

Responsibilities of General Managers of Wisconsin Golf Courses

By

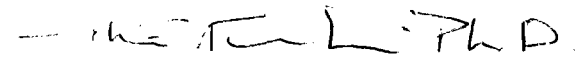
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ABSTRACT

The purpose of this study was to determine the primary job responsibilities of golf course General Managers in Wisconsin. Another purpose of the study was to determine which specific responsibilities are perceived as being most important. The researcher also wanted to determine whether job descriptions of golf course General Managers obtained from the National Golf Course Owners Association (NGCOA) website and other various internet websites accurately reflect the assets that Wisconsin golf course owners/operators are looking for when evaluating job applicants. The data collected in the present investigation were also to be used to determine how well the curriculum for the B.S. in Golf Enterprise Management (GEM) program at the University of Wisconsin-Stout is aligning students' education with Wisconsin golf course owners'/operators' expectations.

A total of 77 golf courses participated in this study. A questionnaire was developed by the researcher and Dr. Tom Franklin at the University of Wisconsin-Stout

to determine which responsibilities golf course owners/operators perceive as being most important for General Managers to be able to perform. The instrument was comprised of 97 items on three pages, with print on both sides. In November of 2005, the survey was mailed to the 423 golf courses listed in the Wisconsin State Golf Association Golf Course Directory for 2005. Of the 423 mailed surveys, 16 came back as undeliverable, for a total of 407 mailed surveys.

Golf course owners/operators indicated that communication, budgeting and computer usage, along with record keeping of expenses and revenues are the most important responsibilities for General Managers to perform. However, all responsibilities that were included in the questionnaire were rated as being important. The researcher also found that in many areas of operation, there is an emphasis on food and beverage job functions. It was also determined that a majority of courses employ a General Manager (67%), but very few employ Assistant General Managers (11%). Also, the researcher found that nearly 40% of course owners/operators perform typical General Manager responsibilities. It was determined that the job description template from the NGCOA website was not detailed enough to be representative of a General Manager position, and that other job descriptions found on the internet were valid only for the unique operations for which they were intended. Finally, it was determined that the current curriculum for the GEM program at the University of Wisconsin-Stout provides adequate education to students in order to meet owners'/operators' expectations for General Manager job candidates.

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## Chapter I: Introduction

The golf industry is a growing area of commerce in the U.S., with 24.3 billion dollars spent on equipment and fees as recently as 2002 (Golf Industry Report, National Golf Foundation, 2004). The National Golf Foundation (NGF) reported there were 27.4 million golfers in 2003, which was an all-time high (Golf Industry Report, 2004, p.18). There are currently 16,057 golf course facilities in the U.S. (National Golf Course Owners Association, n.d.), with an additional 328 courses under construction, 379 being planned, and another 323 in the stage of preplanning (NGF, Golf Industry Report, 2004). Although overall course development rates have tapered since 2000, additional courses *are* continually being built. In the Golf Industry Report for 2005, the NGF estimated that 137 eighteen-hole courses were constructed. Seventy percent of those courses were new, while 30% were expected to be expansions to pre-existing courses. Also, two-thirds of the new additions were to be public, and an estimated 60% were real-estate related. Such development can lead to market saturation, and golf course operators are taking steps to differentiate themselves from their competition. In the same report, the NGF found that 78% of respondents to their survey cited competition from other courses as a major challenge. In response, many facilities are trying to expose qualities that make their operation unique. The NGF also found that 44% of companies surveyed have increased their marketing budgets (2005). Along with increased competition, there are a variety of other issues facing the golf industry today.

In the 2005 Golf Industry Report for the fourth quarter, the NGF surveyed over 400 golf business executives about the economy of the industry for 2006. They found that 31% of respondents thought it would be better, 51% thought it would remain stable, and



only 17% thought it would be worse. Overall, members of the golf industry are optimistic about the future of golf in the U.S., but also realize that there are a number of challenges that lie ahead. In the same survey, respondents indicated that some of the reasons for better business were: increased participation at outings, better yield management practices, better marketing, more new players, and better weather. Reasons cited for worse business, on the other hand, included: a struggling economy, increased fuel costs, less leisure time for recreational activities, increased competition, and poor weather. Other major issues golf course operators are facing include decreased tourism, the cost of worker's compensation insurance, higher energy costs, and recruiting and retaining qualified employees. Golf facilities are making efforts to meet these many challenges individually, and with varied success. In order for businesses to compete in the increasingly competitive market and deal with these diverse issues, it is imperative that the individual in charge of making decisions about how a facility operates is competent. Obviously, such individuals are unable control the economy, much less the weather. However, through sound management practices, and a focus on meeting customer demand, many facilities have found a niche in the market that has ultimately lead to profitability and success.

According to Berkley (2001), the primary responsibility of the General Manager is to keep an operation running efficiently and smoothly. How the General Manger goes about doing this varies greatly, depending on the type of operations he or she is overseeing. In some areas of the U.S., golf course General Managers oversee thousands of employees at large golf resorts, while in other areas, the owner/operator of the facility acts as the General Manager, may have a very limited number of employees, and may

only be open for business semi-annually. Organizations such as the National Institute of Golf Management emphasize the importance of customer service and management leadership in order to run a successful and profitable golf operation. By validating job descriptions and improving human resource procedures, businesses can focus on hiring individuals who possess the knowledge, skills, and abilities that are critical to running a successful golf operation. In market areas where there are fewer rounds played than the national average, the importance of sound management becomes even more crucial.

### *Background*

The purpose of this study was to determine the primary job responsibilities of golf course General Managers in Wisconsin. Another purpose of the study was to determine which specific responsibilities are perceived as being most important. The researcher also wanted to determine whether job descriptions of golf course General Managers obtained from the National Golf Course Owners Association (NGCOA) website and other various internet websites accurately reflect the assets that Wisconsin golf course owners/operators are looking for when evaluating job applicants. The data collected in the present investigation were also to be used to determine how well the curriculum for the Golf Enterprise Management (GEM) program at the University of Wisconsin-Stout is aligning students' education with Wisconsin golf course owners'/operators' expectations. Using the job description from the NGCOA website and job descriptions from various golf courses throughout the U.S., the researcher developed an instrument in coordination with Dr. Tom Franklin, the Program Director for the B.S. in Golf Enterprise Management program at the University of Wisconsin-Stout.

### *Purposes of the Study*

The objectives of this research were to:

1. Describe the job responsibilities of golf course General Managers in Wisconsin.
2. Determine which job responsibilities and General Manager assets are perceived as being most important by Wisconsin course owners/operators.
3. Determine whether job descriptions of golf course General Managers obtained from the NGCOA website and other various websites accurately reflect the assets that course owners/operators are looking for when evaluating job applicants.

4. Determine whether the curriculum for the B.S. in Golf Enterprise Management program at UW-Stout is aligning students' education with Wisconsin golf course owners'/operators' expectations for General Manager job candidates.

