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How to Prepare
Professional Golf Management Program

Mission Statement

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.

About This Guide

The purpose of this guide is to help you prepare for each trip to the PGA Education Center to attend the seminars for each level (3) of the PGM Program. You should create an action plan and determine the best time of the year for you to attend.

The registration fee to attend the seminars includes five days of classes, airfare, ground transportation, lodging and breakfast and lunches each day. This all-inclusive package fee was established by the Board of Directors to ensure equity for all apprentices regardless of their location.

You should read this guide thoroughly before attending your session, and if you have any questions or concerns about what is expected of you, contact The PGA Education Department at 1.866.866.3382. You may also email a PGA PGM Mentor at pgapgmmentor@pgahq.com. Mentors are full-time faculty on staff at the PGA Education Center.
Acceptable Progress Policy

Acceptable Progress in the PGA PGM Program is defined by successful completion of each Level and matriculation into the subsequent Level.

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

Level 1 Testing must be successfully completed within two years of the Level 1 Start Date. If the Level 1 Testing is not successfully completed within two years of the Level 1 Start Date, the apprentice is put on suspension until the Level 1 Testing is completed. If the Level 1 Testing is not completed within four years of the Level 1 Start Date, the apprentice is terminated. After termination, if the Level 1 Testing is completed within six years of the Level 1 Start Date, the former apprentice may re-register and continue in the PGA PGM Program. If not completed within six years, the former apprentice may request early termination of Acceptable Progress or 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 – within Two years (24 months) from Level 2 Start Date

Level 2 Testing must be successfully completed within two years of the Level 2 Start Date. If the Level 2 Testing is not successfully completed within two years of the Level 2 Start date, the apprentice is put on suspension until the Level 2 Testing is completed. If the Level 2 Testing is not completed within four years of the Level 2 Start date, the apprentice is terminated. After termination, if the Level 2 Testing is completed within eight years of the Level 1 Start Date, the former apprentice may re-register and continue in the PGA PGM Program, however, Level 3 Testing 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 and Election to PGA Membership – within Eight years (96 months) from the Level 1 Start Date

Level 3 Testing and election to PGA Membership must be successfully accomplished within eight years of the Level 1 Start Date. If the apprentice does not become elected in within eight years of the Level 1 Start Date, the Apprentice is terminated from the program and must complete the PGA PGM Program again in its entirety, including passing the PAT.

Note: Individuals who have not successfully completed their Testing requirement at the end of their 2-year suspension period will be terminated from the Apprentice program.
General Information

- PGA PGM program materials and resources are found on www.PGA.org in the PGA Knowledge Center. Information is organized by three mail categories:
  - Program Requirements
  - Transcript
  - Resources

- PGA of America Headquarters is located at 100 Avenue of Champions, Palm Beach Gardens, FL 33418. PGA Membership representatives are available Monday through Friday from 8:00 a.m. - 5:00 p.m., EST.

- The PGA Education Center is located at 8555 Commerce Centre Drive, Port St. Lucie, FL 34986. Telephone 866.866.3382 or 772.462.8540. The PGA Education Center is open Monday - Friday from 8:00 a.m. - 4:30 p.m.

- Omega World Travel arranges the air travel for apprentices traveling to a seminar session. Omega’s dedicated apprentice travel line is 866-450-0403 which is available 24/7. During business hours Omega may be reached by email at pgaedu@owt.net.

- Palm Beach Tours and Transportation (PBTT) provides ground transportation from the airport to the Hilton Garden Inn. PBTT is located at 5900 Georgia Avenue, West Palm Beach, FL, 33405. Telephone 561.655.5515, 888.773.7288 or email info@pbtt.com.

- The Hilton Garden Inn provides lodging for apprentices and is located directly across from the PGA Education Center at 8540 Commerce Centre Drive, Port St. Lucie, FL 34986. Telephone 772.871.6850

- If you have specific questions relating to the PGM 2.0 courses or seminar schedule, please call the mentor line at 866.866.3382 option #6 or contact a mentor via email at pgapgmmentor@pgahq.com. The mentor line is staffed by PGA members who are full time faculty at the PGA Education Center.
Policies & Procedures

Pre-seminar Activities
Most PGA PGM courses require pre-seminar activities, which must be completed prior to the seminar to enhance the learning experience.

Seminars
Each PGA PGM seminar must be attended in its entirety. If you are late or leave early, you will not receive credit for the seminar and must pay a retake fee and re-attend. You will be responsible for your transportation and lodging if you have to re-attend.

Dress Code
Business attire must be worn during the People and Business, and Final Experience seminars. Business attire for gentlemen consists of slacks and a tie with either a suit or sports jacket. Ladies may wear a suit, jacket with pants or skirt or dress. Professional golf attire is appropriate for the Game seminars and consists of slacks and golf shirt with collar for men and slacks or golf skirt and golf shirt with collar for ladies.

The People and Business seminars:
- Business Planning
- Customer Relations
- Tournament Operations
- Golf Operations
- Merchandising and Inventory Management
- Human Resources and Supervising and Delegating
- Final Experience Presentation

The Game seminars:
- Introduction to Teaching and Golf Club Performance
- Intermediate Teaching and Golf Club Alteration
- Advanced Teaching and Golf Club Fitting

Transfer/Cancellation
A fee of $300 will be charged anytime you need to transfer or cancel a seminar session. If you cancel over the weekend you must contact Omega World Travel at 866.450.0403 directly to cancel your airline ticket. Failure to do so will result in forfeiting all fees. Cancels and transfers may result in airfare change fees which are to be paid directly to Omega World Travel.
Americans with Disabilities Act
The PGA of America is in full compliance with the Americans with Disabilities Act (ADA). The PGA of America offers reasonable accommodations to individuals for their testing needs due to a disability. Individuals seeking accommodations for testing must submit the Non-Standard Accommodations Form with medical documentation to the PGA Membership Department prior to registering for any tests. If a determination is made by PGA’s Legal Counsel that the medical documentation meets the criteria of ADA, accommodations can be arranged. Requests for Non-Testing Accommodations related to a disability, for example lodging, food, etc. are handled in the same manner. The Non-Standard Accommodations Form can be found in the Knowledge Center under Resources.

Playing Ability Test
Apprentices who still need to pass the PAT will be required to attend a Player Development PAT class. This class is held indoors and will be conducted immediately after a seminar and is typically held mid-week. An additional fee will be collected during seminar registration process.

PGA Code of Ethics
The Association Board of Directors has the inherent power and duty to prescribe standards of conduct for members and apprentices, to determine what constitutes grounds for discipline of members and apprentices, to discipline members and apprentices for cause, and revoke the membership of every member and/or apprentice whose conduct materially breaches the Code of Ethics of the Association. Violations include:

Work Experience Portfolio
While many of the activities involve working and communicating with other apprentices, PGA Golf Management University students, and faculty staff members, the work entered into work experience portfolio must be yours and yours alone. As such, any submission related to your work experience activities completed entirely by you and/or intentionally misrepresenting someone else’s work as your own may result in a failing grade, a requirement of a new submission, and/or the PGA of America, including, but not limited to expulsion from PGA PGM program and/or review by the PGA’s Board of Control as a potential Code of Ethics violation.

