activity**

A key component of the learning process. All self-study courses and seminars contain work experience activities in which your apprentice can apply what is learned in the course to on-the-job situations and tasks. In this way you can be sure that what they learn gets translated into practical, job related skills. Apprentices will take part in a wide variety of activities including club repair, analyzing and correcting golf swing flaws, conducting rules clinics, and preparing and running tournaments. In completing work experience assignments, apprentices will work with a broad range of people including supervising professionals, other golf professionals, course superintendents, tournament directors, rules committees, and many more experts and specialists. Throughout this program there are approximately 200 required work experience activities to be completed in a professional and proficient manner. As you can see, time management is incredibly important. So that apprentices complete the entire PGA PGM Program in a timely manner, it is suggested they work on these activities a minimum of 20 minutes per day, 3 days per week.

**Work Experience Interview**

Allows apprentices to interact with each other to discuss the work experience activities they have completed. The group discussions are led by faculty members and provide you with the opportunity for self-assessment.
What is the PGA PGM?

The PGA Professional Golf Management Program is a world-class training program for all aspiring PGA professionals. Consisting of self-study, seminar and testing components, it advances apprentices through three levels of education. This specialized instruction culminates in PGM graduation and makes the apprentice one step closer to membership election.

What are the program specifics?

Each level contains self-study courses. At Level 1, apprentices receive the self-study manuals as well as supplemental materials and videos. They now proceed through the manuals studying the course objectives and required reading. Upon completing these studies, apprentices conclude these courses with knowledge and/or skill simulation testing conducted at a Checkpoint. To progress from one level of the program to the next, apprentices must successfully complete each testing component at a Checkpoint. If an apprentice proves unsuccessful at three or fewer total tests, they will have the opportunity for a retake the following day. If unsuccessful at more than three tests, apprentices must retake those tests at another Checkpoint. In order to advance to the following level, apprentices must pass all knowledge tests and skill simulations.

What happens after testing?

When apprentices pass all of the testing at the Level 1 and Level 2 Checkpoints, they will attend a Tee-Off Seminar and receive their self-study and seminar materials for the next level. Apprentices will then attend three separate one-day seminars, each from a category of the program—the People, the Game, and the Business. They will also spend a ½ day seeing presentations that cover PGA Association and Industry topics. After completing the Level 3 Checkpoint, apprentices must pass the Final Experience. The Final Experience combines activities where apprentices prove their presentation skills and interview techniques. Upon completion of all testing requirements and the Final Experience, they will participate in a graduation ceremony where they receive a certificate of completion. If all other membership requirements have been met, apprentices will be elected to PGA Membership the next scheduled election date.

What are the specific courses of the PGM program?

The PGM program contains a core curriculum of the People, Game, and Business. Within this core lies such courses as Customer Relations, Philosophy & Swing Concepts of Teaching, and Business Planning & Operations. The program includes essential skills such as Turfgrass Management, Food & Beverage Control, and Golf Car Fleet Management. Along with the three required Levels of the PGM program, students are required to fulfill two elective courses. One elective must come from the PGA PGM program—Caddie Program Management, Golf Range Management, Golf Facility Design, or Golf Course Design. The second elective may be a PGA elective course or be satisfied by a combined First Aid / CPR certification. In addition, an apprentice may submit for elective approval a college-accredited public speaking course that was successfully completed within 5 years prior to their start date into the PGM Program.

Refer to the following PGA PGM At-A-Glance Chart or the Apprentice / PGM Corner section of PGALinks.com for details.
The PGA Professional Golf Management Program

1. Receive Level I Self-Study Materials
2. Pay PGA Fees
3. Register into Apprentice Program
4. Achieve PAT Pre-Requisite Score
5. Log onto PGAlinks.com

**AT-A-GLANCE**

**Level 3 Checkpoint**
- Career Enhancement
- Golf Club Design
- Golf Range Management
- Caddie Program Management
- Outside Electives
  - CPR & First Aid*
  - Public Speaking
  - CPR & First Aid
  - PGA Electives

**Level 2 Checkpoint**
- Career Enhancement
- Golf Club Design
- Golf Facility Design
- Golf Course Design
- PGA Electives

**Level 1 Checkpoint**
- Career Enhancement
- Golf Club Design
- Golf Range Management
- Caddie Program Management
- Outside Electives

**Level 1 Courses**
- Skills Simulations
- Skills Simulations
- Skills Simulations
- Skills Simulations
- Knowledge Tests

**Level 2 Courses**
- Business Planning & Operations
- Analysis of the Swing
- Business Communications
- Food & Beverage Control
- Electives

**Level 3 Courses**
- Swing Concepts of Teaching
- Supervising & Delegating
- Merchandising & Inventory
- Self-Study

**Electives**
- Customer Relations
- Merchandising & Inventory
- Swing Concepts of Teaching
- Self-Study

**Final Experience**
- Work Experience Internships
- Swing Concepts of Teaching
- Skills Simulations
- Electives
- Knowledge Tests

**Requisite Score Achieved**
- PAT Pre-Requisite Score

**Tournament Operations**
- Rules of Golf
- Leadership

**Knowledge Tests**
- Rules of Golf
- Leadership

**Skills Simulations**
- Rules of Golf
- Leadership

**Course Requirements**
- Two electives are required, one of which must be a PGA Elective.
Acceptable Progress

Acceptable progress in the PGA PGM Program is defined by successful completion of each level.