## Chapter II: Literature Review

### Trends in the golf industry throughout the U.S.

There are many issues facing the golf industry in the U.S. today, and the trends vary widely. According to the NGF's Industry Report for 2003, the outlook for the golf industry is positive, with only a 3 percent annual closure rate and a continually expanding market. They found that overall, the number of golfers grew at a compound annual growth rate of 4.3% from 1950 to 2000 (NGF, 2004). In 2000, the number of golfers was estimated at 26.7 million (Berkley, 2000). The NGF's Industry Report for 2003 found there were 27.4 million golfers in 2003, which was an all-time high. Surprisingly, they also found that there was a 1.5 percent decrease in rounds played from 2002 to 2003. However, some areas of the U.S. actually reported more rounds played in 2003. In fact, there was a 4.4% increase in rounds played for the upper Midwest region, which is located in the "frost-belt" of the U.S. Among the reasons for increased rounds played were: better weather which led to better course conditions, better advertising, increased membership, more discounts, and also better management. Many respondents to the survey cited poor weather, increased competition, and market saturation as reasons for an overall decrease in rounds played in 2003. More recently, in the Golf Industry Report for the fourth quarter of 2005, the NGF forecasted a 0.2% decrease in rounds played for the upper Midwest. They also projected that the national annual number of rounds played for 2005 would be unchanged or down one-half one percent. Regardless, weather conditions have consistently been the primary factor in whether rounds played increase or decrease annually.

According to the NGF's Golf Industry Report for 2003, 62% of golf facilities in

the U.S. had 18 holes, 29% had nine holes, and 9% had more than 18 holes. The NGF projected the number of courses in the U.S. for 2004 to be 14,959. Of these, 13,682 were regulation 18-hole courses and 1,277 were executive and par 3 courses (Golf Industry Report for the fourth quarter 2005). Types of courses include municipal, public, private, semi-private, and resorts or facilities, which generally feature multiple courses. According to the Industry Report for 2003, the percentage of new public-access courses decreased from 80% of total new courses in 2001 to 74% in 2003. Due to increased operating expenses, some courses are becoming privatized (Sailer, 2003). The issues these different types of courses face are varied, but there are some trends that are common to all.

The expansion rate of new courses has continually slowed in recent years. In the NGF Industry Report for 2003, it was found that there were an additional 171 courses in 2003 (2004, p. 4), and an estimated 137 in 2005 (Golf Industry Report for the fourth quarter of 2005, NGF, 2005). Conversely, the number of golfers continues to grow, and golf is more popular today than ever before. With favorable population trends, increased participation, and increased spending per golfer, the industry continues to thrive. According to Berkley (2000), baby boomers alone will account for a 12 percent increase in the total size of the industry, which could have an impact of an additional 65 million rounds through 2010.

Another current trend in the industry is to focus on encouraging participation among junior golfers, women, and minorities (Stossel, 1998). A 2003 ESPN Sports Poll showed a 380% increase of avid African American fans of golf between 1996 and 2003 (NGF, Golf Industry Report for 2003). The survey also showed increases of 38% and

43% in avid fans for Hispanics and Asians, respectively. Participation rates among individuals between the ages of 12-17 remain strong as well. Many courses are also exploring ways to accommodate golfers with disabilities who are viewed as a virtually untapped source of revenue. The National Alliance for Accessible Golf recently developed a toolkit to provide guidance to golf course owners and operators seeking ways to make their golf course more accessible to golfers with disabilities (NGCOA, 2004). It is clear that if 12% of individuals with disabilities were to begin playing golf, more than 5 million new golfers would be introduced to the game (USGA Resource Center for Individuals with Disabilities, 2005).

Golf course operators are also making efforts to increase customer loyalty, especially with potential market saturation due to new course construction. In 2003 there were increases in core, avid, and occasional golfers (Golf Business Magazine, 2005). More recently, the primary focus for many golf courses has been to increase frequency of play among golfers. In the increasingly competitive market, course operators have been forced to market more aggressively, get to know their customers better, and promote player development. Recruiting a more diverse demographic of golfer will help proliferate the game as a whole, and may help retain golfers for longer periods of time. In 2002 it was found that avid golfers, defined as those who play more than 25 rounds annually, currently make up the smallest segment of golfers at 23 percent, but accounted for 63 percent of all spending (Corcoran, 1999). It is for this reason that the industry is focusing on recruiting more avid golfers, particularly at a younger age. According to Jay Karen, director of membership at the NGCOA, golf courses fall under the "80-20 rule", meaning that 80% of course business comes from 20% of the customers (Golf Business

Magazine, 2005).

Other trends in the golf industry include higher course construction costs due to increased acreage. In the last two decades construction of upscale courses and the expansion and remodeling of existing layouts has become more common, which has ultimately lead to increased construction expenses. Renovations for keeping in compliance with the Americans with Disabilities Act have also affected construction costs (NGCOA, n.d.). Again, as competition for business has intensified, golf course owners are striving to find qualities that will set their course apart from others.

Course operators are also putting more effort into retention of employees, especially when the operation is semi-annual. This is being addressed with an emphasis on sound management practices and improving human resource functions. In Harris Plotkin's words, "You've got to treat the people who work for you as customers, if you want them to treat the organization's customers the way you want them treated" (2001, p.1). Maintaining profitable food and beverage, proshop, and golf cart operations also contributes to success. Finally, responsible and accurate accounting practices are imperative to the success of any business. Although these trends are general to the industry, there are also issues that are specific to different regions throughout the U.S.

#### Trends in the Wisconsin golf industry

The golf industry in Wisconsin is thriving. There are about 500 public courses of all varieties throughout the state (Travel Wisconsin, 2006). The state is ranked eleventh nationally for number of reported golfers, with 737,000. Two out of the top ten market areas with the highest concentration of golfing households are in Wisconsin (Tourism Travel Tracker, n.d.). Through organizations like the Golf Foundation of Wisconsin, the



game is continually promoted and made accessible to junior players. They reported that as many as 10,000 youths were involved in their program in 2001 (Golf Foundation of Wisconsin, 2005).

Although the NGF report for Rounds Played in the U.S., 2004 edition found the national average for rounds played annually was down 1.5 percent in 2003, they reported that there was actually a 4.4 percent increase in rounds played among courses in the upper Midwest region, which includes Wisconsin (2004). However, the projected number of rounds played for the upper Midwest in 2005 included a 0.2% decrease from 2004, which was most likely due to unfavorable weather conditions (NGF, Golf Industry Report for the fourth quarter of 2005). Despite the most recent projections, golf remains one of the most popular statewide pastimes, and tourists continue to travel to Wisconsin to enjoy the beautiful scenery featured on the many courses. Course operators are responding to the lower number of rounds played by finding ways to continue attracting players to their facilities, often utilizing discount and customer loyalty programs.

Wisconsin has also been ranked among the top five states nationally and in the top ten internationally for the best golf courses. It features courses designed by major champions Jack Nicklaus, Arnold Palmer, Gary Player, Lee Trevino, and Tom Lehman. Also, the playability of Wisconsin golf courses is renowned, with 500 that are open to the public (Travel Wisconsin, 2006). The American Club complex, which is located in Wisconsin, is one of the most prestigious in the U.S., and includes the Whistling Straits, Blackwolf Run, and Meadow courses. The Whistling Straits course brought international attention to the state's image as a leader in the golf industry when the PGA Championship was held there in 2004. This course is also scheduled to host the Senior

Open in 2007, which again, will highlight the attributes that Wisconsin golf courses have to offer.

