Excellence in Education 2008

Question 1 – Which of the 10 competency areas did your chapter’s education cover?

The chapter addressed all 10 competency areas with a wide variety of programs and presenters. The Education Committee placed a major emphasis on programs that would assist the CMAA member’s ability to operate in a hard economy. The following is a summary of competency coverage:

1. **Club Governance** 4 Programs/total of 13 hours (13 credits)
   - Working with Club Boards and Committees: Norm Spitzig, MCM 3
   - Leadership in Governance: Robert C. James, CCM & Robyn Nordin Stowell, JD 1
   - Managing Board and Committee Relations: Gary Hamilton, PhD 6
   - Partnership between the Board and the GM: Norm Spitzig, MCM 3

2. **Food and Beverage Management** 9 Programs/total of 28 hours (28 credits)
   - Advanced Methods for Profitable Club Food Service Operations: Mike Holtzman 4
   - Weaving your Member’s Lives into the Fabric of Your Club: Gregg Patterson 4
   - Cutting Cost without Cutting Your Throat: Bill Marvin (4 three hr sessions) 12
   - Gourmet Dining Trends: 5 Club Executive Chefs 2
   - The Evolution of Member Services: Andy Stangenberg 3
   - People, Product, Passion: Jim Cheatham 3

3. **Accounting and Financial Management** 4 Programs/total of 8 hours (8 credits)
   - Enhanced Compensation Reporting: David Moja 1
   - Current Financial and Social Factors in Clubs: Bill Wernersback, CPA 3
   - Keeping up with Club Trends: Bob Patastnick, CPA, Phil Newman, CPA, & Tammy Tassitano 3
   - Issues and Innovations: Club Mangers Forum 1

4. **Human and Professional Resources** 5 Programs/total of 13 hours (13 credits)
   - Immigration, Harassment and Discrimination: Hodgson Russ Law Firm 3
   - Human Resources and Risk Management: Ronald J. Headings & Jill A. Bierwagen, CSP 3
   - Trends in Club Human Resources: Sabra Cecil 2
   - Employment Issues and other Legal Liabilities: Robyn Nordin Stowell, JD 1
   - Managing Essentials in the 21st Century: Dr. Ronald Paul Hill 4

5. **Leadership** 5 Programs/total of 19 hours (19 credits)
   - The Manager as Coach-Coaching for Results: Kevin McDonald & Shelley McDougall 6
   - Leading from the Inside Out: Eileen McDargh 4
   - Leadership and Governance: Dick Kopplin 2
   - Creating Your Own Destiny: Patrick Snow 3
   - Livin’ the Life in Club Management: Shelley McDougall 4
6. **Membership and Marketing** 5 Programs/total of 10 hours (10 credits)
   - Freakonomics (1.5 credits) Dr. Lee Hoke
   - Marketing to the Media (1.5 credits) Corey Saban
   - Find ‘em - Sell’em - Keep ‘em (3 credits) Beth Meister
   - Show and Tell = Grow and Sell (3 credits) Bill Quain, PhD
   - Issues and Innovations (1 credit) Club Managers

7. **Golf, Sports and Recreation Management** 5 Programs/total of 17 hrs (17 credits)
   - Golf in the Future (3 credits) Tim Hiers, CGCS
   - Golf 101 (6 credits) Al Kinkle, CCM, CCE, FMP
   - Spa and Fitness (2 credits) Christine Corrollo et al
   - Golf Excellence (3 credits) Kathy Harbin & Travis Fulton
   - How to Manage Club Activities (3 credits) Neil Warner

8. **External and Government Influences** 3 Programs/total of 3 hours (3 credits)
   - What’s New in Washington (1 credit) Congressman Adam Putnam
   - Strategic Outlook for the Club Industry (1 credit) Douglas T. Howe
   - Government Does Matter (1 credit) Brad D. Steele, Esq. & Robert C. Schramm

9. **Facilities Management** 3 Programs/total of 6 hours (6 credits)
   - Facilities Preparations for Hurricanes/Disasters (2 credits) Greg Frith
   - Challenges Facing your Superintendent (3 credits) John Foy & Pat Roselli
   - Issues and Innovations (1 credit) Club Managers Forum