Testing
Cheating is considered a violation of the PGA Code of Ethics which specifies sportsmanship and ethical practices. Anyone who brings any unauthorized materials to the testing site or who is discovered to copy or attempt to copy work from another may be expelled from the program for period of up to 5 years. Individuals agree to neither give nor receive any form of unauthorized assistance during the test or any breaks. Individuals agree to not remove any written, printed or recorded materials of the test from the testing center. The test questions remain the property of the PGA of America and individuals shall maintain the confidentiality of the questions and answers.
Next Steps

- Review all the materials for your current level on the PGA Knowledge Center under Program Requirements and Courses.
- Review the seminar schedule found in the Resources section of the PGA Knowledge Center and select a session you would like to attend. Registration will close once the maximum enrollment has been met or at the registration deadline.
- Register for a seminar session online at the PGA Knowledge Center. Click on the Resources Tab and access the Seminar Schedule. Click on REGISTER for the seminar session you would like to attend. Registration is also available by calling PGA Membership at 800.474.2776.

Have available the following information:

- PGA ID#
- Name as it appears on your government issued identification card (Example: driver's license or passport) for air travel security purposes
- Address
- Phone and fax numbers
- E-mail address
- Credit card information
- Your gender (for lodging purposes)
- Departing airport preference
- Seat preference (window or aisle)

- Pay the registration fee of $2,000. This fee includes:
  - Air Travel – round-trip travel from your departing airport to Palm Beach International Airport (PBI). You will receive a proposed itinerary via email from Omega World Travel for your approval. Upon approval, your e-ticket will be secured
    - If you did not request air during the seminar registration process, you will be responsible for your own travel. A refund check of $250 payable to you will be processed upon your attendance at the seminar.
  - Ground Transportation – Palm Beach Tours and Transportation (PBTT) will provide round-trip ground transportation from PBI airport to the Hilton Garden Inn at PGA Village, Port St. Lucie. PBTT will also provide evening dinner shuttles to local restaurants on a pre-determined route.
  - Lodging – Arrangements will be made to lodge you with another apprentice in a double room at the Hilton Garden Inn. A credit card must be presented for incidental charges upon check-in at the hotel. A $20 hold will be placed on the card. The PGA Education Center is a 5 minute walk from the Hilton Garden Inn.
  - Meals – Sam Snead's Restaurant within the Hilton Garden Inn will provide breakfast and lunch Monday through Friday. (Dinner is at your own expense)
• If you still need to satisfy the 36-hole PAT requirement you will be required to attend a Player Development PAT class which will be conducted after one of the seminars during the week. An additional fee $50 will be collected when you register for the seminar.
• Receive a Seminar memo via email approximately 3 weeks prior to the seminar session. The email will include a list of other apprentices attending the session who have elected to share their emails. You may want to network with your classmates before you attend.
• Receive a Reminder email the week before the Seminars.

What to Bring to the Seminars
 • Photo ID
 • Laptop or Tablet - Download and save the seminar manuals to your laptop or tablet and bring to the seminar session. You may also choose to bring hard-copies.
 • You will walk each day to the PGA Education Center from the Hilton Garden Inn and back to the Hilton for lunch. In the summer you may experience a sudden downpour or thunderstorm. You may want to bring an umbrella.
 • Appropriate gear for the outdoor session of the Teaching seminars such as a hat, sunglasses, golf glove, golf shoes, and sunscreen. Outdoor sessions are scheduled for each of the two days of Teaching.
 • Golf clubs are not necessary and the additional airline fees to check them as baggage could be excessive.

Arrival and ground transportation
Check in with the PBTT greeter at baggage claim before collecting your luggage. You will be advised of the time for the next shuttle run to the Hilton Garden Inn. If you choose to rent a car instead of using the shuttle service, please advise the PBTT greeter. If you have any problems or questions upon your arrival, PBTT can be contacted directly at 888.773.7288 or 561.655.5515 or by e-mail at info@pbtt.com.

Delays/Cancels
Contact Omega World Travel (airfare) at 866.450.0403 and/or PBTT (ground transportation) at 888.773.7288 directly regarding any changes in your travel over the weekend as the PGA will be closed. If, over the weekend, you find yourself unable to attend the session you MUST call Omega World Travel directly to cancel your ticket to avoid forfeiting your entire fee. Please follow-up with a call to PGA Membership at 800.474.2776 on Monday.

If your airline flight is cancelled or delayed and you cannot arrive for the start of the program on Monday morning, you will be transferred to any future seminar session at no fee. Do not attempt to arrive late as any missed seminars will need to be made up.

Prior to the Seminars
You should refer to the Seminar memo sent via email approximately 3 weeks prior to the session for the latest schedule information.
Level 1 Seminars

Prior to Arrival
You are required to complete and document pre-seminar activities prior to attending seminars. These activities are designed to facilitate discussions during seminar learning exercises.

<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrivals – Sunday</td>
<td>Transportation to the Hilton Garden Inn will be provided from Palm Beach International Airport. Check-in time at the Hilton Garden Inn is 3:00 pm. A credit card must be presented for incidental charges. The Hilton Garden Inn is a 5 minute walk to the PGA Education Center in Port St. Lucie, FL.</td>
</tr>
<tr>
<td>Day 1 – Monday</td>
<td>Orientation – Review of PGM Requirements</td>
</tr>
<tr>
<td></td>
<td>Business Planning Seminar</td>
</tr>
<tr>
<td></td>
<td>Business Attire</td>
</tr>
<tr>
<td>Day 2 – Tuesday</td>
<td>Customer Relations Seminar</td>
</tr>
<tr>
<td></td>
<td>Business Attire</td>
</tr>
<tr>
<td>Day 3 – Wednesday</td>
<td>Tournament Operations Seminar</td>
</tr>
<tr>
<td></td>
<td>Business Attire</td>
</tr>
<tr>
<td>Day 4 – Thursday</td>
<td>Introduction to Teaching and Golf Club Performance Seminar – Day One</td>
</tr>
<tr>
<td></td>
<td>Professional Golf Attire</td>
</tr>
<tr>
<td>Day 5 – Friday</td>
<td>Introduction to Teaching and Golf Club Performance Seminar – Day Two</td>
</tr>
<tr>
<td></td>
<td>Professional Golf Attire</td>
</tr>
</tbody>
</table>

You will receive one textbook at the Seminar session:
- *PGA Teaching Manual*
## Level 2 Seminars

### Prior to Arrival
You are required to complete and document pre-seminar activities prior to attending seminars. These activities are designed to facilitate discussions during seminar learning exercises.

<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrivals – Sunday</td>
<td>Transportation to the Hilton Garden Inn will be provided from Palm Beach International Airport. Check-in time at the Hilton Garden Inn is 3:00 pm. A credit card must be presented for incidental charges. The Hilton Garden Inn is a 5 minute walk to the PGA Education Center in Port St Lucie, FL.</td>
</tr>
</tbody>
</table>
| Day 1 – Monday  | Orientation  
Golf Operations Seminar – Day One  
Business Attire |
| Day 2 – Tuesday | Golf Operations Seminar – Day Two  
Business Attire |
| Day 3 – Wednesday | Merchandising & Inventory Management Seminar  
Business Attire |
| Day 4 – Thursday | Intermediate Teaching & Golf Club Alteration Seminar – Day One  
Professional Golf Attire |
| Day 5 – Friday  | Intermediate Teaching & Golf Club Alteration Seminar – Day Two  
Professional Golf Attire |
# Level 3 Seminars

## Prior to Arrival

You are required to complete and document pre-seminar activities prior to attending seminars. These activities are designed to facilitate discussions during seminar learning exercises.