An obvious issue for courses in and around Wisconsin is the weather. In the NGF industry report for 2003, it was found that 55% of course operators in the upper Midwest listed weather as a reason for decreases in rounds played (2004). Cold weather during the playing season has a detrimental impact on course conditions and desire to play, which in turn can negatively impact the overall number of rounds played and profitability. In a survey conducted by Franklin et al. (2004, p.16), it was found that the average number of days courses in Minnesota and Wisconsin were closed due to weather in the 2004 playing season was ten days. They also found that average number of rounds played in 2004 was 25,355 for 18-hole courses and 16,220 for 9-hole courses. This is below the national average of 30,000 and 17,000 rounds for 18-hole and 9-hole daily-fee courses, respectively (NGF, 2005). Despite being located in the “frost-belt” and having fewer annual rounds played than the national average, the prognosis for courses in the Midwest is positive. The fluctuations in rounds played have been relatively minor, suggesting that the golf industry in Wisconsin will likely remain stable.

Another major issue for Wisconsin golf course owners/operators is retention of employees over the winter season. According to the NGF’s Golf Industry Report for the fourth quarter of 2005, 43% of golf course operators indicated recruiting employees is a major challenge, and 26% said employee retention was also an issue. Incorporating policy and procedure in semi-annual operations can be difficult; especially if training is required for newly hired personnel at the beginning of the playing season. Getting people “up to speed” can be costly in terms of both time and energy. In order to ensure that

courses remain profitable during the short playing season, operators are determined to take advantage of any factor that may give them an edge on their competition. One of the factors being exploited most aggressively is the recruitment and retention of personnel with sound management skills.

### Trends in General Manager responsibilities

Like the issues facing the golf industry, General Managers' responsibilities vary widely, depending on the type of operation they are overseeing. Plotkin (n.d.) stresses the importance of hiring a manager that is both capable and compatible with the operation in order to ensure excellent customer service. The General Manager at a golf resort generally has broader job responsibilities than those of daily-fee courses. Private-club General Managers are responsible for answering to members about issues concerning the club, whereas the General Manager of a municipal course is accountable to taxpayers. With so many differences depending upon the type of course, it is important to try to understand which responsibilities are common to all General Managers.

Some managers delegate responsibilities to trusted staff, while others prefer to be involved in almost every aspect of operation. The General Manager generally reports to a course owner, although in some cases they may report to a management company or act as both owner and General Manager. According to Berkley (2000, p.40), "Most facilities divide the operation of the facility between the maintenance of the golf course and 'everything else'. The general manager manages 'everything else'". They are typically responsible for operations in the proshop, practice facilities, instruction programs, food and beverage services, advertising, accounting, and most importantly, meeting customer demands. The list above does not encompass all of the job responsibilities for golf course

General Managers, but provides insight into some of the typical job demands. It is also important for a General Managers to possess leadership skills so that they can motivate and communicate with employees effectively, and share with them their vision for how the facility should operate. According to Plotkin (2002), a leader should be someone who knows how to deal with the public and can teach their employees how to handle all types of customers. Plotkin also emphasizes the importance of community involvement for General Managers. He suggests that joining community organizations or business-oriented groups, giving talks at local clubs, and tying in promotions with community activities will give General Managers an edge by making themselves, and hopefully their facility, active members of the community.

Depending on the type of operation, the facility may have an Assistant General Manager or Superintendent. These are typically entry-level positions that provide employees an opportunity to improve managerial skills. Assistant Managers' responsibilities vary from course to course as well (Berkley, 2000). Assistant positions provide employees with a chance to improve customer service skills, which is often what differentiates one course from another. In one study, researchers surveyed 152 students with a service requirement of 15 hours in their sport management classes. The researchers reported that service experiences improved the students' social interaction skills, resume building, awareness of social responsibility, development of practical skills, and ability to interact with others from diverse cultures (Bennett, Drane, & Hudson, 2003). Similarly, acting as an Assistant Manager can provide employees with a unique opportunity to improve their skills while simultaneously becoming more accustomed with the culture of the facility. Assistant Management positions can be beneficial to course owners/operators

and General Managers as well. It provides them with an opportunity to hire managers internally, who have been trained under the General Manager's supervision and according to course policies and procedures. This can be useful for minimizing training expenses and help ensure that future managers will be compatible with the operation, maybe even solidifying customer loyalty as patrons form relationships with familiar personnel.

The Club Managers Association of America (CMAA) coordinates an annual Assistant Manager conference in an effort to provide quality educational and networking opportunities for private club managers (CMAA, 2005). The CMAA and The National Institute of Golf Management (NIGM) also offer annual tutorials specifically for General Managers, which highlight many aspects of golf management. Some of these instructional courses require prior experience in the golf industry, while others are conditional upon employer sponsorship. Examples of topics covered in the first year NIGM program include: leadership and team building, establishing policy and procedures, food and beverage operations, proshop operations, golf cart operations, marketing, fiscal controls, increasing revenue through event planning, and liability and risk management. Although the topics covered appear to be comprehensive, again it is important to note that the needs of any specific operation can vary widely. For this reason, it is important to conduct a job analysis specific to Wisconsin golf courses, which will provide insight into which General Manager job responsibilities are perceived as being most important by course owners/operators throughout the state.

#### Trends in task analysis procedures

According to Hartley (2004), "Job Analysis is the process used to break a job into

its component duty or functional areas and the task statements associated with those duty areas". The deliverable product of a job analysis is a task list, which can be used for numerous applications that include but are not limited to, curriculum design and job descriptions. By examining current job descriptions and having subject matter experts validate the behavioral and cognitive demands included within them, it can be determined which areas of training or education should be emphasized. According to the American Society for Training & Development (ASTD) (1998), the type of data collected for a task analysis can vary greatly, depending on the needs of the individual or organization performing the analysis. For some projects it is important to identify information about how difficult tasks are or how frequently they are performed. Another common type of information collected is the degree of importance for each task, also known as task criticality rating. Such ratings can be used to capture critical behaviors required to perform tasks, develop criteria for developing training programs, determine which parts of training should be emphasized, and establishing operating procedures.

The ASTD (1998) also states that methods of data collection can differ greatly depending on the type of analysis. Questionnaires are useful in collecting data from large numbers of geographically dispersed participants. They emphasize that questionnaires should be designed with the assistance of subject matter experts to ensure that items are focused and easy for respondents to understand. "Ratings of importance are subjective and determined by the background experience or point-of-view of the rater, but using multiple raters can minimize the subjectivity factor" (1998, p. 7). In one task analysis, Gloria Holland, Ph.D., of the Center for Instructional Advancement and Technology at Maryland's Towson University, was asked to develop new degree and certificate

programs. She began her analysis by contacting local subject matter experts, who were asked to prioritize specific workplace abilities graduates needed for success. The experts reached a consensus on the task list, which became the basis for curriculum development (ASTD, 1998). Similarly, the present investigation is intended to validate the current curriculum for a relatively new program by asking subject matter experts to rate items obtained from job descriptions and the GEM curriculum for degree of importance. In doing so, the researcher was able to determine which responsibilities General Managers typically perform, and which specific tasks are perceived as being most important by Wisconsin course owners/operators. In addition, the researcher was able to examine how well the job descriptions encompass these tasks, and whether or not the current curriculum for the GEM program at the University of Wisconsin-Stout is preparing students to meet Wisconsin golf course owners'/operators' expectations for General Manager job candidates.