Successful Completion of Level 1 - Two years (24 months) from Level 1 Start Date

- Level 1 Checkpoint must be successfully completed within two years of the Level 1 Start Date. If the Level 1 Checkpoint is not successfully completed by the end of two years, the apprentice is put on suspension until the Level 1 Checkpoint is completed. If the Level 1 Checkpoint is not completed within four years, the apprentice is terminated. After termination, if the Level 1 Checkpoint is completed within six years, the former apprentice may re-register and continue in the PGA PGM Program. If not completed within six years, the former apprentice must wait until eight years past the Level 1 start date to re-register and must complete the PGA PGM Program in its entirety.

Successful Completion of Level 2 - Four years (48 months) from Level 1 Start Date

- Level 2 Checkpoint must be successfully completed within four years of the Level 1 Start Date. If the Level 2 Checkpoint is not successfully completed by the end of four years, the apprentice is put on suspension until the Level 2 Checkpoint is completed. If the Level 2 Checkpoint is not completed within six years, the apprentice is terminated. After termination, if the Level 2 Checkpoint is completed within eight years, the former apprentice may re-register and continue in the PGA PGM Program; however, the PGA PGM Program and election to Membership must occur within eight years of the Level 1 start date. If not, the former apprentice must wait until eight years past the Level 1 start date to re-register and must complete the PGA PGM Program in its entirety.

Successful Completion of Level 3 - Six years (72 months) from Level 1 Start Date

- Level 3 Checkpoint must be successfully completed within six years of the Level 1 Start Date. If the Level 3 Checkpoint is not successfully completed by the end of six years, the apprentice is put on suspension until the Level 3 Checkpoint is completed. If the Level 3 Checkpoint is not successfully completed within 8 years the apprentice is terminated and must complete the PGA PGM program in its entirety.

Election to Membership - Eight years (96 months) from Level 1 Start Date

- Apprentices have eight years from their Level 1 Start Date to be elected to PGA membership. If apprentices do not become elected in eight years, they are terminated from the program and must complete the PGA PGM Program again in its entirety—including passing the PAT.

Refer to the Apprentice / PGM Corner section of PGALinks.com for information on Acceptable Progress, Apprentice Status, and Checkpoint Schedules.
Included in this section of the Supervising Professional’s Guide to the PGA of America’s PGM Program are learning objectives and work experience activities specific to each course. Both directly relate to key skill sets needed in the golf industry and match the exact material used for testing. Utilize this information to mentor your apprentice towards success in each Work Experience Activity as well as the Checkpoint.
Learning Objectives Level 1

THE PGA CONSTITUTION
Course Study—8 hours
Work Experience—0 hours
Course Total—8 hours

Course Objectives

1) Outline the basic structure of the Constitution, and point out, for example, the difference between a By-law and a Regulation
2) Describe the PGA’s organizational structure, including its Officers, Board of Directors, Board of Control, and Sections
3) Define several concepts central to the Association, including PGA recognized golf facility, head golf professional, and assistant golf professional
4) List the six violations of the PGA Code of Ethics and describe the procedures for dealing with those violations
5) Describe the rights, responsibilities, and classifications of membership; the requirements for maintaining membership; procedures for dealing with membership issues; and eligibility requirements for apprenticeship

No work experience activities are required; however, apprentices should read the manual and the most up-to-date copy of the constitution on PGALinks.
Learning Objectives Level 1

RULES OF GOLF
Course Study—24 hours
Work Experience—20 hours
Course Total—44 hours

Course Objectives

1) Have a basic understanding of the history of the rules of golf
2) Know how rules are made and changed
3) Possess a good, general understanding of the USGA’s *The Rules of Golf*
4) Be familiar with the Definitions and Appendices in the USGA’s *The Rules of Golf*
5) Be able to quickly locate applicable rules for a given situation
6) Be able to work with rules committees and committees in charge of competitions
7) Be able to create a plan for promoting and teaching etiquette and the rules to golfers at your facility

Work Experience Activities

1) Defining and Marking the Golf Course (Objective 4)
2) Rules Committee Volunteer (Objective 6)
3) Rules Officiating at a Local Tournament (Objective 5)
4) Rules Tips and Newsletter Article (Objectives 3, 4, 7)
5) Rules Clinic on Equipment (Objectives 1, 3, 4, 7)
6) Rules Clinic on the Course (Objectives 1, 3, 4, 7)
Learning Objectives Level 1

TOURNAMENT OPERATIONS
Course Study—24 hours
Work Experience—30 hours
Course Total—54 hours

Course Objectives

1) Plan the format, size and eligibility requirements given the purpose of the tournament
2) Coordinate approval and support for a tournament plan
3) Organize a tournament staff
4) Successfully promote tournament events
5) Prepare facilities for tournament events
6) Prepare the course for tournament play
7) Plan for logistical needs of competitors, spectators and guests
8) Effectively administer a tournament
9) Evaluate successes and failures to improve future tournaments
10) Use computer software to administer a tournament

Work Experience Activities

1) Tournament Concepts and Formats (Objective 1)
2) Tournament Budgets (Objective 2)
3) Tournament Staffing (Objective 3)
4) Tournament Publicity (Objective 4)
5) Critique of Facility Preparations (Objective 5)
6) Golf Course Preparation (Objective 6)
7) Preparing for the People (Objective 7)
8) Health and Safety Issues (Objective 8)
9) Preparation, Execution and Follow Up (Objective 9)
10) Tournament Operations Software—ScoreCast (Objective 10)

Materials include the Tournament Operations Manual, Tournament Operations video/compact disc, PGA pamphlet "PGA Professional's Guide to Defining and Marking the Golf Course, and ScoreCast Tournament Management System CD-ROM
Learning Objectives Level 1

GOLF CAR FLEET MANAGEMENT
Course Study—10 hours
Work Experience—24 hours
Course Total—34 hours