You will be on a team with other apprentices attending the seminar session and each team will be assigned a specific Growth of the Game initiative, found in Lesson 4 in the Career Enhancement Manual. Your team will create a player development program and present it to the class on Friday during the Final Experience.

You should contact your team members prior to attending the seminars to discuss the possible roles for each team member. This information will be emailed to you soon after the registration closes for the seminar session.

<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrivals - Sunday</td>
<td>Transportation to the Hilton Garden Inn will be provided from Palm Beach International Airport. Check-in time at the Hilton Garden Inn is 3:00 pm. A credit card must be presented for incidental charges. The Hilton Garden Inn is a 5 minute walk to the PGA Education Center in Port St. Lucie, FL.</td>
</tr>
</tbody>
</table>
| Day 1 - Monday | Orientation  
Player Development and Teaching Business Seminar  
Business Attire |
| Day 2 - Tuesday | Supervising and Delegating and Human Resources Seminar  
Business Attire |
| Day 3 - Wednesday | Advanced Teaching and Golf Club Fitting - Day One  
Professional Golf Attire |
| Day 4 - Thursday | Advanced Teaching and Golf Club Fitting - Day Two  
Professional Golf Attire |
| Day 5 - Friday | Final Experience  
Player Development Presentations  
Business Attire |

You will receive two textbooks at the Seminar session:

- *Principles of Food, Beverage and Labor Costs Controls*
Work Experience Portfolio

Work experience activities are required for each course and will be explained during the seminar session. These work experience activities will be completed online using the Work Experience Portfolio application after you return to your facility. You will gain access to the Work Experience Portfolio on Day 1 of the seminar session. The Work Experience Portfolio is located on the PGA Knowledge Center under Requirements.

You will be required to conduct and record teaching lessons for each level of the Game Seminars. Clips from those lessons will be submitted in your portfolio.

Video Summary
1) Create a YouTube Account
2) Upload Video Clip
3) Change Privacy Settings to “Unlisted"
4) Click Edit
5) Click Share
6) Click Embed
7) Copy and paste the entire “embedded code” into the portfolio
8) Save
Work Experience Portfolio

Mac and tablet users Uploading Documents

When using a Mac or iPad the Office files will convert to Mac software, however if it is uploaded as a Mac document, it cannot be viewed on a Windows-based system. The Apprentice using a Mac computer has the following options:

Scenario 1: If iWork is installed on the computer - Export to Office format:
   i. When using a Mac
      1. Open the file in either Numbers, Pages, or other iWork software product
      2. In the “File” menu choose one of the following:
         a. “Save As” – only if you have the latest version of iWork
            i. Name the file, check the save copy as box
            ii. Select “Excel” and then “Save”
         b. Otherwise choose “Export”
            i. Select “Excel” from the options then click “Next”
            ii. Name the file, specify a file location and click “Export”
      3. Upload the appropriate document to the portfolio

Note: Numbers will save the file in an excel format, pages will save the file as a word document.
   ii. When using an iPad
      1. Select the wrench in the right hand corner
      2. Click “Share and Print” then click “E-mail Spreadsheet”
      3. Select the “Excel” option
      4. E-mail the file to yourself and select “Send”
      5. After you receive the file upload the file to your portfolio

NOTE: We do not recommend using only the iPad (or any Tablet) for the portfolio. A laptop or desktop is much more efficient to use for the required portfolio work.

Scenario 2: If the computer does not have iWork or Office - Save as .pdf or image:
   1. In the “File” menu select “Save As”
   2. Select “.pdf”, “.jpg”, “.gif”, etc. file type
   3. Upload the document to the appropriate location in the portfolio.
Microsoft Office can be purchased at: [www.office.microsoft.com](http://www.office.microsoft.com) or in stores.

iWork software components (Numbers, Pages, etc.) can be purchased individually from the App Store.

The following Activities in **Level 1** require uploaded documents:
- **Business Planning**: Activity 4
- **Tournament Operations**: Activity 2 and 3
- **Golf Car Fleet Management**: Activity 1 and 4
- **Introduction to Teaching and Golf Club Performance**: Activity 1

The following Activities in **Level 2** require uploaded documents:
- **Golf Operations**: Activity 6
- **Merchandising and Inventory Management**: Activity 2 and 3
- **Turfgrass Management**: Activity 3

The following Activities in **Level 3** require uploaded documents:
- **Food & Beverage Control**: Activity 5
- **Human Resource Management & Supervising & Delegating**: Activity 1
- **Player Development & Teaching Business**: Activity 1
- **Career Enhancement**: Activity 2
- **Advanced Teaching and Golf Club Fitting**: Activity 1, 2, and 3
Work Experience Portfolio

Your completed Work Experience Portfolio must be submitted to the PGA Education Department and evaluated by PGM faculty. **Allow 30 days for evaluation of your Work Experience Portfolio.**

Once the Work Experience Portfolio is approved, you will receive an email from PGA. Approximately 5 business days after that, you will receive another email from PSI to schedule testing.

When your **Level 3** portfolio is approved, submit the Membership Application. This is located at Form #302 in the Forms Library at [www.PGA.org](http://www.PGA.org).
Testing

An appointment to test may be made upon receipt of an email from support@psionline.com (PSI).

Using the link provided in the email you will schedule a 4½ hour appointment for the Battery. The fee for the testing session will be paid directly to PSI. Refer to Associated Costs under the Resources tab on the Knowledge Center.

A confirmation email will be sent with detailed testing information including location, date and time. PSI requires a 2-business day cancellation notice by phone.

You should arrive at least 30 minutes prior to your testing appointment. A Government issued photo ID is required. The name on the ID must match the name on record with PGA and PSI.

You may test in any order you choose. Upon completing each test, there is a review opportunity. Be sure you completely understand the directions on the screen. Upon review, you will then select the scoring option which is permanent. You will receive your results immediately on the screen. You may not go back to that test and revise any answers at that point. You may then begin the next test and continue that process until you have completed all tests in the battery.

The tests are created directly from each Course Manual. Thoroughly reviewing each course manual is the most appropriate way to prepare for the tests. This approach to studying allows you to be prepared to answer any question related to the subject matter. It is also beneficial to review any notes taken during seminar attendance and to review the course blueprints found on the following pages. The blueprints identify how the tests are constructed and outline how the subject areas are organized. They also identify approximately how many questions will be asked in each of these areas. Use these blueprints to assist with managing and organizing the material in the course manuals.

Test Blueprints begin on page 19 in this manual.
Level 1 Test Session

A non-programmable calculator, provided at the test site, is allowed for the Business Planning test. The Level 1 Battery will be presented as 5 parts on the testing screen.

- Part 1 - Business Planning
- Part 2 - Customer Relations
- Part 3 - Golf Car Fleet Management
- Part 4 - Introduction to Teaching and Golf Club Performance
- Part 5 - Tournament Operations

Level 2 Test Session

A non-programmable calculator, provided by the test site, is allowed for Merchandising and Golf Operations. The Level 2 Battery will be presented as 4 parts on the testing screen.

- Part 1 - Golf Operations
- Part 2 - Intermediate Teaching
- Part 3 - Merchandising
- Part 4 - Turfgrass Management

Level 3 Test Session

A non-programmable calculator, provided by the test site, is allowed for Food and Beverage. The Level 3 Battery will be presented as 4 parts on the testing screen.