### Chapter III: Methodology

#### *Participants*

There were 77 golf course owners/operators who participated in this study. All of the 423 courses that were mailed the instrument were listed in the Wisconsin State Golf Association Golf Course Directory for 2005. Of the 423 instruments that were initially sent, 16 came back as undeliverable, for a total of 407 sent questionnaires. As stated above, there were 77 respondents to the questionnaire, for an overall response rate of 19%. An additional six questionnaires were returned after the collection date of December 14, 2005, which was specified in the cover letter (Appendix B). Consequently, they were not included in the analysis. The researchers also excluded four questionnaires that were returned but not sufficiently completed. The name of each course was identified in the questionnaire. Participation in the study was completely voluntary.

#### *Instrumentation*

In collaboration with Dr. Tom Franklin, the researcher created a 97-item questionnaire (Appendix C) designed to determine which assets golf course owners/operators perceive as being most important for golf course General Managers to possess. Content for the questionnaire was obtained from a General Manager job description template from the National Golf Course Owners Association (NGCOA) website, job descriptions from other various websites, and Dr. Tom Franklin, who derived content from the curriculum for the GEM program at UW-Stout. Participants were initially asked to provide the name of their course. They were then asked to indicate whether or not they employed a General Manager, a Golf Professional, an Assistant General Manager, and whether or not the owner/operator also functioned as a General



Manager by checking a “Yes” or “No” box next to each item. For subsequent items, participants were asked to respond by circling a number between 0 and 5, which corresponded with the scale. The scale was comprised of six options, ranging from “Not Important” to “Essential”, with 0 indicating “Not Applicable”. The instrument also had twelve “Other” lines that gave participants a chance to provide additional responses at the end of certain sections. Participants were also asked whether they felt anything was missing at the end of the questionnaire. The questionnaire was divided into the following sections:

Background Characteristics

Budgeting

Revenue Record-keeping

Expense Record-keeping

Decisions for New Expenses

Taxes and Insurance

Advertising and Marketing

Event Planning

Recruitment

Salary/Benefit Record-keeping

Supervising

Scheduling

Evaluating Job Performance

Communication

Computer Skills

See Appendix C for the complete instrument.

### *Procedures*

A cover letter detailing the purpose of the study and requesting participation (see Appendix B), the questionnaire (Appendix C), and a description of the research procedure were approved by the UW-Stout Institutional Review Board for the Protection of Human Subjects on November 20, 2005 (see Appendix A). The researcher mailed the cover letter, questionnaire, and a business reply envelope to the participants in 9 X 12-inch envelopes. The cover letter asked participants to complete the questionnaire and return it in the postage-paid business reply envelope by December 14, 2005 in order for it to be included in the data analysis.

### *Data Analysis*

Using SPSS 12.0, the researcher analyzed the descriptive statistics to determine which responsibilities golf course owners/operators perceive as being most important. The researcher excluded “Not Applicable” responses from the analysis by re-coding these responses as missing values. This was done in an effort to maximize the accuracy of mean ratings, which were affected by the 0 rating for items that were marked as “Not Applicable”. The researcher then calculated the subsection means in order to determine which overall areas of General Management are perceived as being most important by Wisconsin golf course owners/operators. The researcher also analyzed the subsection means of public and private operations in order to determine differences that may have existed among types of courses.

## Chapter IV: Results

### *Preface to Results*

The results of the survey were based on responses from 77 different golf course owners/operators to 97 different items. For a better understanding of the items from the instrument, the reader should refer to the questionnaire in Appendix C. In the following descriptive tables, the number of responses to each item may be less than 77 due to the fact that respondents chose not to answer some items. Also, it should be noted that “Not Applicable” responses were re-coded as missing values during data analysis in order to preserve the integrity of the mean ratings. Tables 1 through 4 detail the results for questions 2 through 5 on the questionnaire, which inquired about employment characteristics (Appendix C). Tables 5 through 19 display the rank, number of respondents, and mean for each item within each subsection of the questionnaire. Table 20 displays the cumulative means for each subsection included in the questionnaire.

### *Demographic Characteristics*

Using information provided in the Wisconsin State Golf Association Golf Course Directory for 2005, the researcher found that there were three 36-hole facilities (3%), six 27-hole facilities (8%), forty-six 18-hole facilities (60%), and twenty-two 9-hole facilities (29%) that participated in the study. Additionally, the researcher found that 12 of the 77 respondents were from private operations (16%), and 65 were from public operations (84%). Tables 21 through 28 represent responses to the items which investigated employment characteristics on the questionnaire. Also, tables 29 and 30 display the cumulative subsection means and ranks for private and public operations, respectively.

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Table 1

<b>Do you employ a General Manager?</b>	<b>N</b>	<b>%</b>
Yes	51	67.1
No	25	32.9

Table 2

<b>Does the G.M. also function as the Golf Professional?</b>	<b>N</b>	<b>%</b>
Yes	22	29.7
No	52	70.3

Table 3

<b>Do you employ an Assistant G.M.?</b>	<b>N</b>	<b>%</b>
Yes	8	10.7
No	67	89.3

Table 4

<b>Does the owner/operator perform typical G.M. duties?</b>	<b>N</b>	<b>%</b>
Yes	28	38.9
No	44	61.1

Tables 5 through 19 display the rank, number of respondents, and mean for each item within each subsection of the questionnaire. The subsections are listed in the order in which they appeared in the questionnaire. The items are ranked in order from the most to the least important.

Table 5

#### Background Characteristics

<b>Background Characteristics in Regard to:</b>	<b>Rank</b>	<b>N</b>	<b>Mean</b>
Work Experience in Golf	1	77	3.8701
Other Management Experience	2	75	3.5467
College Degree	3	77	3.0909

Table 6

## Budget Skills

Budget Skills in Regard to:	Rank	N	Mean
Setting an Annual Budget	1	76	4.1579
Setting a Long-term Budget	2	76	3.9079

Table 7

## Revenue Record-keeping Skills

Record-keeping Skills in Regard to:	Rank	N	Mean
Food and Beverage	1	76	4.2105
Annual Dues/Memberships	2	75	4.1867
Green Fees	3	77	4.0390
Proshop	4	76	3.9605
Events	5	76	3.9474
Golf Cart Fleet	6	75	3.9467
Tournaments	7	73	3.8082
Practice Facilities	8	71	3.6056

Table 8

## Expense Record-keeping Skills

Record-keeping Skills in Regard to:	Rank	N	Mean
Food and Beverage	1	75	4.2667
Proshop	2	75	3.9867
Course Maintenance	3	75	3.9737
Utilities	4	76	3.8816
Golf Cart Fleet	5	74	3.7568
Practice Facilities	6	70	3.5714

Table 9

## Decisions for New Expenses

Decisions for New Expenses in Regard to:	Rank	N	Mean
Food and Beverage	1	74	3.9595
Course Maintenance	2	76	3.9211
Proshop	3	75	3.7733
Golf Cart Fleet	4	74	3.7027
Practice Facilities	5	69	3.5652

Table 10

## Taxes and Insurance

Tax and Insurance Skills in Regard to:	Rank	N	Mean
Maintaining Insurance Policies	1	73	3.9452
Filing Tax Reports	2	72	3.7361
Using Tax Codes	3	71	3.7183