Course Objectives

1) Assess a facility’s golf car needs
2) Determine fleet size and equipment requirements
3) Evaluate golf car brands, models and dealers
4) Estimate golf car fleet revenues, expenses and profits
5) Perform a least-versus-ownership analysis
6) Identify the essential tasks involved in operating a fleet
7) Design, implement, and monitor an effective safety program
8) Identify the essential elements of good fleet maintenance, repair and storage
9) State the major issues involved in fleet ownership and revenue-sharing

Work Experience Activities

1) Defining Golf Car Fleet Staff Responsibilities (Objective 1, 6)
2) Analyze Golf Car Needs (Objectives 1, 2)
3) Evaluate Golf Cars (Objective 3)
4) Investigate Lease vs. Buy (Objective 5)
5) Compare Fees and Special Deals (Objective 4)
6) Exploring Operational Procedures (Objectives 6, 7)
7) Maintaining the Fleet (Objective 8)
8) Acquiring the Golf Car Fleet Concession (Objectives 4, 9)

Materials include the Golf Car Fleet Management Manual
Learning Objectives Level 1

PLAYER DEVELOPMENT PROGRAMS
Course Study—12 hours
Work Experience—18 hours
Course Total—30 hours

Course Objectives

1) State the reason for player development programs and their relationship to the golf professional’s job
2) Identify the steps for developing and implementing a successful player development program
3) Identify the needs, interests, and concerns of three special groups: juniors, women, and seniors
4) Design and develop a program for each group
5) Evaluate a player development program

Work Experience Activities

1) Design
   Step 1) Identify Needs and Possibilities (Objective 3)
   Step 2) Develop Ideas (Objective 2)
   Step 3) Develop Program Objectives (Objective 4)

2) Planning:
   Step 1) Evaluate the Audience (Objective 1)
   Step 2) Select Appropriate Activities (Objectives 2, 3, 4)
   Step 3) Identify and Obtain Necessary Resources (Objectives 1, 2, 3, 4)
   Step 4) Determine How to Promote the Program (Objectives 1, 2, 3)
   Step 5) Prepare a Budget (Objectives 2, 4)
   Step 6) Plan the Activities (Objective 4)
   Step 7) Develop a Schedule of Activities (Objective 4)
   Step 8) Identify Possible Problems (Objective 4)
   Step 9) Develop a Plan for Evaluating the Program (Objective 5)

Learning Objectives Level 1

GOLF CLUB DESIGN & REPAIR
Course Study—21 hours
Work Experience—25 hours
Course Total—46 hours

Course Objectives

1) Assemble golf clubs
2) Perform common golf club repairs such as:
   i. Reshafting irons and metal woods
   ii. Measuring and adjusting the loft and lie of irons
   iii. Measuring and cutting a club to length
   iv. Regripping and changing the grip size of a club
   v. Measuring and adjusting a club’s swing-weight
3) Describe the impact of golf club design on club performance and ball flight as it relates to:
   i. Shaft flex, weight, torque, and flex point
   ii. Loft, lie and sole inversion of irons
   iii. Adjustment of the face and lie angle of metal woods and woods
   iv. The changing of loft, bulge and roll of woods
   v. Club length
4) Identify:
   i. Factors that contribute to a profitable club repair operation
   ii. The most important factors to consider when establishing a golf repair facility
   iii. Effective advertising and marketing approaches for a club repair business
   iv. Safety and legal issues involved in a club repair operation

Work Experience Activities

1) Club Repair and the Golf Professional (Objective 4)
2) Remove the Original Shaft from an Iron or Metal Wood (Objective 2)
3) Install a New Shaft in a Hosel (Objective 2)
4) Measure and Adjust the Lie of an Iron (Objective 2)
5) Measure and Adjust the Loft of an Iron (Objective 2)
6) Finish a Ferrule (Objective 2)
7) Cut a Club to Length (Objective 2)
8) Install a Hosel Pin (optional) (Objective 2)
9) Regrip a Club (Objective 2)
10) Measure and Change a Club’s Swingweight (Objective 2)
11) Assemble a Metal Wood or Iron (Objective 1)
12) Shaft Flex, Weight, Torque, and Flex Point (Objective 3)
13) Impact of Lie on Ball Flight (Objective 3)
14) Understanding Loft, Bulge, and Roll of Woods (Objective 3)
15) Setting Up and Running and Profitable Club Repair Facility (Objective 4)
16) Promoting and Advertising a Club Repair Facility (Objective 4)

Materials include the Golf Club Design and Repair Manual; Maltby’s Golf Club Design, Fitting, Alteration, and Repair Book; and Golf Club Design and Repair video/compact disc
Learning Objectives Level 1

CAREER ENHANCEMENT
Course Study—10 hours
Work Experience—8 hours
Course Total—18 hours

Course Objectives

1) Demonstrate an understanding of the golf industry job market in the new millennium
2) Identify the skills and experience needed to be a successful golf professional
3) Evaluate your current skills and qualifications at this point in your career
4) Develop attractive and effective resumes and cover letters
5) Demonstrate an understanding of the practical strategies needed to negotiate a suitable salary and compensation package
6) Describe the major components of an employment agreement or contract
7) Identify employment laws and wage-and-hour laws that apply to the golf industry

Work Experience Activities

1) Identifying the Right Job for You: Projecting a Professional Image (Objective 1)
2) Knowledge and Networking in your Area (Objective 1)
3) Resumes, Cover Letters, Reference Material and Professional Portfolios (Objective 4)
4) Potential Interview Questions (Objectives 1, 2, 3, 5, 6)
5) Understanding Wages and Hour Laws and Labor Laws (Objective 7)