- Part 1 - Food and Beverage
- Part 2 - Advanced Teaching & Golf Club Fitting
- Part 3 - Player Development and Teaching Business
- Part 4 - Human Resources and Supervising and Delegating

After passing all Level 3 tests, to be eligible for election to PGA Membership you must have passed the PAT, completed the PGA PGM program, earned 36 work experience credits, be eligibly employed and submitted the Membership Application.
Printing Test Reports
A printout of your test results is available through www.testrac.com/pga website. You will use your TesTrac ID and Pin to access your exam history. Click the test(s) you want to print reports for. These reports will show the percentage of answers you got correct in a given category. You may use this report to help prepare you for any retesting.

Steps to printing test reports
1) www.testrac.com/pga
2) Sign in
3) TesTrac ID and Pin
4) History
5) Click Exam Outcome and print

Retakes
If you have failed any tests, an email will once again be sent by support@psionline.com (PSI) to schedule your retest appointments. You will make an individual appointment for each subject. It is advisable to contact a PGA PGM Mentor to help you study for any retake prior to scheduling your appointment. Email a mentor at PGAPGMMentor@pgahq.com or call 866.866.3382 option #6.

Advancing to Next Level
When you meet all the requirements of the Level by attending the seminars, completing a work experience portfolio and passing all of the Level tests, you are eligible to advance to the next level.

You advance by purchasing the online access to the next Level courses. Click on “Advance to (the next level)” on PGA.org Education page or contact PGA Membership at 800.474.2776. Acceptable Progress is based on your advancement to the next level. Refer to the Associated Costs under the Resources tab on the Knowledge Center
PGM LEVEL 1 KNOWLEDGE TEST
BLUEPRINTS

PGA
PROFESSIONAL GOLF MANAGEMENT PROGRAM 2.0

KNOWLEDGE - APPLICATION - INTEGRATION

Business Planning
Customer Relations
Tournament Operations
Golf Car Fleet Management
Introduction to Teaching and Golf Club Performance
Core Concept
Business planning and financial management skills are essential for a successful career in the golf industry.

Purpose
Provide aspiring PGA members with and understanding of the utility and working knowledge of the strategies tools, methods, and procedures involved in managing the overall operations of any golf business.

Resource Materials
Business Planning Course Manual

Test Assembly Guidelines
Target number recall items: 65-80%
Target number application items: 20-35%

Sampling targets of Business Planning apportioned according to weighted course content largely determined by the criticality ratings of the topics within each domain.

<table>
<thead>
<tr>
<th>Content Domain</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Number of Items on the Test</td>
<td>3-4</td>
<td>4-5</td>
<td>5-7</td>
<td>5-7</td>
<td>6-8</td>
<td>3-4</td>
<td>25-35</td>
</tr>
</tbody>
</table>

Business Planning Course Domain Weighting

I. THE BUSINESS PLANNING MODEL (10%)

<table>
<thead>
<tr>
<th>A. The Business Planning Process</th>
<th>C. The PGA Business Planning Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Strategic Business Planning</td>
<td></td>
</tr>
</tbody>
</table>
### II. DEFINING THE BUSINESS (15%)

| A. Facility Vision and Core Values | C. Facility Mission Statements |
| B. Facility Profiles               |                              |

### III. ASSESSING CURRENT STATE OF THE BUSINESS (20%)

| A. Analyzing Performance Data     | B. Conducting a SWOT Analysis |

### IV. GOALS, OBJECTIVES, AND STRATEGIES (20%)

| A. Goals and Objectives           | C. Monitoring the Results of Implementing Objectives and their Related Strategies |
| B. Strategies                     |                              |

### V. FINANCIAL FORECASTS AND BUDGETS (25%)

| A. Performance Metrics and Forecasting | C. Market Factors and Making Assumptions about Changes |
| B. Analyzing Past Performance         | D. Creating Budgets             |

### VI. MONITORING PERFORMANCE (10%)

| A. Tracking Budgets                | B. Responding to Inaccurate Projections |
CUSTOMER RELATIONS

Core Concept
Good customer relations is an essential business best practice.

Purpose
Teach aspiring PGA members a range of customer relations concepts and practices that promote quality golf experiences and generate return business

Resource Materials
Customer Relations Course Manual

Test Assembly Guidelines
Target number recall items: 60%-70%
Target number application items: 30%-40%

Sampling targets of Customer Relations apportioned according to weighted course content largely determined by the criticality ratings of the topics within each domain.

<table>
<thead>
<tr>
<th>Content Domain</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Number of</td>
<td>5-7</td>
<td>7-10</td>
<td>9-12</td>
<td>5-7</td>
<td>25-35</td>
</tr>
<tr>
<td>Items on the Test</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## I. CONCEPTS OF THE PGA CUSTOMER RELATIONS MODEL (20%)

<table>
<thead>
<tr>
<th>A. The Customer</th>
<th>D. Task-Relationship Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Moments of Truth</td>
<td>E. Resources, Staffing, and Systems</td>
</tr>
<tr>
<td>C. Procedures and Skills</td>
<td></td>
</tr>
</tbody>
</table>

## II. FOUR INTERACTION STRATEGIES (25%)

<table>
<thead>
<tr>
<th>A. Know the interaction strategy definitions</th>
<th>B. Determine the appropriate strategy based on the desired outcome</th>
</tr>
</thead>
</table>

## III. SEVEN INTERPERSONAL SKILLS (35%)

<table>
<thead>
<tr>
<th>A. Know the Definition of each skill</th>
<th>C. Know how the seven interpersonal skills are used as tools to implement the four interaction strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Know why, when, and how to use each skill</td>
<td>D. Recognize skills in written dialogue</td>
</tr>
</tbody>
</table>

## IV. PRACTICES OF POSITIVE CUSTOMER INTERACTIONS (20%)

<table>
<thead>
<tr>
<th>A. The Engagement Process</th>
<th>C. Challenging Customer Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Routine Customer Interactions</td>
<td></td>
</tr>
</tbody>
</table>
TOURNAMENT OPERATIONS

Core Concept
Tournament events are an essential revenue source for golf facilities. They are also economically important to sponsoring organizations. Therefore, a PGA golf professional can be expected to competently plan, manage, and evaluate local and regional golf tournaments.

Purpose
Educate aspiring PGA members on the knowledge base necessary for a tournament director to successfully plan and manage tournament operations at the facility level.

Resource Materials
Tournament Operations Course Manual
USGA Rules of Golf

Test Assembly Guidelines
Target number recall items: 70%-80%
Target number application items: 20%-30%

Sampling targets of Tournament Operations apportioned according to weighted course content largely determined by the criticality ratings of the topics within each domain.

<table>
<thead>
<tr>
<th>Content Domain</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Number of Items on the Test</td>
<td>4-6</td>
<td>7-10</td>
<td>10-13</td>
<td>4-6</td>
<td>25-35</td>
</tr>
</tbody>
</table>
## Tournament Operations Course Domain Weighting

### I. DEVELOPING TOURNAMENT BUSINESS (15%)

<table>
<thead>
<tr>
<th>A. Defining the Role of a Facility’s Tournament Business</th>
<th>B. Promoting Tournament Business</th>
</tr>
</thead>
</table>

### II. TOURNAMENT PLANNING AND PREPARATION (30%)

<table>
<thead>
<tr>
<th>A. Detailing the Framework and Working with the Client</th>
<th>C. Promoting the Tournament</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Organizing and Managing the Tournament Team</td>
<td></td>
</tr>
</tbody>
</table>

### III. RUNNING THE TOURNAMENT (40%)

<table>
<thead>
<tr>
<th>A. Facility Preparation</th>
<th>D. Manage and Monitor the Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Course Preparation</td>
<td>E. Post Tournament Activities</td>
</tr>
<tr>
<td>C. Establish Conditions of the Competition</td>
<td></td>
</tr>
</tbody>
</table>

### IV. REVIEWING THE TOURNAMENT (15%)

<table>
<thead>
<tr>
<th>A. Establishing a Review Process</th>
<th>B. Summarizing/Storing Information</th>
</tr>
</thead>
</table>

GOLF CAR FLEET MANAGEMENT

Core Concept
A properly managed golf car fleet will satisfy the needs of the facility, its customers or members, and make a profit in the process.