Table 11

## Advertising/Marketing Skills

Advertising/Marketing Skills in Regard to:	Rank	N	Mean
Developing a Marketing Plan	1	74	3.9324
Maintaining a Course Website	2	74	3.4459
Creating Hard-Copy Advertising	3	75	3.2400
Creating a Player Discount	4	74	3.0405
Creating Radio or T.V. Advertisements	5	74	2.7027

Table 12

## Event Planning Skills

Event Planning Skills in Regard to:	Rank	N	Mean
Weddings and Banquets	1	68	3.7500
Golf Outings	2	70	3.6000
Tournaments	3	65	3.1538

Table 13

## Recruitment Skills

Recruitment Skills in Regard to:	Rank	N	Mean
Food and Beverage	1	72	4.0417
Golf Professionals	2	68	3.0759
Groundskeeping	3	73	3.6348
Maintenance	4	71	3.5634
Proshop	5	72	3.5000
Caterers	6	57	2.9825
Caddies	7	38	2.2368

Table 14

## Salary/Benefit Record-keeping Skills

Record-keeping Skills in Regard to:	Rank	N	Mean
Food and Beverage	1	72	3.9028
Groundskeeping	2	75	3.7467
Maintenance	3	70	3.7286
Proshop	4	71	3.6338
Golf Professionals	5	63	3.5714
Caterers	6	47	3.1064
Caddies	7	37	2.6757

Table 15

## Supervision Skills

Supervision Skills in Regard to:	Rank	N	Mean
Food and beverage	1	71	4.2958
Golf professionals	2	60	4.0000
Proshop	3	70	3.8714
Groundskeeping	4	72	3.7083
Maintenance	5	70	3.6714
Caterers	6	50	3.3400
Caddies	7	34	2.7647

Table 16

## Scheduling Skills

Scheduling Skills in Regard to:	Rank	N	Mean
Food and Beverage	1	71	3.9577
Golf professionals	2	58	3.5172
Maintenance	3	70	3.4429
Proshop	4	70	3.4286
Groundskeeping	5	72	3.2222
Caterers	6	48	3.1875
Caddies	7	35	2.4857



Table 17

## Job Performance Evaluation Skills

Job Performance Evaluation in Regard to:	Rank	N	Mean
Food and Beverage	1	72	4.1250
Golf Professionals	2	59	4.0508
Proshop	3	71	3.7746
Groundskeeping	4	73	3.6164
Maintenance	5	67	3.5672
Caterers	6	49	3.2449
Caddies	7	33	2.6970

Table 18

## Communication Skills

Communication in Regard to:	Rank	N	Mean
Creating welcoming environment for customers	1	76	4.8684
Communication with Unsatisfied Customers	2	76	4.7237
Fostering a Cooperative Working Environment	3	76	4.6316
Communication with Owner/Operator	4	76	4.6143
Communication with Stakeholders	5	54	4.3519
Communication with Intoxicated Customers	6	74	4.1892

Table 19

## Computer Skills

Computer Skills in Regard to:	Rank	N	Mean
Accounting	1	72	4.0833
Marketing Research	2	72	3.8472
Human Resources	3	75	3.8000

After completing the data analysis, the researcher found that respondents rated all 15 of the categories as being important, but there was variance in degree of importance,

especially for different positions under each category. For example, it was found that Food and Beverage operations were ranked highest in every applicable area, including: Revenue and Expense Record-keeping (4.2105 & 4.2667), Decisions for New Expenses (3.9595), Supervision (4.2958), Job Performance Evaluation (4.1250), Salary/Benefit Record-keeping (3.9028), Recruitment (4.0147), and Scheduling (3.9577). This is a clear indication that one of General Managers' most important responsibilities is overseeing the food and beverage operations of his or her facility. It was also found that caddies and caterers were consistently rated as the lowest priorities for General Managers.

Table 20 represents the rank for subsection averages throughout the questionnaire. The subsections are ranked in order from the most to the least important. It should be noted that based on the scale in the questionnaire, anything above a 3 was perceived as being important by Wisconsin golf course owners/operators.

Table 20

## Cumulative Subsection Averages

Subsection Title:	Rank	Mean
Communication Skills	1	4.5631
Budgeting Skills	2	4.0329
Revenue Record-keeping Skills	3	3.9630
Computer Skills	4	3.9101
Expense Record-Keeping Skills	5	3.9061
Taxes and Insurance Skills	6	3.7998
Decisions for New Expenses Skills	7	3.7843
Supervision Skills	8	3.6645
Job Performance Evaluation Skills	9	3.5822
Background Characteristics	10	3.5025
Event Planning Skills	11	3.5012
Salary/Benefit Record-keeping Skills	12	3.4807
Recruitment Skills	13	3.3781
Scheduling Skills	14	3.3202
Advertising Skills	15	3.2723

After examining overall means for different categories throughout the questionnaire, the researcher performed the same analysis on private and public operations in an effort to determine differences among the two types of operations. The researcher began by analyzing the differences between private and public operations in

regard to the employment characteristics questions featured in tables 1 through 4. The researcher found that they are alike in that neither type of operation indicated they are likely to employ an Assistant General Manager (approximately 90% of each said no). However, they are very different in terms of the likelihood that the General Manager will also act as the Golf Professional and that the owner/operator will perform typical General Manager duties. Tables 21 through 24 below display participant responses for private operations and tables 25 through 28 display participant responses for public operations, in regard to employment characteristics.

Table 21

## Private Operation Employment Characteristics

<b>Do you employ a General Manager?</b>	<b>N</b>	<b>%</b>
Yes	10	83.3
No	2	16.7

Table 22

<b>Does the G.M. also function as the Golf Professional?</b>	<b>N</b>	<b>%</b>
Yes	1	8.3
No	11	91.7

Table 23

<b>Do you employ an Assistant G.M.?</b>	<b>N</b>	<b>%</b>
Yes	1	8.3
No	11	91.7

Table 24

<b>Does the owner/operator perform typical G.M. duties?</b>	<b>N</b>	<b>%</b>
Yes	1	9.1
No	10	90.9

Table 25

## Public Operation Employment Characteristics

<b>Do you employ a General Manager?</b>	<b>N</b>	<b>%</b>
Yes	41	64.1
No	23	35.9

Table 26

<b>Does the G.M. also function as the Golf Professional?</b>	<b>N</b>	<b>%</b>
Yes	21	33.9
No	41	66.1

Table 27

<b>Do you employ an Assistant G.M.?</b>	<b>N</b>	<b>%</b>
Yes	7	11.1
No	56	88.9

Table 28

<b>Does the owner/operator perform typical G.M. duties?</b>	<b>N</b>	<b>%</b>
Yes	27	44.3
No	34	55.7

Tables 29 and 30 represent the cumulative subsection means and ranks for private and public operations, respectively. Interestingly, expense and revenue record-keeping skills were ranked much higher for public operations (2 and 3) than they were for private operations (10 and 12). Also, background characteristics were ranked much higher for private operations (4) than for public operations (12). The types of courses were alike in that they both placed importance on communication, computer, and budgeting skills. Also, advertising skills were ranked last for both types of operations.