Materials include the Career Enhancement Manual
Learning Objectives Level 1

INTRODUCTION TO TEACHING
Course Study—24 hours
Work Experience—12 hours
Course Total—36 hours

Course Objectives

1) Define laws, principles, and preferences and identify the relationships between them
2) Identify and understand the golf-instruction terminology in the PGA Teaching Manual: The Art and Science of Golf Instruction
3) Identify and describe pre-swing and in-swing fundamentals
4) Describe the characteristics of a good golf instructor
5) Identify the problem areas students have with their golf game
6) Demonstrate how to help students apply what they have learned during a lesson through practice and review

Work Experience Activities

1) Research Teaching Styles and Methods (Objectives 1-6)
2) Research Learning and Skills Development (Objectives 1-6)
3) Lesson Observations (Objectives 1-6)
4) Conduct a Series of Lessons (Objectives 1-6)

Materials include the Introduction to Teaching Manual, PGA Teaching Manual, and Best Practices for Teaching Golf video/compact disc
Learning Objectives Level 1

ANALYSIS OF THE SWING PRE-SEMINAR MANUAL
Course Study—10 hours
Work Experience—0 hours
Course Total—10 hours

Pre-Seminar Objectives

1) How to develop an effective teaching program
2) How equipment affects the playing and teaching of golf, including club fitting and types of shafts and balls
3) How to fit clubs for different types and skill levels of golfers

No pre-seminar work experience activities are necessary

Materials include the Analysis of the Swing Pre-seminar Manual and the PGA Teaching Manual, and Maltby’s Professional Golf Club Fitting Plan
Learning Objectives Level 1

BUSINESS PLANNING & OPERATIONS PRE-SEMINAR MANUAL

Course Study—30 hours
Work Experience—15 hours
Course Total—45 hours

Pre-Seminar Objectives

1) Describe the value of business planning and the key elements of a business plan, including its link to the facility's mission statement
2) Demonstrate how to develop financial forecasts and budgets, and understand how they can be affected by assumptions and factors
3) Understand how to use budgets to track financial performance
4) Describe the purpose and characteristics of effective organization charts and job descriptions
5) Describe the characteristics and value of effective procedures
6) Describe the key elements of an effective safety and security program
7) Identify the key golf operations tools, software, forms, and other control documents

Work Experience Activities

Lesson 2) Write/Revise a Mission Statement (Objective 1)
Lesson 4) Conduct a SWOT Analysis for Pinelake (Objective 1)
Lesson 6) Identify Objectives and Strategies for Pinelake (Objectives 1,2)
Lesson 7) Analyze Past Data at Pinelake and Forecast Rounds and Revenues (Objectives 1, 2, 3)
Lesson 8) Assess Effects of Inside and Outside Factors on Pinelake Forecast (Objective 2)
Lesson 11.1) Document your Facility's Organizational Setup (Objective 4)
Lesson 11.2) Write a Job Description (Objective 4)
Lesson 12) Critique Your procedural Manual (Objective 5)
Lesson 14) Conduct a Technology Audit of your Facility (Objective 6)

Materials include the Accounting Basics Reference Guide and the Business Planning and Operations Pre-seminar Manual
Learning Objectives Level 1

CUSTOMER RELATIONS PRE-SEMINAR MANUAL
Course Study—16 hours
Work Experience—6 hours
Course Total—22 hours

Pre-Seminar Objectives

1) Understand the value of good customer relations
2) Define the “moment of truth”
3) Understand the importance of both skills and procedures in effective customer relations
4) Identify the five stages of the GEODE model and describe how to apply the model in typical and challenging customer situations
5) Identify the seven interpersonal skills and describe how to apply them in various customer situations
6) Identify the four interaction strategies and describe how to apply them in various customer situations

Work Experience Activities

1.1) Your Experience with Customer Relations (Objective 1)
1.2) Your Customer’s Moment of Truth (Objective 2)
1.3) What Your Customers Think (Objectives 1, 3)
1.4) Improving Customer Satisfaction (Objectives 1, 3)
1.5) Task-Relationship Exercise (Objectives 1, 3)
2.1) Using the Model in Day-to-Day Interactions (Objective 4)
2.2) Using the Model in Challenging Interactions (Objective 4)
3.1) Stating Your Purpose Clearly (Objective 5)
3.2) Proving a Compelling Rationale (Objective 5)
3.3) Encouraging Open Expression (Objective 5)
3.4) Showing Understanding (Objective 5)
3.5) Inviting and Giving Specific Feedback (Objective 5)
3.6) Reframing Difficult Situations (Objective 5)
3.7) Acting with Integrity (Objective 5)
4.1) Using the Directing Strategy (Objective 6)
4.2) Using the Convincing Strategy (Objective 6)
4.3) Using the Involving Strategy (Objective 6)
4.4) Using the Supporting Strategy (Objective 6)
4.5) Worksheet for Seminar Practice Scenario

Materials include the Customer Relations Pre-seminar Manual
Included in this section of the Supervising Professional’s Guide to the PGA of America’s PGM Program are learning objectives and work experience activities specific to each course. Both directly relate to key skill sets needed in the golf industry and match the exact material used for testing. Utilize this information to mentor your apprentice towards success in each Work Experience Activity as well as the Checkpoint.
Learning Objectives Level 2

ANALYSIS OF THE SWING
Course Study—8 hours
Work Experience—14 hours
Course Total—22 hours