Purpose
Introduce aspiring PGA Members to the basics of planning, acquiring, operating, and maintaining a successful golf car fleet program.

Resource Materials
Golf Car Fleet Management Course Manual

Test Assembly Guidelines
Target number recall items: 50%-70%
Target number application items: 30%-50%

Sampling targets of Golf Car Fleet Management apportioned according to weighted course content largely determined by the criticality ratings of the topics within each domain.

<table>
<thead>
<tr>
<th>Content Domain</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Number of Items on the Test</td>
<td>8-13</td>
<td>4-7</td>
<td>5-8</td>
<td>4-7</td>
<td>25-35</td>
</tr>
</tbody>
</table>
## Golf Car Fleet Management Course Domain Weighting

<table>
<thead>
<tr>
<th>I. FLEET OPERATIONS (35%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Rental Policies, Rules, and Procedures</td>
<td>C. Golf Car Fleet Staff</td>
</tr>
<tr>
<td>B. Safety and Liability</td>
<td>D. Fleet Related Technologies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. FLEET MAINTENANCE (20%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Routines</td>
<td>C. Record Keeping</td>
</tr>
<tr>
<td>B. Support Personnel</td>
<td>D. Storage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. FLEET PLANNING (25%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Facility Mission and Objectives</td>
<td>D. Fleet Considerations</td>
</tr>
<tr>
<td>B. Customer Needs and Preferences</td>
<td>E. Acquisition Considerations</td>
</tr>
<tr>
<td>C. Course Characteristics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. FLEET FINANCES (20%)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Forecasting</td>
<td>C. Promoting and Pricing</td>
</tr>
<tr>
<td>B. Acquisition Options</td>
<td>D. Concession Revenue Sharing</td>
</tr>
</tbody>
</table>
INTRODUCTION TO TEACHING AND GOLF CLUB PERFORMANCE

Core Concept
Because teaching is at the heart of the game, PGA Professionals must develop knowledge-based expertise in learning, teaching, and the game.

Purpose
Provide aspiring PGA Members with information necessary to understand how players learn, how equipment affects the swing, and how to teach the practice skills necessary to become a good golfer.

Resource Materials
Introduction to Teaching and Golf Club Performance Course Manual

Test Assembly Guidelines
Target percent of recall items: 60%-75%
Target percent of application items: 25%-40%

Sampling targets of Introduction to Teaching and Golf Club Performance apportioned according to weighted course content largely determined by the criticality ratings of the topics within each domain.

<table>
<thead>
<tr>
<th>Content Domains</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>Total Test</th>
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</thead>
<tbody>
<tr>
<td>Target Number of Items on the Test</td>
<td>12-15</td>
<td>11-14</td>
<td>21-26</td>
<td>6-8</td>
<td>11-14</td>
<td>60-75</td>
</tr>
</tbody>
</table>
### I. LEARNING (20%)

| A. How golf skills are learned | C. Principles of effective practice |
| B. How information is processed when learning | D. How junior golfers learn |

### II. TEACHING (18%)

| A. Lessons: organization, goals, and delivery | C. Effective explanations and demonstrations |
| B. Students: analyzing needs and setting goals | D. Self-assessment of teaching skills |

### III. GAME: SWING MECHANICS & TECHNIQUES (35%)

| A. Laws, principles, and preferences | C. In-swing principles |
| B. Pre-swing principles | D. Introduction to the short game |

### IV. GAME: PHYSICAL FITNESS & PERFORMANCE (10%)

| A. Anatomy and physiology | B. How physical differences affect performance and techniques of swing observation |

### V. GAME: DEFINING GOLF CLUB PERFORMANCE (17%)

| A. Static club performance characteristics and numbers | C. Understanding club components |
| B. Dynamic club performance numbers | D. Analyzing and using club performance numbers and launch monitor data |
PGM LEVEL 2 KNOWLEDGE TEST

BLUEPRINTS

PGA
PROFESSIONAL GOLF MANAGEMENT PROGRAM 2.0

KNOWLEDGE - APPLICATION - INTEGRATION

Golf Operations
Merchandising and Inventory Management
Turfgrass Management
Intermediate Teaching and Golf Club Alteration
GOLF OPERATIONS

Core Concept
Optimal management of the golf operation to achieve short and long term business goals

Purpose
Understand how the several golf operations departments relate to each other as well as the other operational components of the facility

Resource Materials
Golf Operations Course Manual

Test Assembly Guidelines:
Target number of recall items: 75% - 80%
Target number of application items: 20% - 25%

Sampling targets of *Golf Operations* apportioned according to weighted course content largely determined by the criticality ratings of the topics within each domain.

<table>
<thead>
<tr>
<th>Content Domain</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Number of Items on the Test</td>
<td>16-19</td>
<td>6-9</td>
<td>14-16</td>
<td>9-11</td>
<td>50</td>
</tr>
</tbody>
</table>
## Golf Operations Course Domain Weighting

### I. STRUCTURING THE GOLF OPERATION (35%)

| A. GOPS and Facility Planning | C. Staffing |
| B. Resources | D. GOPS Systems |

### II. MARKETING THE GOLF OPERATION (15%)

| A. Branding | C. Promotional Planning |
| B. Strategic Planning |

### III. MANAGING THE GOLF OPERATION (30%)

| A. Managing Play | C. Intra GOPS Communication and Coordination |
| B. The GOPS Team | D. Inter-organizational Cooperation and Coordination |

### IV. MONITORING GOPS PERFORMANCE (20%)

| A. Performance Metrics | C. Corrective Actions |
| B. Interpersonal Management |
MERCHANDISING AND INVENTORY MANAGEMENT

Core Concept
PGA Golf Professionals with expertise in merchandising and inventory management increase their credibility and bring added value to a facility.

Purpose
Survey the basic knowledge and skills required to successfully manage a merchandising operation

Resource Materials
Merchandising and Inventory Management Course Manual

Test Assembly Guidelines
Target number recall items: 75% - 80%
Target number application items: 20% - 25%

Sampling targets of Merchandising and Inventory Management apportioned according to weighted course content largely determined by the criticality ratings of the topics within each domain.