Table 29

## Cumulative Subsection Averages for Private Operations

Subsection Title:	Rank	Mean
Communication Skills	1	4.6931
Budgeting Skills	2	4.5000
Taxes and Insurance Skills	3	4.1666
Background Characteristics	4	3.9446
Computer Skills	5	3.9167
Decisions for New Expenses Skills	6	3.8181
Job Performance Evaluation Skills	7	3.7404
Event Planning Skills	8	3.7238
Supervision Skills	9	3.6481
Expense Record-Keeping Skills	10	3.5921
Salary/Benefit Record-keeping Skills	11	3.5611
Revenue Record-keeping Skills	12	3.5387
Recruitment Skills	13	3.3833
Scheduling Skills	14	3.2513
Advertising Skills	15	2.9045

Table 30

## Cumulative Subsection Averages for Public Operations

Subsection Title:	Rank	Mean
Communication Skills	1	4.5321
Revenue Record-keeping Skills	2	4.0749
Expense Record-Keeping Skills	3	3.9636
Budgeting Skills	4	3.9453
Computer Skills	5	3.9092
Decisions for New Expenses Skills	6	3.7780
Taxes and Insurance Skills	7	3.7270
Supervision Skills	8	3.6704
Job Performance Evaluation Skills	9	3.5509
Salary/Benefit Record-keeping Skills	10	3.4646
Event Planning Skills	11	3.4541
Background Characteristics	12	3.4211
Recruitment Skills	13	3.3870
Scheduling Skills	14	3.3435
Advertising Skills	15	3.3333

*Additional Findings*

In the "Other" lines throughout the survey, participants were given a chance to add areas of responsibility that they perceived as being important. One respondent reported that maintaining budget records for revenues related to golf outings is important. Four additional responses were provided for maintaining budget records for expenses, two of which involved keeping track of salary information, one which emphasized expenses related to fertilizer or weed control, and one for maintaining equipment. There was also an additional response for making new expense decisions in regard to equipment

maintenance, and one for marketing decisions. One respondent added marketing food and beverage services specifically, to the advertising and marketing section of the questionnaire. For event planning, one respondent added league planning as a General Manager responsibility. One respondent indicated that hiring interns was an additional recruiting and hiring responsibility. Additional communication responsibilities included one response for community relations. Other computer skills received one comment on website development responsibilities.

At the end of the questionnaire respondents were asked whether they felt there was anything missing from the instrument and were given a chance to express their thoughts or feelings. There were 12 responses to the final item. Two respondents wrote that customer service was the most important aspect of management. One wrote about the importance of work experience, one said using point-of-sale machines is important, one said marketing and public relations are important, one said golf instruction and fiscal skills are imperative, and one said course maintenance and quality is the most important aspect of running a successful operation. The additional 5 responses were anecdotal and unrelated to the questionnaire.



## Chapter V: Discussion

### *Summary*

The focus of this study was to determine golf course General Managers' primary responsibilities. The researcher also wanted to identify which responsibilities are perceived as being most important by Wisconsin golf course owners/operators. Finally, the researcher was investigating whether job descriptions from the internet accurately reflected the assets Wisconsin course owners/operators desired in General Manager job candidates, and whether the curriculum for the Golf Enterprise Management program at the University of Wisconsin-Stout was preparing students to meet those expectations. The study was developed in collaboration with Dr. Tom Franklin, Program Director for the B.S. in GEM program at the UW-Stout. A comprehensive list of golf course General Manager responsibilities specific to operations located in Wisconsin did not exist prior to the investigation.

This study indicates that even for golf courses located within the same region, General Management responsibilities are varied. Participants indicated that the majority of courses in Wisconsin (67%) employ General Managers. For many participants who indicated they did not, it is assumed that managerial responsibilities are shared by a number of personnel, with job titles different than G.M., such as Director of Golf Operations. It should be noted that very few facilities indicated that they employ Assistant General Managers, suggesting that General Managers in Wisconsin may prefer to make decisions about the facility individually, and then delegate responsibilities to employees in different areas of operation. Interestingly, nearly 40% of the participants indicated that the owner/operator also performs the typical General Manager job

responsibilities. This could have implications for job availability for General Manager positions throughout the state.

Every type of job responsibility included in the questionnaire was rated as important. However, the researcher was able to determine which specific responsibilities were perceived to be most important by Wisconsin golf course owners/operators. The fact that communications skills were rated as being most important is indicative of the emphasis on customer service among General Managers. Also, it signifies the importance of being able to communicate effectively with employees in order to ensure smooth operation of the facility at all levels. Not surprisingly, fiscal skills, specifically setting a budget and keeping track of expense and revenue records, were rated as being very important for General Managers. These are skills that are important contributing factors to profitability, and are essential in nearly every type of business. The fact that computer skills were also rated as one of the most important responsibilities is telling of how dependent many operations have become on computer systems for the aforementioned accounting practices.

Differences that exist among private and public operations are distinct. The fact that private operations place less importance on revenue and expense record-keeping may be reflective of how facilities typically handle bookkeeping. Private operations are likely to employ a Membership Director who is responsible for record-keeping duties, whereas public operations are more likely to depend on General Managers to collect and organize such information. The higher rank for background characteristics for private operations could be indicative of how those course owners/operators evaluate General Manager job candidates, with an emphasis on both education and experience. One possible explanation

for why private operations rank background characteristics as more important is that they are focused on presenting a sophisticated image to their members and the public alike. By hiring individuals who are *perceived* as being more qualified, private operations are better able to maintain a sense of exclusivity. Public operations may be more likely to hire someone who possesses less background experience, assuming that they can be trained to perform at the desired level.

The fact that every section of the questionnaire was rated as being important suggests that the instrument, which was created from the UW-Stout GEM curriculum, the job description template from the NGCOA website, and other job descriptions from the internet, was comprehensive in covering most of General Managers' responsibilities. The template obtained from the NGCOA website was very general, and did not cover all the responsibilities that were included in the questionnaire. However, because it was only a template and not an actual job description, it can be concluded that it is valid for its intended purpose. It could be used as a general outline and then tailored to include the specific attributes needed in a General Manager for a specific operation. The other job descriptions found on the internet were more detailed, but again, were not inclusive of all the topics covered in the questionnaire. This is not surprising, considering the fact that every type of facility is unique and their needs in a General Manager will vary depending upon the type of operation. For this reason, the various job descriptions were valid, but only to the facility for which they were intended.

The curriculum for the GEM program at UW-Stout was found to be valid in meeting Wisconsin golf course owners/operators' expectations for General Managers. The curriculum currently requires students to complete 42 general education course

credits. The following areas are included in the general education requirements:

Communication Skills (8 credits), Analytic Reasoning (6 credits), Health and Physical Education (2 credits), Arts and Humanities (9 credits), Social and Behavioral Sciences (9 credits), Natural Sciences (4 credits), Technology (2 credits), and 2 other general education credits. These courses provide students with skills that are common to almost any college graduate, but are crucial in forming a foundation for mastery of a more advanced or specific education.

Perhaps more importantly, students are also required to complete 53 course credits in professional studies. These credits include courses in areas that are more specific to golf course management. For example, students are required to complete courses such as Customer Development, Retention, and Marketing, Business Management or Organizational Leadership, Business Finance, Human Resource Management, Turf Management, and other courses related to service management in the golf industry. It is important to note that students are also required to perform two internships for a minimum of 4 credits. Based on responses in the present investigation, it is evident that work experience in the golf industry is very important. An emphasis on practical, real-world experience will likely give students an edge in the job market after graduation.