10. **Interpersonal Skills** 3 Programs/total of 11 hours (11 credits)
    - Running with Scissors (4 credits) Dr. Larry Helms
    - A Day at the Club Zoo (4 credits) Richard Flint
    - License to Change (3 credits) Bill Quain, PhD

**Question 2 – How did your chapter determine which topics to address in its 2008 educational program?**

The Education Committee consists of a Chairman and Assistant Chairman for the chapter in each of the five regions. This 12-member Chapter Education Committee collaborates regionally and collectively to compile the list of topics to be addressed each year. It begins by reviewing the goals of the previous year, and clarifying the goals for the coming year. These include the primary objective of ensuring that all 10 certification competencies are covered. The 2008 regional planning process began in April 2007 and concluded in December 2007. The chapter follows the program listed below for planning the regional and chapter education schedules:

- In April the Chapter Chair and Assistant Chair contact the Regional Chairs and Assistant Chairs and provide them with the *Educational Planning Schedule*, the *Managing Education Regions Word file*, the *Regional Education Template Excel file*, and the *Regional Education Budget Word file*. These planning tools outline in detail the 10 competency areas as well as the planning and budgeting process. A conference call meeting with all 12 committee members is convened and the tools and schedules are discussed and reviewed.

- In May the Regional Assistants (who will be the Chairs for the following education year that is being planned) will start their regional education grids by identifying what months they meet and what type of meetings they are going to have (ex. CMI, joint meetings, state tours, business
meeting, charity golf, etc.) The Regional Chairs work with the Assistant Chairs in this process. The grids are reviewed by the Chapter Chair and Assistant Chair. A conference call meeting is convened to assist in this step of the planning.

- In June the Regional Assistant Chairs work with the Regional Administrators to locate venues and pin down dates. The dates and venues are added to the education planning grid. The regional schedule is reviewed at the Education Committee meeting that is held at the June summer conference. Potential topics are discussed and considered by the Regional Chairs and Assistant Chairs at this meeting. Committee members unable to attend in person, meet by conference call.

- In July the Regional Assistant Chairs work with the Regional Chairs to select topics and subjects based on the 10 CMAA competencies. The education committee meets by conference call to assist each other in the planning process.

- In August the Regional Assistant Chairs with the assistance of the Regional Chairs select speakers and negotiate rates and expenses based on the available funds for each region. The education committee meets again at the second summer conference to collaborate on potential speakers and topics. A conference call is available to committee members who are not able to attend the conference.

- In September the regional education schedules are completed for the 5 regions and the committee meets at the last summer conference for a final review and approval.

- In October the process of planning the summer conferences begins. The Chapter Chair and Assistant Chair review the competencies and topics planned for the regional meetings and discuss which competencies will be presented at each of the 3 summer conferences.

- In November the Chapter Chair and Assistant Chair discuss potential presenters and firm up which topics will be presented at each summer conference.

- In December the Chapter Chair and Assistant Chair negotiate rates and confirm presenters, competencies, and dates and times.

**Question 3 – How did your chapter market its education programs to its members in 2008?**

The method for marketing the summer conferences started in December 2007 with a “Save the Dates” distribution to the chapter via e-mail and notice published in the newsletter. In February, a full color, tri-fold brochure over viewing education and accommodations for all three summer conferences was mailed to chapter members. In March, a broadcast e-mail reminder was sent and the brochure was uploaded to the chapter website. In April, the full color June summer conference brochure was sent to the chapter members and uploaded to the website. In May a broadcast reminder was distributed. In June, the August and September conferences were featured in the newsletter and the full color August brochure was mailed to the chapter members and uploaded to the website. In July, a broadcast e-mail reminder was sent for the August conference. In August, the full color September conference brochure was mailed to chapter members and uploaded to the website. A final e-mail broadcast reminder was sent in early September, three weeks prior to the conference.
Question 4 – How does your chapter address the diversity of professional development needs among its members (GM/COOs vs. Assistant Managers)?