Seminar Objectives

1) Discuss and demonstrate an effective framework for student-teacher interaction
2) Perform an opening interview with a new student
3) Identify student needs and characteristics that affect performance and approach to the game
4) Evaluate the skills and performance of some typical students, and suggest a course of instruction
5) Evaluate and discuss teaching techniques and effective lesson planning
6) Describe the role of club fitting and its effects in the teaching experience
7) Identify, measure, and evaluate important club-fitting factors
8) Identify, describe, and begin developing the essential elements of a teaching business

Work Experience Activities

1) Conduct a Lesson Series (Objectives 1, 2, 3, 4, 5)
2) Develop a Business Plan for a Teaching Business (Objective 8)
3) Evaluate Your Own Set of Clubs (Objectives 6, 7)
4) Conduct Clubfitting Sessions (Objective 7)
5) Evaluate Clubfitting Systems (Objective 5)

Materials include the Analysis of the Swing Pre-seminar Manual, Analysis of the Swing Manual, the PGA Teaching Manual, and Maltby’s Professional Golf Club Fitting Plan
Learning Objectives Level 2

BUSINESS PLANNING & OPERATIONS

Course Study—8 hours
Work Experience—11 hours
Course Total—19 hours

Seminar Objectives

1) Describe the value of business planning and the key elements of a business plan, including the importance of the facility’s mission statement
2) Demonstrate how to develop financial forecasts and budgets, and understand how they can be affected by assumptions and factors
3) Understand how to develop and use budgets to track financial performance
4) Understand the direct link between operational policies and procedures and fulfilling the facility’s mission and business objectives
5) Describe the purpose of organization charts
6) Describe the purpose and characteristics of effective job descriptions
7) Describe the characteristics and value of effective procedures and how to write them
8) Understand the key role played by computer technologies in managing facility operations

Work Experience Activities

1) Create a Complete Business Plan, Forecast, and Budget for Pinelake (Objectives 1-8)

Learning Objectives Level 2

CUSTOMER RELATIONS
Course Study—8 hours
Work Experience—14 hours
Course Total—22 hours

Seminar Objectives
1) Appreciate the value of people skills in the golf business
2) Define the “moment of truth” and describe its impact on the customer
3) Describe the golf experience from the customer’s perspective
4) Identify the key requirements for good customer relations and potential causes of problems
5) Understand and use the five-step GEODE model
6) Understand and demonstrate the appropriate use of the seven interpersonal skills
7) Understand and demonstrate the effective use of the four interaction strategies

Work Experience Activities
1) Using Interpersonal Skills and Strategies
   Part 1) Identify Your Strengths and Weaknesses (Objective 1, 4)
   Part 2) Target Opportunities for Practice (Objective 1, 2, 3)
   Part 3) Rehearse the Skills and Strategies with Others (Objective 4)
   Part 4) Arrange for Feedback and Peer Support (Objective 4)
   Part 5) Identify Steps You Can Take Immediately (Objective 4)

2) Handling a Challenging Customer Situation (Objectives 5, 6, 7)

Materials include Customer Relations Pre-seminar Manual and Customer Relations Manual
BUSINESS COMMUNICATIONS

Course Study—24 hours
Work Experience—8 hours
Course Total—32 hours

Course Objectives

1) Identify writing that meets acceptable standards
2) State the steps in the writing process
3) Develop a Writing Plan by
   a) Completing a Writing Worksheet to evaluate readers’ needs, identify the primary purpose for writing, and compose a statement that expresses the main point
   b) Deciding what information to include and what information is unnecessary
   c) Organizing information logically
   d) Writing summary statements for key points
4) Write a first draft that includes
   a) Short sentences and paragraphs as well as lists and other techniques to make information accessible to readers
   b) The appropriate tone
   c) Effective openings and closings
5) Use active, clear, concise language
6) Edit for professional polish

Work Experience Activities

1) The Writing Plan
   a) Part 1 (Objectives 1, 2)
   b) Part 2 (Objectives 2, 3)
2) Drafting a Letter or Memo (Objective 4)
3) Writing Informational Material (Objectives 4, 5, 6)
4) Promotional and Announcement Writing (Objectives 4, 5, 6)
5) Schedules, Notices, and Signs (Objectives 4, 5, 6)
6) Rules and Forms (Objectives 4, 5, 6)
7) Principles of Clear Language, Grammar and Punctuation (Objectives 5, 6)

Materials include the Business Communications Manual and Business Communications Reference Guide
Learning Objectives Level 2

TURFGRASS MANAGEMENT
Course Study—8 hours
Work Experience—16 hours
Course Total—24 hours

Course Objectives

1) Get to know your golf course superintendent and the responsibilities of the superintendent’s job
2) Expand your awareness of the complexity of golf course management and of the primary challenges faced by the golf course superintendent
3) Be able to answer typical customer questions about turfgrass management, including mowing, watering, aeration, and fertilizing practices, and about activities such as rotating tee-markers, cup placements, and limiting play
4) Be able to answer typical customer questions concerning pest control and other course management challenges, and about current trends in golf course management with respect to environmental issues
5) Identify areas that require a team approach, and that require ongoing communication between the golf professional and the superintendent. You will identify several methods to facilitate this communication
6) Create a journal to improve your ability to communicate with your customers

Work Experience Activities

1) Interview with the Golf Course Superintendent (Objectives 1, 2)
2) Touring the Golf Course Maintenance Facility (Objectives 2, 3)
3) Turfgrass Basics at Your Facility (Objective 3)
4) Routine and Non-routine Maintenance Practices (Objectives 3, 4)
5) Traffic Management (Objective 3)
6) Pests and Other Problems at Your Facility (Objective 4)
7) Golf Courses and the Environment (Objective 4)
8) Communicating with the Superintendent (Objective 5)
9) Communicating with the Customer (Objectives 5, 6)