Finally, students in the GEM program are required to complete 29 elective credits that are guided by a faculty advisor. Students are given a chance to select which courses they would like to take from a pre-approved list. This provides them with a chance to tailor their education to meet their personal career goals. These elective courses are typically in areas like Accounting, Computer Systems, Entrepreneurship, Food and

Beverage, Gaming, Spanish, and Human Resource Management. Again, this provides the students with an opportunity to shape their education to meet their personal educational desires. This is important because individuals may have very different career paths in mind, and as the researcher found in the study, operational needs vary widely from course to course. Together, the courses in the GEM program cover all aspects of General Manager responsibilities included in the questionnaire.

### *Recommendations*

Based on the findings in the present investigation, it is recommended that students in the GEM program try to identify what type of facility they envision themselves working at after graduation. Based on this information, it would be helpful to find a number of job descriptions that are similar to their aspirations and tailor their education accordingly. Again, the applicability of course content is contingent upon the type of facility in which the individual would like to find employment. Lastly, it is recommended that faculty advisors at UW-Stout inform students about the range of career options for golf course management as early as possible upon enrollment in the program, so as to ensure that students will be able to receive the maximum benefits from their education.

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## Appendix A

**Date:** November 21, 2005

**To:** Alexander Wopat

**Cc:** Dr. Thomas Franklin

**From:** Sue Foxwell, Research Administrator and Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research (IRB)

**Subject: Protection of Human Subjects**

Your project, "*Responsibilities of General Managers of Wisconsin Golf Courses*" has been approved by the IRB through the expedited review process. The measures you have taken to protect human subjects are adequate to protect everyone involved, including subjects and researchers.

Please copy and paste the following message to the top of your survey form before dissemination:

This project is approved through November 20, 2006. Modifications to this approved protocol need to be approved by the IRB. Research not completed by this date must be submitted again outlining changes, expansions, etc. Federal guidelines require annual review and approval by the IRB.

Thank you for your cooperation with the IRB and best wishes with your project.

**\*NOTE: This is the only notice you will receive – no paper copy will be sent.**

SF:dd

## Appendix B

November 22, 2005

Dear Golf Course Owners/Operators of Wisconsin,

Under the advisement of the Program Director for the new B.S. in Golf Enterprise Management at UW-Stout, I am conducting a study to validate job descriptions for General Management positions for golf courses throughout Wisconsin. The purpose of the investigation is to determine whether current job description postings and an article from the National Golf Course Owners Association's (NGCOA) website are accurately identifying the assets and abilities that are needed by owners/operators for G.M. positions. The researcher is interested in receiving your feedback regarding which qualifications you perceive as being most critical to profitable operation of your facility. Specifically, the researcher is investigating owner/operator preferences in the areas of work experience and the knowledge, skills, and abilities that have been identified from the NGCOA article on hiring a clubhouse manager, various job postings for G.M. positions at different golf courses, and the curriculum for the B.S. in Golf Enterprise Management.

It is the researcher's hope that the information provided in the study will provide an overall view of what areas of training are needed among G.M.'s in the Midwest. Based on your response, the university will be better able to ensure that the students in the G.E.M. program are receiving the proper education needed to be G.M.'s at facilities such as yours.

To further explain the study, all 423 of the golf courses listed in the Wisconsin State Golf Association Golf Course Directory for 2005 are included in the study. Your facility was listed in the directory, and the researcher is requesting your participation in the investigation. As you examine the enclosed questionnaire you will find that completing the survey will take relatively little time. Because the information relates to the responsibilities of a G.M., only owners/operators are asked to complete the survey. You may notice that the survey requests the name of your facility. This is to enable the researcher to collect information on the facility's characteristics from the Wisconsin State Golf Association Golf Course Directory for 2005. All responses to the survey will be kept strictly confidential by the researcher and research advisor.

Beginning, December 14, 2005, the analysis of findings for this project will begin. All responses must be received by that date to be included in the investigation. Please return your completed survey to Dr. Tom Franklin in the enclosed, postage paid envelope. If you have any questions or concerns about what is being asked, please contact Alex Wopat or Dr. Tom Franklin, or Sue Foxwell, Director of Research Services at the telephone numbers listed below.

Your participation in this investigation is completely voluntary. However, without sufficient responses to this project, the data become meaningless. I believe your response will be valuable in helping to meet the needs of owners/operators throughout the Midwest!

Sincerely,

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## Appendix C

**The following survey is designed to determine which responsibilities of General Managers you perceive to be most important. Please answer each question to the best of your ability.**

1.) What is the name of your facility? \_\_\_\_\_

2.) Do you employ a General Manager?

Yes  No

3.) Does the General Manager also function as the Golf Professional?

Yes  No

4.) Do you employ an Assistant General Manager?

Yes  No

5.) If you do not employ a General Manager or Assistant General Manager, does the owner/operator perform the typical duties of a GM?

Yes  No

Note: If you function as both the owner/operator of the facility and the General Manager, please continue to complete the survey.

Please indicate how important you believe it is for General Managers to possess the assets needed to perform the following job responsibilities by circling your response on the number beside each responsibility.

**NA=Not Applicable, 1=Not Important, 2=Somewhat Important, 3=Important, 4=Very Important, 5=Essential**

### **General Manager Background Characteristics**

6.) How important is previous work experience in golf course management? NA 1 2 3 4 5

7.) How important is previous work experience in management *other* than at golf courses? NA 1 2 3 4 5

8.) How important is a 4-year college degree in a business related program? NA 1 2 3 4 5

### **Accounting Management Responsibilities**

9.) Creating an *annual* budget plan or forecast NA 1 2 3 4 5

10.) Creating a *long-term* budget plan or forecast NA 1 2 3 4 5

Maintaining all budget records for *revenues* in:

11.) Proshop and or/ retail NA 1 2 3 4 5

NA=Not Applicable, 1=Not Important, 2=Somewhat Important, 3=Important, 4=Very Important, 5=Essential

- |                                      |    |   |   |   |   |   |
|--------------------------------------|----|---|---|---|---|---|
| 12.) Food and beverage               | NA | 1 | 2 | 3 | 4 | 5 |
| 13.) Annual dues and or/ memberships | NA | 1 | 2 | 3 | 4 | 5 |
| 14.) Greens fees                     | NA | 1 | 2 | 3 | 4 | 5 |
| 15.) Golf cart fleet                 | NA | 1 | 2 | 3 | 4 | 5 |
| 16.) Practice facilities             | NA | 1 | 2 | 3 | 4 | 5 |
| 17.) Events                          | NA | 1 | 2 | 3 | 4 | 5 |
| 18.) Tournaments                     | NA | 1 | 2 | 3 | 4 | 5 |
| 19.) Other, please specify _____     |    |   |   |   |   |   |

Maintaining all budget records for *expenses* in:

- |   |    |   |   |   |   |   |
|---|----|---|---|---|---|---|
| 20.) Proshop and or/ retail             | NA | 1 | 2 | 3 | 4 | 5 |
| 21.) Food and beverage                  | NA | 1 | 2 | 3 | 4 | 5 |
| 22.) Course maintenance or improvements | NA | 1 | 2 | 3 | 4 | 5 |
| 23.) Golf cart fleet                    | NA | 1 | 2 | 3 | 4 | 5 |
| 24.) Practice facilities                | NA | 1 | 2 | 3 | 4 | 5 |
| 25.) Utilities (electricity, water)     | NA | 1 | 2 | 3 | 4 | 5 |
| 26.) Other, please specify _____        |    |   |   |   |   |   |