<table>
<thead>
<tr>
<th>Course Domain</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Number of Items on the Test</td>
<td>9-12</td>
<td>5-7</td>
<td>6-8</td>
<td>5-7</td>
<td>30</td>
</tr>
</tbody>
</table>
## Merchandising and Inventory Management Course Domain Weighting

### I. RETAIL OPERATIONS PLANNING TOOLS (35%)

| A. Applying the PGA Business Planning Model to Retail Operations | C. Merchandise Assortment Plan |
| B. Developing an Open-to-Buy Plan  | D. Vendor Management Plan |
| 1. Forecasting: sales, COGS, BOMI | 2. Projecting turn rates |
| 3. Calculating OTB budgets |

### II. INVENTORY MANAGEMENT (20%)

| A. Purchasing and Receiving | B. Monitoring & Controlling Inventory |

### III. SALES AND SELLING (25%)

| A. Pricing  | C. Promotional Events |
| 1. Setting the mark-up | 2. Adjusting the mark-up |
| B. Floor Layout, Fixtures & Displays | D. Selling Strategies & Techniques |

### IV. ASSESSING PERFORMANCE AND IDENTIFYING VARIANCES (20%)

| A. Performance Metrics  | B. Performance-Based Adjustments |
| 1. Cost of goods sold | 1. Identifying and analyzing variances |
| 2. Gross margin | 2. Adjustment options |
| 3. Valuing and counting inventory | 3. Exit strategies |
| 4. Inventory turnover rate | |
| 5. Merchandise dollars per round | |
| 6. Gross margin return on investment | |
TURFGRASS MANAGEMENT

Core Concept
PGA Golf Professionals need to understand basic golf course management practices and the corresponding job-related responsibilities of the golf course superintendent.

Purpose
Familiarize the apprentice with the challenges of the superintendent’s job, course management procedures, and sustainable approaches to course design and maintenance.

Resource Materials
Turfgrass Management Course Manual

Test Assembly Guidelines:
Target number of recall items: @ 80%
Target number of application items: @ 20%

Sampling targets of Turfgrass Management apportioned according to weighted course content largely determined by the criticality ratings of the topics within each domain.

<table>
<thead>
<tr>
<th>Course Domain</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Number of Items on the Test</td>
<td>7-8</td>
<td>9-11</td>
<td>3-6</td>
<td>7-8</td>
<td>30</td>
</tr>
</tbody>
</table>

Turfgrass Management Course Domain Weighting

I. THE GRASSES (25%)

<table>
<thead>
<tr>
<th>A. Plant Structure</th>
<th>C. Survival Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D. Selection Criteria</td>
</tr>
<tr>
<td></td>
<td>1. Geographic location</td>
</tr>
<tr>
<td></td>
<td>2. Function / use</td>
</tr>
<tr>
<td></td>
<td>3. Type characteristics</td>
</tr>
</tbody>
</table>
II. MAINTAINING COURSE HEALTH AND PLAYABILITY (35%)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Routine Turfgrass Maintenance</td>
<td>C. Pest Control</td>
</tr>
<tr>
<td>B. Periodic Turfgrass Maintenance</td>
<td></td>
</tr>
</tbody>
</table>

III. COURSE SUPERINTENDENT AND GOLF PROFESSIONAL RELATIONSHIPS (15%)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Superintendent’s Job</td>
<td>C. Golf Professional Communications with Customers</td>
</tr>
<tr>
<td>B. Golf Professional - Superintendent Interface</td>
<td></td>
</tr>
</tbody>
</table>

IV. SUSTAINABLE APPROACHES TO COURSE DESIGN AND MAINTENANCE PRACTICES (25%)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| A. Environmental Considerations | C. Course Design: Renovation and Construction  
1. Function  
2. Form  
3. The recreational experience  
4. Aesthetics |
| B. Economic Considerations |   |
INTERMEDIATE TEACHING AND GOLF CLUB ALTERATION

Core Concept
Optimizing golf motor skill learning

Purpose
Improve and support the teaching abilities of new PGM members

Resource Materials
Intermediate Teaching and Golf Club Alteration Course Manual

Test Assembly Guidelines:
Target number of recall items: 55%-70%
Target number of application items: 45%-30%

Sampling targets of Intermediate Teaching and Golf Club Alteration apportioned according to weighted course content largely determined by the criticality ratings of the topics within each domain

<table>
<thead>
<tr>
<th>Content Domain</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target Number of Items on the Test</td>
<td>12-14</td>
<td>12-14</td>
<td>14-16</td>
<td>9-11</td>
<td>50</td>
</tr>
</tbody>
</table>

Intermediate Teaching and Golf Club Alteration Course Domain Weighting

I. LEARNING (25%)

A. Feedback
   1. How feedback functions
      • knowledge & information
      • motivation & reinforcement
      • punishment
   2. Augmented feedback
      • KR & KP in skill learning
      • KR & KP timing & frequency

B. Practice
## II. TEACHING (25%)

<table>
<thead>
<tr>
<th>A. Relationships</th>
<th>C. Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Planning and Preparation</td>
<td></td>
</tr>
</tbody>
</table>

## III. GAME (30%)

<table>
<thead>
<tr>
<th>A. Drills and Learning Aids</th>
<th>C. Fitness and Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Specialty Shots</td>
<td></td>
</tr>
</tbody>
</table>

## IV. CLUB MODIFICATION AND REPAIR (20%)

<table>
<thead>
<tr>
<th>A. Grip</th>
<th>C. Clubhead</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Shaft</td>
<td></td>
</tr>
</tbody>
</table>
LEVEL 3 KNOWLEDGE TEST BLUEPRINTS

PGA
PROFESSIONAL GOLF MANAGEMENT PROGRAM 2.0

Player Development and Teaching Business
Human Resources Management and Supervising and Delegating
Advanced Teaching and Golf Club Fitting
Food and Beverage Control
PLAYER DEVELOPMENT AND TEACHING BUSINESS

Core Concept
Player development programs play a critical role in keeping the game of golf popular and the business of golf healthy.

Purpose
PGM graduates must understand what is involved in the design, implementation, and operation of successful player development programs and teaching business.

Test Assembly Guidelines
Target number of recall items: 80-85%
Target number of application items: 15-20%

Sampling targets of Player Development and Teaching Business knowledge test items apportioned according to the weighted course content:

<table>
<thead>
<tr>
<th>Content Domain</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate Number of Items</td>
<td>8-10</td>
<td>5-7</td>
<td>5-7</td>
<td>8-10</td>
<td>30</td>
</tr>
</tbody>
</table>
### Player Development and Teaching Business Course Content Outline

#### I. PROBLEMS AND OPPORTUNITIES IN THE GOLF ECONOMY (30%)

<table>
<thead>
<tr>
<th>A. Industry Trends</th>
<th>C. Player Development Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. The Golfing Consumer</td>
<td></td>
</tr>
</tbody>
</table>

#### II. CREATING PLAYER DEVELOPMENT PROGRAMS (20%)

<table>
<thead>
<tr>
<th>A. Planning and Designing a Player Development Program</th>
<th>B. Selecting Specific Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• targeted groups</td>
</tr>
<tr>
<td></td>
<td>• facility compatibility</td>
</tr>
<tr>
<td></td>
<td>• available resources</td>
</tr>
</tbody>
</table>

#### III. IMPLEMENTING PLAYER DEVELOPMENT PROGRAMS (20%)

<table>
<thead>
<tr>
<th>A. Planning and Organization</th>
<th>C. Evaluating Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Operations and Management</td>
<td></td>
</tr>
</tbody>
</table>

#### IV. BUILDING AND OPERATING A TEACHING BUSINESS (30%)

<table>
<thead>
<tr>
<th>A. The Business Plan</th>
<th>C. Customer Relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Promotion</td>
<td>D. The Teaching Team</td>
</tr>
</tbody>
</table>
HUMAN RESOURCES MANAGEMENT AND SUPERVISING AND DELEGATING

Core Concept
The staff is the critical link between a business and its customers.

Purpose
Inform apprentices of the components, considerations, and skills involved in successfully managing human resources to achieve organizational goals and business objectives.