Materials include the Turfgrass Management Manual and Links with Nature video/compact disk
PHILOSOPHY & SWING CONCEPTS OF TEACHING
PRE-SEMINAR MANUAL

Course Study—24 hours
Work Experience—1 hour
Course Total—25 hours

Pre-Seminar Objectives

1) Teaching putting, including distance, direction, and green-reading
2) Teaching pitching and chipping, including when to perform these shots and how to execute the basic "specialty shots" that can be added after chipping and pitching have been mastered
3) Teaching bunker play, including the techniques for greenside bunker play, basic ways to control distance, and techniques for fairway bunker shots
4) Teaching how to deal with uneven lies, inclement wind and weather conditions, and unusual shots involving unusual or difficult terrain
5) Teaching groups, clinics, and schools
6) Teaching women, seniors, juniors, left-handed players, and physically challenged golfers
7) Applying physical fitness to golf to avoid debilitating injuries and to encourage good nutrition
8) Developing a philosophy and approach to teaching

Work Experience Activity

1) Personal Teaching Philosophy Statement (Objective 8)

Materials include the Philosophy & Swing Concepts of Teaching Pre-seminar Manual and the PGA Teaching Manual
Learning Objectives Level 2

MERCHANDISING & INVENTORY MANAGEMENT
PRE-SEMINAR MANUAL
Course Study—16 hours
Work Experience—14 hours
Course Total—30 hours

Pre-Seminar Objectives

1) Define an open-to-buy (OTB) plan and explain how it works in helping you manage a shop’s inventory investment
2) Define a merchandise assortment plan and the criteria for merchandise selection
3) Identify key vendor selection criteria
4) Describe the common approaches for pricing merchandise
5) Explain the importance of ordering and receiving procedures in managing inventory
6) Describe how floor plans and merchandise displays help sell products
7) Describe common promotional vehicles and how to stage a promotional event
8) Explain a five-step process for selling products to customers
9) Describe inventory tracking methods
10) Discuss the importance of the following in relation to golf shop management
      • Cost of goods sold and gross margin
      • Inventory turnover rate
      • Merchandise dollars per round
      • Gross Margin return on investment
11) Identify three common options for improving financial performance if data shows that results are below expectations

Work Experience Activities

1.1) Explore OTB Practices (Objective 1)
2.1) Compare Two Product Lines (Objective 2)
3.1) Document the Profile of an Outstanding Vendor (Objective 3)
4.1) Explore Pricing Methods (Objective 4)
5.1) Learning from a Backroom War Story (Objective 5)
6.1) Evaluate a Merchandise Display (Objective 6)
7.1) Describe a Successful Golf Shop Promotion (Objectives 4, 6, 7)
8.1) Describe Your Inventory Control System (Objective 9)
9.1) Analyze One Performance Variance (Objectives 10, 11)

Materials include the Merchandising & Inventory Management Pre-seminar Manual, PGA Merchandising Manual, All About Golf, and Best Retailing Practices
Learning Objectives Level 2

SUPERVISING & DELEGATING PRE-SEMINAR MANUAL
Course Study—10 hours
Work Experience—1 hour
Course Total—11 hours

Pre-Seminar Objectives

1) Understand how the Performance System works
2) Use the elements of the Performance System to delegate assignments effectively
3) Understand what motivates individual staff members
4) Understand the principles necessary to assign motivating work to individual staff members
5) Understand the four strategies necessary when delegating assignments
6) Understand the two factors to consider when delegating assignments
7) Use the four strategies and the two factors to successfully delegate assignments

Work Experience Activities

1) Performance Expectations (Objectives 1, 2)
2) Resources (Objectives 1, 2)
3) Input (Objectives 1, 2)
4) Feedback (Objectives 1, 2)
5) Consequences (Objectives 1, 2)
6) Convincing strategy (Objectives 5, 6, 7)
7) Involving strategy (Objectives 5, 6, 7)
8) Supporting strategy (Objectives 5, 6, 7)

Materials include the Supervising & Delegating Pre-seminar Manual
Included in this section of the Supervising Professional’s Guide to the PGA of America’s PGM Program are learning objectives and work experience activities specific to each course. Both directly relate to key skill sets needed in the golf industry and match the exact material used for testing. Utilize this information to mentor your apprentice towards success in each Work Experience Activity as well as the Checkpoint.
Learning Objectives Level 3

PHILOSOPHY & SWING CONCEPTS OF TEACHING
Course Study—8 hours
Work Experience—20 hours
Course Total—28 hours

Seminar Objectives

1) Articulate a philosophy and approach to teaching
2) Apply swing concepts to a variety of situations
3) Demonstrate an understanding of the following areas:
   a. Course management and playing lessons
   b. Fitness for golfers
   c. Working with different populations
4) Evaluate the short game skills and actions of some typical students, and suggest a course of action
5) Identify and demonstrate various drills to improve a student’s short game and full swing
6) Incorporate video and computer technology in your teaching