Making decisions for *new* expenses in:

- |   |    |   |   |   |   |   |
|---|----|---|---|---|---|---|
| 27.) Proshop and or/ retail             | NA | 1 | 2 | 3 | 4 | 5 |
| 28.) Food and beverage                  | NA | 1 | 2 | 3 | 4 | 5 |
| 29.) Course maintenance or improvements | NA | 1 | 2 | 3 | 4 | 5 |
| 30.) Golf cart fleet                    | NA | 1 | 2 | 3 | 4 | 5 |
| 31.) Practice facilities                | NA | 1 | 2 | 3 | 4 | 5 |
| 32.) Other, please specify _____        |    |   |   |   |   |   |

- |  |    |   |   |   |   |   |
|--|----|---|---|---|---|---|
| 33.) Maintaining all insurance policies                      | NA | 1 | 2 | 3 | 4 | 5 |
| 34.) Using local, state and federal tax codes and incentives | NA | 1 | 2 | 3 | 4 | 5 |
| 35.) Filing quarterly or annual tax reports                  | NA | 1 | 2 | 3 | 4 | 5 |

**Advertising or Marketing Responsibilities**

**NA=Not Applicable, 1=Not Important, 2=Somewhat Important, 3=Important, 4=Very Important, 5=Essential**

- 36.) Developing a marketing plan based on population and other course density NA 1 2 3 4 5
- 37.) Creating and publishing hard copy advertising (newspaper, etc) NA 1 2 3 4 5
- 38.) Creating radio or television advertising NA 1 2 3 4 5
- 39.) Maintaining a course internet website NA 1 2 3 4 5
- 40.) Creating and implementing player discount or coupon programs NA 1 2 3 4 5
- 41.) Other, please specify \_\_\_\_\_

#### **Event Planning Responsibilities**

- 42.) Planning and managing special events such as weddings, banquets NA 1 2 3 4 5
- 43.) Planning and managing tournaments following PGA or NCAA requirements NA 1 2 3 4 5
- 44.) Planning and managing golf outings not based on PGA or NCAA requirements NA 1 2 3 4 5
- 45.) Other, please specify \_\_\_\_\_

#### **Personnel Management Responsibilities**

Recruiting and hiring new golf course personnel in:

- 46.) Golf professional(s) NA 1 2 3 4 5
- 47.) Proshop and/or retail NA 1 2 3 4 5
- 48.) Food and beverage NA 1 2 3 4 5
- 49.) Grounds keeping NA 1 2 3 4 5
- 50.) Caddies NA 1 2 3 4 5
- 51.) Caterers for events NA 1 2 3 4 5
- 52.) Facility or equipment maintenance NA 1 2 3 4 5
- 53.) Other, please specify \_\_\_\_\_

Keeping employee records on salaries and/or benefits for:

- 54.) Golf professional(s) NA 1 2 3 4 5
- 55.) Proshop and/or retail NA 1 2 3 4 5
- 56.) Food and beverage NA 1 2 3 4 5
- 57.) Grounds keeping NA 1 2 3 4 5

**NA=Not Applicable, 1=Not Important, 2=Somewhat Important, 3=Important, 4=Very Important, 5=Essential**

- |  |    |   |   |   |   |   |
|--|----|---|---|---|---|---|
| 58.) Caddies                           | NA | 1 | 2 | 3 | 4 | 5 |
| 59.) Caterers for events               | NA | 1 | 2 | 3 | 4 | 5 |
| 60.) Facility or equipment maintenance | NA | 1 | 2 | 3 | 4 | 5 |
| 61.) Other, please specify _____       |    |   |   |   |   |   |

Supervising employees in:

- |  |    |   |   |   |   |   |
|--|----|---|---|---|---|---|
| 62.) Golf professional(s)              | NA | 1 | 2 | 3 | 4 | 5 |
| 63.) Proshop and/or retail             | NA | 1 | 2 | 3 | 4 | 5 |
| 64.) Food and beverage                 | NA | 1 | 2 | 3 | 4 | 5 |
| 65.) Grounds keeping                   | NA | 1 | 2 | 3 | 4 | 5 |
| 66.) Caddies                           | NA | 1 | 2 | 3 | 4 | 5 |
| 67.) Caterers for events               | NA | 1 | 2 | 3 | 4 | 5 |
| 68.) Facility or equipment maintenance | NA | 1 | 2 | 3 | 4 | 5 |
| 69.) Other, please specify _____       |    |   |   |   |   |   |

Organize and schedule work assignments for employees in:

- |  |    |   |   |   |   |   |
|--|----|---|---|---|---|---|
| 70.) Golf professional(s)              | NA | 1 | 2 | 3 | 4 | 5 |
| 71.) Proshop and/or retail             | NA | 1 | 2 | 3 | 4 | 5 |
| 72.) Food and beverage                 | NA | 1 | 2 | 3 | 4 | 5 |
| 73.) Grounds keeping                   | NA | 1 | 2 | 3 | 4 | 5 |
| 74.) Caddies                           | NA | 1 | 2 | 3 | 4 | 5 |
| 75.) Caterers for events               | NA | 1 | 2 | 3 | 4 | 5 |
| 76.) Facility or equipment maintenance | NA | 1 | 2 | 3 | 4 | 5 |
| 77.) Other, please specify _____       |    |   |   |   |   |   |

Evaluating job performance for employees in:

- |                            |    |   |   |   |   |   |
|----------------------------|----|---|---|---|---|---|
| 78.) Golf professional(s)  | NA | 1 | 2 | 3 | 4 | 5 |
| 79.) Proshop and/or retail | NA | 1 | 2 | 3 | 4 | 5 |
| 80.) Food and beverage     | NA | 1 | 2 | 3 | 4 | 5 |
| 81.) Grounds keeping       | NA | 1 | 2 | 3 | 4 | 5 |

**NA=Not Applicable, 1=Not Important, 2=Somewhat Important, 3=Important, 4=Very Important, 5=Essential**

- 82.) Caddies NA 1 2 3 4 5
- 83.) Caterers for events NA 1 2 3 4 5
- 84.) Facility or equipment maintenance NA 1 2 3 4 5
- 85.) Other, please specify \_\_\_\_\_

#### **Communications**

- 86.) Foster cooperative working environment for employees NA 1 2 3 4 5
- 87.) Communication of course business with owner/operator NA 1 2 3 4 5
- 88.) Communication of course business with stakeholders (stockholders, board of directors) NA 1 2 3 4 5
- 89.) Creating a welcoming environment for customers NA 1 2 3 4 5
- 90.) Communication with angry/unsatisfied customers NA 1 2 3 4 5
- 91.) Communication with intoxicated customers NA 1 2 3 4 5
- 92.) Other, please specify \_\_\_\_\_

#### **Computer Skills**

Use computer software such as spreadsheets and database software to manage:

- 93.) Accounting records NA 1 2 3 4 5
- 94.) Human resource and personnel records NA 1 2 3 4 5
- 95.) Marketing research NA 1 2 3 4 5
- 96.) Other, please specify \_\_\_\_\_

**97.) Was there anything that you feel was missing and should have been included in the survey?**

**Thank you very much for your time!**