



The GCSAA Superintendent Competency Index

The competencies that were identified through the job task assessment project are presented in a format called the Competency Index.

In the competency index, there are five separate domains, each followed by a varying number of relevant categories and competencies. Within the master competencies document, the individual competencies are then expanded to a more detailed level consisting of performance statements, which superintendents use to evaluate their skills in the GCSAA Self Assessment Tool.

This index simply provides an outline of the competencies organized under categories, without the individual performance statements:

- Domain
 - Category
 - Competency

The Competency Index

Agronomy (domain)

Turfgrass Cultural Practices (category)

- Understand plant biology (competency)
- Manage fertilization
- Manage irrigation
- Manage primary turfgrass practices
- Manage supplementary turfgrass practices

Golf Course Landscapes

- Construct and renovate
- Manage bunkers
- Manage other infrastructure

Pest Management

- Understand pest management
- Incorporate integrated pest management

Equipment

- Manage equipment

Rules of Golf

- Manage the course to accommodate the rules of golf

Business Management

Business Systems

- Manage purchasing system
- Manage inventory control system
- Manage accounting duties and budget
- Manage administrative systems
- Utilize facility-wide management principles
- Program development and management
- Utilizing technology

Regulatory and Programmatic Systems

- Document compliance with environmental, safety, and labor regulations and laws
- Conduct safe operation
- Develop a crisis management plan

Project Management

Develop and implement long range master plan
Develop and manage projects

Human Resources

Hire and terminate staff
Manage staff
Train staff

Communication

Facilitate Information Flow

Facilitate information flow

Build Relationships

Communicate effectively
Manage conflicts

Public Relations

Establish and maintain positive communication with stakeholders and other constituents
Promote awareness of the golf course superintendent's profession

Networking

Networking with other superintendents and members of the golf profession

Environmental Management

Environmental Management and Stewardship

Environmental communications
Environmental management
Comprehending environmental impacts
Management of hazardous materials

Natural Systems

Watershed and water resource management and conservation
Manage soils' ecosystems
Understand climate and atmosphere
Understand natural ecosystems
Manage native areas
Manage aquatic ecosystems

Leadership

Personal and Professional Effectiveness

Personal and professional development and skills
Solve problems and make decisions

Strategic Plan Development

Create a vision that conveys the purpose and goals of the golf facility
Identify marketplace position
Manage facility expectations

Employee Motivation and Retention

Maintain a productive work climate

Ethics and Values

Promote ethics and values

Organizing the competencies

Many of the aptitudes and proficiencies required to manage the golf course overlap within domains. For example, good communication skills are important to leadership, business management, agronomic issues and environmental issues, but including a good communication skill competency or performance statement in each domain would be tedious and redundant. Therefore, GCSAA placed the competency or performance statement within the most appropriate domain and did not repeat it elsewhere.

Similarly, basic competencies could apply to both agronomic and other landscape areas, as well as maintenance of specific features. For example, maintaining soils and hydrology is important for growing healthy turfgrass on greens, tees and fairways, but is also equally important for native areas.

Therefore, to help reduce the repetitiveness of the overlapping knowledge, skills and abilities for the golf course environment, a foundational approach was used to organize the competencies. Then, additional performance statements were included to address topics with specific requirements, such as bunkers, and construction and renovation projects.