Work Experience Activities

1.1) Seminar Learning Journal (Objective 1)
2.1) Developing a Personal Teaching Philosophy Statement (Objective 1)
3.1) Using the Group Lesson Plan on Putting (Objectives 1, 2, 3, 4, 5)
3.2) Using the Putting Evaluation Matrix (Objectives 1, 2, 3, 4, 5)
3.3) Giving the "How Well Should You Putt?" Test (Objectives 1, 2, 3, 4, 5)
4.1) Using the Socratic Method to Teach Chip Technique (Objectives 1, 2, 3, 4, 5)
4.2) Using the Three Suggestions to Improve the Basic Pitch (Objectives 1, 2, 3, 4, 5)
5.1) Using the Greenside Bunker Lesson Plan (Objectives 1, 2, 3, 4, 5)
5.2) Working with Fearful Students to Improve Bunker Play (Objectives 1, 2, 3, 4, 5)
6.1) Working with Uneven Lies (Objectives 1, 2, 3)
6.2) Dealing with Windy Conditions (Objectives 1, 2, 3)
7.1) Conducting a Group Lesson (Objectives 1-6)
8.1) Conducting a Lesson Series (Objectives 1, 2, 3, 4, 5)
8.2) Working with Women Golfers (Objectives 1, 2, 3, 4, 5)
8.3) Working with a Physically Challenged Golfer (Objectives 1, 2, 3, 4, 5)
9.1) Physical Training for Golf (Objective 3)
9.2) Golf Flexibility Exercises (Objective 3)
9.3) Exercises for the Lower Back (Objective 3)

Learning Objectives Level 3

MERCHANDISING & INVENTORY MANAGEMENT
Course Study—8 hours
Work Experience—20 hours
Course Total—28 hours

Seminar Objectives

1) Define what the open-to-buy budget is and how it helps you to manage a shop’s inventory investment
2) Define what a merchandise assortment plan is and the criteria for merchandise selection
3) Identify key vendor selection criteria
4) Describe the common approaches for pricing merchandise
5) Explain the importance of ordering and receiving procedures in managing merchandise inventory
6) Describe how golf shop floor plans and merchandise displays help to sell products
7) Describe common promotional vehicles and how to stage a promotional event
8) Understand a five-step process for selling products to customers
9) Describe inventory tracking methods
10) Discuss the importance of the following in relation to golf shop management
     - Cost of goods sold and gross margin
     - Inventory turnover rate
     - Merchandise dollars per round
     - Gross margin return on investment
11) Identify three common options for improving financial performance if data shows that results are below expectations

Work Experience Activities

1) Creating the Open-to-Buy Plan (Objective 1)
2) Merchandise Assortment Plan (Objective 2)
3) Pricing Merchandise (Objective 4)
4) Monitoring Sales and Inventory (Objectives 5, 9)
5) Displaying Merchandise for Sale (Objective 6)

Materials include the Merchandising & Inventory Management Pre-seminar Manual, Merchandising & Inventory Management Manual, PGA Merchandising Manual, All About Golf, and Best Retailing Practices
Learning Objectives Level 3

SUPERVISING & DELEGATING
Course Study—8 hours
Work Experience—8 hours
Course Total—16 hours

Seminar Objectives

1) Assess your skill in a challenging supervising and delegating situation  
2) Identify options and pitfalls in difficult supervisory situations  
3) Describe the elements of the Performance System  
4) Diagnose what elements of the Performance System are not functioning in a work situation  
5) Identify the building blocks of motivating work  
6) Define the five principles of motivating work  
7) Increase the motivational value of a job or task, using the principles of motivational work  
8) Describe the delegating process  
9) Apply the Performance System when you delegate work  
10) Select and apply appropriate delegating strategies  
11) Describe six principles for addressing performance problems  
12) Describe a four-stage performance problem-solving sequence  
13) Use the four-stage sequence to correct a performance problem

Work Experience Activities

1) Diagnosing a Performance Problem (Objectives 1, 2, 3, 4)  
2) Conducting a Joint Problem-Solving Discussion (Objectives 1, 2, 3, 4)  
3) Designing a Motivating Assignment (Objectives 5, 6, 7)  
4) Delegating an Assignment (Objectives 8, 9, 10, 11, 12, 13)

Materials include the Supervising & Delegating Pre-Seminar Manual and Supervising and Delegating Manual
Learning Objectives Level 3

FOOD AND BEVERAGE CONTROL
Course Study—24 hours
Work Experience—10 hours
Course Total—34 hours

Course Objectives

1) Identify the benefits and characteristics of a successful food and beverage operation
2) Describe procedures used to help ensure total customer satisfaction
3) Identify and describe the three major types of golf facilities
4) Identify and describe the typical levels of food and beverage service and determine which services are appropriate to a specific facility
5) Describe the stages of menu costing and development
6) Identify and describe the various phases of staffing a food and beverage operation
7) Describe the procedures used to purchase, receive, and store food and beverage supplies
8) Identify and describe critical legal issues affecting food and beverage profitability

Work Experience Activities

1) Identifying the Benefits of the Food and Beverage Operation (Objective 1)
2) Day-to-Day Involvement of the Golf Professional (Objective 1)
3) Conducting a Customer Survey (Objective 3)
4) Identifying the Appropriate Levels of Food and Beverage Services at Your Facility (Objectives 3, 4)
5) Shopping Your Competition (Objectives 3, 4)
6) Developing a Labor Pro Forma (Objective 6)
7) Developing an Estimated Potential Costs Chart (Objective 5)
8) Receiving and Storage Review (Objective 7)
9) Food and Beverage Regulations in Your Community (Objective 8)

Materials include the Food & Beverage Control Manual and Food and Beverage Control textbook
Final Experience Level 3

After completing the Level 3 Checkpoint, apprentices must pass the Final Experience. The Final Experience is comprised of two parts—a Challenge-Response Presentation and an Employment Interview. For the Presentation, apprentices will make a professional presentation to their peers and faculty on an industry-wide topic utilizing research, their own knowledge, and audio/visual aids. For the Employment Interview, apprentices will interview for a pre-determined position and are required to prepare a professional resume and portfolio for that position.