Test Assembly Guidelines
Target number of recall items: 75-80%
Target number of application items: 20-25%

Sampling targets of *Human Resources Management and Supervising and Delegating* knowledge test items apportioned according to the weighted course content:

<table>
<thead>
<tr>
<th>Content Domain</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate Number of Items</td>
<td>7-9</td>
<td>11-13</td>
<td>13-15</td>
<td>6-8</td>
<td>40</td>
</tr>
</tbody>
</table>
# Human Resources Management and Supervising and Delegating
## Course Content Outline

## I. INTRODUCTION TO HR MANAGEMENT (20 %)

<table>
<thead>
<tr>
<th>A. HR Planning and Leadership</th>
<th>B. Employment Laws &amp; Regulations</th>
</tr>
</thead>
</table>

## II. STAFFING AND PROCEDURAL MANAGEMENT (30%)

<table>
<thead>
<tr>
<th>A. Analyzing Staffing Needs</th>
<th>C. Compensation &amp; Non-monetary Incentives</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Contractual Relationships</td>
<td>D. Staff Training</td>
</tr>
<tr>
<td>• Full time</td>
<td></td>
</tr>
<tr>
<td>• Part time</td>
<td></td>
</tr>
<tr>
<td>• Independent contractor</td>
<td></td>
</tr>
</tbody>
</table>

## III. SUPERVISING AND DELEGATING (35%)

<table>
<thead>
<tr>
<th>A. The Performance System</th>
<th>C. Delegating Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Performance expectations</td>
<td>• Using the performance system</td>
</tr>
<tr>
<td>• Resources</td>
<td>• Using the four delegation strategies</td>
</tr>
<tr>
<td>• Input</td>
<td></td>
</tr>
<tr>
<td>• Feedback</td>
<td></td>
</tr>
<tr>
<td>• Consequences</td>
<td></td>
</tr>
<tr>
<td>B. Motivating Work</td>
<td></td>
</tr>
<tr>
<td>• Three building blocks (assignment, environment, performer)</td>
<td></td>
</tr>
<tr>
<td>• Five principles of motivating work</td>
<td></td>
</tr>
</tbody>
</table>

## IV. EVALUATING PERFORMANCE (15%)

<table>
<thead>
<tr>
<th>A. Managing Performance Problems</th>
<th>B. Talent Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Six actions</td>
<td></td>
</tr>
<tr>
<td>• Four-stage sequence</td>
<td></td>
</tr>
</tbody>
</table>
ADVANCED TEACHING AND GOLF CLUB FITTING

Core Concept
Knowledgeable and skilled teaching grows the game.

Purpose
Building on knowledge gained in the Level 1 and 2 courses present some of the more sophisticated applications of best teaching practices involved in the successful transfer of skills from practice to on-course play.

Test Assembly Guidelines
Target number of recall items: 75-80%
Target number application items: 20-25%

Sampling targets of Advanced Teaching and Golf Club Fitting knowledge test items apportioned according to the weighted course content:

<table>
<thead>
<tr>
<th>Content Domain</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>Total</th>
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</thead>
<tbody>
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<td>15-16</td>
<td>20-22</td>
<td>60</td>
</tr>
</tbody>
</table>
# Advanced Teaching and Golf Club Fitting Course Content Outline

## I. KNOWLEDGE OF LEARNING (40%)

<table>
<thead>
<tr>
<th>A. Mental Practice</th>
<th>C. Swing Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Transfer of Learned Skills</td>
<td>D. The Mental Game</td>
</tr>
</tbody>
</table>

## II. KNOWLEDGE OF TEACHING (25%)

<table>
<thead>
<tr>
<th>A. Assessing Student Learning</th>
<th>C. Analyzing and Improving Teaching Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Delivering a Successful Lesson</td>
<td></td>
</tr>
</tbody>
</table>

## III. TWO COMPONENTS OF THE GAME: PHYSICAL PERFORMANCE and CLUB FITTING (35%)

<table>
<thead>
<tr>
<th>A. Physical Performance and Fitness</th>
<th>B. Club Fitting</th>
</tr>
</thead>
</table>
FOOD AND BEVERAGE CONTROL

Core Concept
A facility’s food and beverage service can significantly benefit a facility by meeting physical and social needs of customers and guests.

Purpose
Present key procedures taken by customer-oriented managers using cost control systems to operate profitable food and beverage services

Resources
1. Food and Beverage Control Course Manual
2. Textbook: Principles of Food, Beverage, and Labor Cost Controls, (Dittmer & Keefe)

Study Guidelines
1. Course Manual (CM):
   Read the manual and study the content of Lessons 1 and 4

2. Textbook:
   A. Read the introductions to chapters 1, 2, 4-8, 11-13, 17, and 17-21 before studying the assigned readings in these and other chapters.
   B. Read the “Chapter Essentials” sections at the end of each assigned chapter.
   C. Be able to perform the following calculations:
      • Average sale and average check (pp 17-19)
      • Standard portion cost (pp 169-172)
      • Standard portion cost per unit measure (pp 169-172 and 172-176)
      • Popularity index (pp 204-208)
      • Forecasted sales of an individual menu item (pp 208-212)
      • Food cost percent (cost-to-sales ratio) (pp 242-245)
      • Average inventory and inventory turnover (pp 247-250)
      • Item menu and contribution margins (pp 302 & 305)
      • Menu mix percent (p 303)
      • Menu cost (p 305)
      • Menu revenues (p 305)
      • How to add contribution margins to portion costs (pp 335-336)

3. Learn the content assigned in the Food and Beverage Study Guide
Test Assembly Guidelines

Target range of recall items: 70-80%
Target number application items: 20-30%

Sampling Targets of *Food and Beverage Control* knowledge test items apportioned according to the weighted course content:

<table>
<thead>
<tr>
<th>Content Domain</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate Number of Items</td>
<td>7-9</td>
<td>18-22</td>
<td>3-5</td>
<td>7-9</td>
<td>40</td>
</tr>
</tbody>
</table>
## I. ORIENTATION TO FOOD AND BEVERAGE SERVICE (20%)

<table>
<thead>
<tr>
<th>A. Types of Food and Beverage Service [CM Lesson 1]</th>
<th>C. Control Processes [Text Chapter 2, pp 40-54]</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Cost and Sales Concepts [Text Chapter 1, pp 10-20 &amp; 22-31]</td>
<td></td>
</tr>
</tbody>
</table>

## II. FOOD CONTROL (50%)

<table>
<thead>
<tr>
<th>A. Purchasing and Receiving [Text Chapter 4, pp 98-118 &amp; 123-133]</th>
<th>E. Production Volume [Text Chapter 7, pp 200-212]</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Developing and Costing the Menu [Text Chapter 11(pp 303-315)]</td>
<td>G. Controlling Food Sales [Text Chapter 12, pp 323-336 &amp; 343-345]</td>
</tr>
<tr>
<td>D. Production Portions [Text Chapter 6, pp 164-176]</td>
<td></td>
</tr>
</tbody>
</table>

## III. BEVERAGE CONTROL (10%)

|--------------------------------------------|-----------------------------------------------------------|

## IV. LABOR CONTROL (20%)

|---------------------------------------------------------------------|-----------------------------------------------|
STUDY GUIDE for the
FOOD AND BEVERAGE CONTROL COURSE

The purpose of this study guide is to direct attention to the most important content of the Food and Beverage Control course in light of its relevance to the competent practice of a beginning PGA golf professional. Apprentices need to understand why this knowledge is important and how it is used or applied in typically encountered circumstances.