The Chapter Education Committee, with the oversight of the Chapter Board of Directors, is responsible for ensuring that the diversity of programs meets the needs of its members. The committee utilizes member feedback from surveys and evaluations during the planning process. That feedback, as well as consideration by the committee of the various sub-categories of the Certification Competencies, lead to a 2008 education schedule that appealed to a wide variety of industry professionals. For example, a state tour with four three-hour regional presentations for mid-managers garnered a total of 350 attendees. In addition to the diverse regional offerings, one of the three-day chapter summer conferences featured a leadership program for GM/COO’s on day one, followed by a program for Assistant Managers, F&B Directors and Executive Chef’s on day two, and concluding with a program for Activities Directors, Catering Managers, and Membership Directors. At that same conference, a panel of General Managers that started in the industry as chefs, discussed F&B topics as well as the Chef to GM career path. Additionally, the chapter launched a new initiative for student members that gave them access to regional meetings with no registration fee.

Question 5 – How does your chapter incorporate technology into its educational program?

- New to this year was the use of surveymonkey.com to solicit education session attendee feedback.
- The Education Committee relies on communication technology and conference calls to ensure all 12 committee members participate in the planning process.
- Marketing of Chapter Conferences and programs relies heavily on technology and the details are discussed in question 3.
- Program presentations rely on interactive technology to enhance their appeal.
- Education presentation materials are uploaded to the chapter website library section.
- Chapter members are offered a webcast link to GCSAA Education via the chapter website.
- The chapter website offers a variety of links to Allied Associations and to useful industry resources.

Question 6 – What does your chapter do in its education program that is unique or innovative?

The chapter continues to seek ways and means to maintain freshness and interest amongst the membership in the education programming and enhance the perceived value by the members attending the education programs. The strategy the chapter employs to build value and participation includes:

- New to this year was the introduction of the Single Seminar Ticket. The appeal of summer conferences had broadened appreciably in recent years, the reasons being two-fold: programming content and the elevated profile of General Managers looking to have key members of their senior staff avail of such opportunities. Although many very accessible programs have been offered on a local basis, at affordable rates, the chapter wanted to extend this accessibility to the summer conferences via means of a Single Seminar Ticket. The Single Seminar Ticket allowed the General Manager to register up to three additional people per day for any of the daily four-hour seminars, provided that at least one manager from the club was registered for the full conference education program. This program afforded the General Managers the opportunity to
bring key department heads to summer conference seminars at a very affordable rate during a
time when clubs were very sensitive to operating expenses.

- The chapter continued the shift towards scheduling fewer events, but with more “Powerhouse”
presenters and value-oriented number of education hours for each. It continued to push the
average program closer to three or four credit hours in lieu of the cumbersome six hour
programs, therefore improving attendance.

- The regular utilization of “Issues & Innovations,” an open-floor forum moderated by the
Education Chair that enables managers to discuss a myriad of operational challenges and
opportunities.

- To drive attendance for the Business Meeting of the chapter conferences where association
business was discussed, the use of keynote speakers dramatically increased participation. The use
of respected professional leaders and industry icons (Congressman Adam Putnam, James B.
Singerling, CCM, CEC, and Andy Stangenberg) elevated the quality of summer conferences.

- The chapter continues to act on its belief that the more interest that spouses and families had in
conference programming, the more supportive they are likely to be of managers attending
education, and the more interested they will be in the overall conference. In 2008, this featured:
  - A ‘Family Olympics’ style scavenger hunt that had families competing in tennis,
basketball, croquet, and putting contests.
  - A conference venue that featured a water park and winding river for families.
  - A museum tour and shopping trip for spouses.
  - A kayak excursion for teenagers.

- The June summer conference was coordinated with the National Club Association to provide an
information packed 4 hour panel featuring 5 NCA presenters.

Question 7 – Does your chapter solicit individual attendee feedback for each educational program
you offer and how do you track it?
The chapter continues to solicit attendee feedback from an increasing number of its education programs:

- The summer conference attendees receive a two page feedback form on the final day of each
conference. First, evaluation is sought on the education program and presenter. Second, attendees
are asked for one suggestion on how the program could be improved. Third, the survey is used as
a tool to solicit ideas for future programs and presenters. Respondents are then recorded in the
chapter database and the survey is e-mailed to non-respondents to maximize responsiveness.
Lastly, the results are tabulated in Excel with comments and suggestions recorded in an
accompanying word document, and the information is distributed to chapter leadership for
evaluation, consideration and future planning.

- All major education programs of three hours or more have one-page feedback forms that are
distributed, collected and evaluated.

- Regions solicit feedback about their programs using the CMAA evaluation card as well as the
use of current technologies like surveymonkey.com.