Challenge/Response Presentation

As Part 1 of the Final Experience, apprentices will create and deliver a presentation to a small group of faculty and fellow apprentices. The presentation is on a topic of their choice. In choosing a topic, they will identify an important challenge facing the golf industry today and explain how they would respond to that challenge emphasizing a global perspective.

Employment Interview

During a 30-minute session, the counselor plays the role of a prospective employer (interviewer) and apprentices play the role of prospective employee. The interviewer will ask a set of questions designed to assess their ability to present themselves—professional capabilities, aspirations, experience, knowledge and skills—in a one-on-one interview situation. The purpose of this interview is not to evaluate an apprentice’s ability to answer detailed technical questions but to evaluate their overall preparation for a position as a golf professional in the current job market.
Elective Requirements

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Learning Objectives PGA Electives

CADDIE PROGRAM MANAGEMENT ELECTIVE

Course Study—8 hours
Work Experience—16 hours
Course Total—24 hours

Course Objectives

1) List key benefits of a caddie program
2) Explain how to start a caddie program
3) Recruit caddies
4) Outline a caddie training course
5) Classify caddies and make daily work assignments
6) Describe the rating system and criteria used to determine caddie compensation
7) List the criteria of a well-planned and well-operated caddie house and yard
8) Identify legal issues governing the hiring of caddies
9) Describe the Evans Scholars Caddie Scholarship program

Work Experience Activities

1.1) Review Article About Caddie Programs (Objective 1)
2.1) Caddie Committee Member Interview (Objectives 1, 2)
2.2) Caddie Master Interview (Objectives 1, 2)
3.1) Outline a Caddie Recruitment Program (Objective 3)
4.1) Caddie Training Course Review (Objective 4)
4.2) Caddying a Loop of Golf (Objective 4)
5.1) Making Caddie Assignments (Objective 5)
6.1) Caddie Rating and Compensation (Objective 6)
7.1) Caddies and the Law (Objective 8)
7.2) Plan a Caddie Banquet (optional) (Objective 7)

Learning Objectives PGA Electives

GOLF RANGE MANAGEMENT ELECTIVE
Course Study—8 hours
Work Experience—8 hours
Course Total—16 hours

Course Objectives

1) Have a “big picture” of the free-standing golf range marketplace in the United States
2) Be able to identify key factors in successful golf range operations
3) Be familiar with steps and requirements for planning a free-standing golf range
4) Be able to identify steps in the process of building a free-standing golf range

Work Experience Activities

1) Article Research Chart (Objectives 1, 2, 3, 4)
2) Competitive Course Observation Checklist (Objectives 1, 2, 3, 4)

Materials include the Golf Range Management Manual
Learning Objectives PGA Electives

GOLF FACILITY DESIGN ELECTIVE
Course Study—4 hours
Work Experience—8 hours
Course Total—12 hours

Course Objectives

1) Demonstrate an understanding of the golf facility design process
2) Demonstrate an understanding of the types of data needed to determine your golf facility’s functional and aesthetic needs
3) Describe some of the basic considerations that shape golf facility design solutions

Work Experience Activities

1) Evaluate Your Facility’s Design Needs (Objective 1)
2) Sketch of Golf Shop Floor Plan (Objective 2)
3) Photos of Golf Shop Areas Analyzed (Objective 3)
4) Three Design Worksheets (Objective 3)

Materials include the Golf Facility Design Manual and Golf Facility Design video/compact disc
Learning Objectives PGA Electives

GOLF COURSE DESIGN ELECTIVE
Course Study—8 hours
Work Experience—16 hours
Course Total—24 hours

Course Objectives

1) Describe the primary phases involved in the golf course design process
2) Describe the team involved in the development of a new golf course
3) Describe the primary function-related design considerations and their importance
4) Describe the primary form-related design considerations and their importance
5) State and discuss some of the key environmental-related design considerations in golf course development

Work Experience Activities

1) The Process at Your Facility (Objective 1)
2) The Team at Your Facility (Objective 2)
3) Function at Your Facility (Objective 3)
4) Form at Your Facility (Objective 4)
5) Innovative Environmental Programs in Your Area (Objective 5)

Materials include the Golf Course Design Manual, "Green Sanctuaries” video/compact disc, Turfgrass Management Manual, and Business Communications Manual
Outside Electives

Of the two elective courses PGA apprentices are required to complete, one must be a PGA elective. The second may also be a PGA elective course, or it can be one of the two outside elective courses. The outside elective must be completed and on record at PGA headquarters before registering for the Level 3 Checkpoint.

CPR / First Aid

To receive credit for CPR / First Aid, it is necessary to complete a “hands-on” CPR/First Aid course with an accredited agency such as American Red Cross or another licensed company. Online courses and certificates will not be accepted. Fax a copy of the front and back of the current valid card to MISC at 561-624-8439. Please make sure the apprentice number is clearly written on the fax.

Public Speaking

While other courses in the program address the importance of the golf professional's ability to communicate clearly, Public Speaking deals specifically with the role of direct, verbal communication between the golf professional and an audience. Whether apprentices are speaking before five people as a lunch date or one hundred people at a dinner banquet, their ability to speak clearly will serve them well in their capacity as ambassador to the world beyond their facility.

Note: A passing grade in a class in public speaking from an accredited college or junior college is acceptable to satisfy the requirements of this elective provided that the course includes the following objectives:

- Fundamentals of Effective Speaking
- Preparing for the Speaking Presentation
- Delivering their Speech or Presentation

Courses previously completed are valid only for five years prior to registration into the Apprentice Program. Public speaking courses offered by other institutions or organizations are subject to approval by The PGA.