The PGA’s expectations of apprentice knowledge, and its on-the-job applications, are detailed under each of the two resources assigned to the course, the Course Manual and the Dittmer textbook.

Food and Beverage Course Manual (CM)

Lesson 1
Subdomain IA: Types of Food and Beverage Service (2)
Know the differences among the various types of food and beverage service: labor requirements, relative difficulty in providing the service, cost differentials, etc. (pp 7-9)

Lesson 4
Subdomain IVC: Staff Training and Customer Service (1)
Know how the Interaction Strategies and Interpersonal Skills are applied within the food and beverage operation using Positive Engagement Routines to initiate the PGA Experience. (pp 32-34)

Principles of Food, Beverage, and Labor Cost Controls, Paul Dittmer and J. Desmond Keefe III

Domain I. Orientation (20%)
Sub-domain IB: Cost and Sales Concepts (2)
A. Know the following definitions: Cost (pp 10-11); Prime Cost (p 15); Planned Costs (pp 15-16)
B. Understand the difference between Fixed and Variable costs (pp 11-12), especially regarding employees (pp 12-13).
C. Know the distinction and the significance of the distinction between Controllable and Uncontrollable costs (p 13).
D. Know the following definitions: Sales (p 16); Cover (pp 18 & 20); Sales mix (pp 21-22)
E. Be able to calculate Average Sale / Average Check (pp 18-19) and know when and why it is needed.
F. Understand the Cost to Sales Ratio / Cost per Dollar of Sale concept and the reasons for calculating it (pp 242-245). For example, how might the statement, “35% of the income from food sales over the past year has gone to cover the cost of food” apply to comparing two similar F&B operations or contribute to understanding variations in cost percentages, especially between low margin and high margin food service operations? (pp 23-26)
Sub-domain IC: The Control Processes (1)
A. Understand the Control concept (pp 40-42) and who is responsible for control-related functions (pp 44-45).
B. Know the definitions of the following terms:
   • Cost Control (p 42)
   • Sales Control (p 44)
   • Control Process, including the 4 steps involved (p 43)
   • Standards (p 47)
   • Standard Procedures (p 49)
C. Know the eight Control Techniques and how, when, and why each is used (pp 47-54).

Domain II Food Control (50%)
Sub-domain IIA: Purchasing and Receiving (1)
A. Know the definition of Par Stock (pp 105)
B. Be able to differentiate between Perishable and Nonperishable foods (pp 99-101)
C. Understand the differences between and uses of the Periodic Order Method (pp 108-109) and the Perpetual Inventory Method (pp 113-114)
C. Know the functional difference between a Purchase Order and an Invoice (pp 116)
D. Understand the concepts behind the following:
   • Sequence of Food service Operations (p 98)
   • Standard Purchase Specifications (p 102)
E. Know the definition of Standing Orders (p 123)
F. Understand the concept of Receiving Controls and Standard Procedures represented by the 5 steps typically involved in a standardized procedure (pp 125-126)
G. Know the difference between Directs and Stores (p 129) and why that difference can matter (p 130)

Sub-domain IIB: Storing and Issuing (2)
A. Know and be able to give examples of the 5 principle concerns addressed by establishing food storage standards and procedures (pp 140-145).
B. Know what FIFO means (p 143).
C. Understand the concept of an Issuing Process (pp 145-146).
D. Know what a Requisition is and its function (pp 147-148).
Sub-domain IIC: Developing and Costing the Menu (2)

A. Understand the concept of Menu Engineering (p 303).
B. Know how to calculate the following and what they mean:
   - Item and Menu Contribution Margins (pp 302&305)
   - Menu Mix Percent (p 303)
   - Menu Cost (p 305)
   - Menu Revenues (p 305)
C. Know what Analyzing a Menu involves, especially vis. a vis. Stars, Plowhorses, Puzzles, and Dogs (pp 308-310).

Sub-domain IID: Production Portions (3)

A. Understand the meaning and significance of the following three terms:
   - Standard Portion Size (pp 165-167)
   - Standard Recipes (pp 167-169)
   - Standard Portion Cost (pp 169-170)
B. Be able to calculate standard portion costs using the “formula” method (pp 169-172).
C. Be able to calculate standard portion costs using the recipe detail and cost card (pp 172-176)

Sub-domain IIE: Production Volume (2)

A. Understand the concept of a Standard for Controlling Production Volume (pp 200-201).
B. Know what the Portion Sales number is, why it needs to be known, and how to determine it (pp 200-201).
C. Be able to calculate the following:
   - Popularity Index (pp 204-208)
   - Forecasted Sales of an Individual Menu Item (pp 208-212)
D. Know the difference between Forecasted Sales and Anticipated Sales (pp 211-212)

Sub-domain IIF: Measuring Monthly Production Costs (1)

A. Understand the process of Taking a Physical Inventory and Valuing the Physical Inventory and what it does for the food service manager (pp 229-231).
B. Be able to calculate the Food Cost Percent (Cost to Sales Ratio) and know how this number is useful to the food service manager (pp 243-245).
C. Be able to calculate Average Inventory and Inventory Turnover (pp 247-250).
Sub-domain II: Controlling Food Sales (1)
A. Understand the Sales Control concept (pp 322-323).
B. Know what Price Sensitivity means (p 327) and what Diamond Star Ratings are (p 329).
C. Know the distinctions among Homogeneous, Differentiated, and Signature goods and services (pp 325-327).
D. Determine and understand how to add Contribution Margins to Portion Costs (pp 335-336).
E. Understand the concepts of Revenue Control and Revenue Control Standards, including the goal of revenue control and how revenue control standards are the means for achieving it (pp 344-345).

Domain III Beverage Control (10%)
Sub-domain IIIA: Purchasing (1)
A. Know what the Standards for Purchasing Beverages are (p369), especially be familiar with the principles and factors that are used to establish Quantity Standards (pp 369-370) and Quality Standards (p 371)
B. Know the difference between License and Control States and how the differences can affect adopting a Price Standard (pp.372-373).

Sub-domain IIIB: Sales Control (2)
A. Know the difference between Food Sales Control and Beverage Sales Control (p 476)
B. Know why customers patronize establishments that serve alcoholic beverages (pp 477-480)
C. Know how to and how not to maximize beverage profits (pp 480-481)
D. Know what the term Dram Shop Laws refers to, including how they apply to beverage service Up-Selling (p 480)
E. Know the special considerations that relate to Revenue Control problems associated with providing beverage services (pp 484-486)

Domain IV Labor Control (20%)
Sub-domain IVA: Performance Standards and Procedures (3)
A. Know why Employee Performance Standards and Procedures are needed (p 520)
B. Understand the relationship between Quality and Quantity Standards (pp520-522)

Sub-domain IVB: Employee Compensation (2)
Know the distinctions among Direct, Indirect, and Deferred Compensation forms (pp 496-499)
Sub-domain IVC: Staff Training and Customer Service (1)
   A. Understand the difference between Training and Education (pp560-561)
   B. Know the Objectives of Training (pp.562-564^top^)
   C. Know the definition of Cross-Training and its advantages (p.562)
   D. Be familiar with the 8 common training methods, especially the most advantageous uses of each (pp 566-569)

Sub-domain IVD: Monitoring Performance (3)
   Know the difference between Direct and Indirect Monitoring, especially the advantages and means of conducting each (pp 584-586).