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 addresses topics with specific requirements, such as bunkers, and construction and renovation projects.