
Turfgrass Internships:

Student's Guide & Record Book

Raechal Volkening, CSFM

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Preface

Turfgrass Internships: Student's Guide and Record Book was created for turfgrass students considering an internship in sports turf or golf course management. It is designed for students with interest in all areas of turf management including professional sports, college athletics, school districts, and park and recreation departments as well as public and private golf courses. This record book is intended to provide a reference to assist students in the process of securing a quality internship and getting the most out of the internship experience.

A companion book is available for employers entitled, *Turfgrass Internships: Employer's Guide and Record Book*. The "Employer's Guide" assists industry professionals in developing or upgrading a quality internship program, attracting student candidates and conducting the internship experience.

These two books may be used independently or simultaneously. They were designed together to simplify and streamline the process of creating an optimal internship environment for both student and employer.

About the Author

Raechal Volkening is a graduate of the University of Wisconsin with a degree in horticulture and a specialization in turf and grounds management. Raechal has worked for both Minor League and Major League Baseball Organizations including the Milwaukee Brewers where she is currently the Grounds Manager. She has created and supervised internship programs for over thirty students in turfgrass and landscape management. Raechal has earned the distinction of Certified Sports Field Manager.

Acknowledgments

Over the last seven baseball seasons, I have had the opportunity to work with a group of truly exceptional students looking to reach their own goals in the turfgrass industry. I owe them each for the hard work and spirit they brought to the field every day. I must also thank our 2004 interns for their help in the creation of this guidebook. They acted as guinea pigs, using and improving the books during the 2004 season. **Matthew Henn** – Daytona Community College, **Jordan Lorenz** - South Dakota State University, **Kyle Slaton** - Penn State University, **Kyle Sherman** – University of Tennessee, and **Chris Skowyra** – University of Massachusetts-Amherst, thank you for your input and hard work.

I would like to thank the **Sports Turf Managers Association** for making both *Turfgrass Internships: Student's Guide and Record Book* and *Turfgrass Internships: Employer's Guide and Record Book* available to interested students and employers throughout the industry.

I would also like to thank the **Milwaukee Brewers Organization** for their support of our internship program. Special thanks go out **Gary Vanden Berg**, Milwaukee Brewers Director of Grounds, and to **David Mellor**, Boston Red Sox Director of Grounds, for taking the time to serve as my mentors, opening the world of sports turf management to me and their continued support and guidance.

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Section One:

Getting Started

Getting Started

Why Participate in an Internship Program?

Internships can be vital in helping determine career goals. Most students don't know what they want to do after graduation, and an internship can be an ideal way to remove some of the mystery of the "real world." Working as an intern can help you determine if turf management is the proper career path for you. It may even help you decide which area of turfgrass management best matches your personal and career goals.

Valuable hands-on experience is an important reason to consider an internship. While your college education is highly important in becoming a productive turf manager, you will need more than just a college degree to be successful. Hands-on experience will help you know how to deal with real world situations and management issues. You will also be exposed to the work schedule of the turf industry, which is in dramatic contrast to that of college.

This work history can also be showcased in your resume. In order to obtain that dream job after graduation, employers will be looking for real world experience in addition to your formal education. A quality internship is a very efficient way to obtain the practical experience employers are looking for.

People probably tell you regularly that you need to "network." Where do you begin? An internship is a great place to start building a network of professional contacts.

For these reasons and many more, you are strongly urged to read this guidebook in its entirety and participate in a minimum of one internship during your college career.

When Should You Participate in an Internship Program?

Many universities view the summer after your junior year of college (4-year programs) or the summer after your freshman year of college (2-year programs) as the ideal time to complete an internship. These are excellent times to undergo an internship experience, but they are certainly not the only acceptable time to do so. In addition to working as an intern the summer before graduation, many students greatly benefit from an internship earlier in their college career. Also, recent graduates that lack the experience to find a quality full-time position may benefit from the opportunity to complete a post-graduation internship.

What Should Interns Expect?

It must be understood that an internship program is a two-way street. While students have the right to expect their supervisor to provide one-on-one mentoring, varied work assignments and quality work experiences, it is important to be a dedicated worker. The work experience should be a strong reinforcement of classroom materials. Every intern needs the attention and guidance of a one-on-one "mentor." Interns should also be able to expect that no matter what their prior experience is, they will receive challenging and rewarding work assignments.

Suggested Learning Objectives

As mentioned previously, one of the most important requirements of an internship program is that students must be involved in a wide variety of work tasks. Students should contribute willingly and efficiently to the important routine tasks of the employer's department such as mowing and divot repair. These should not, however, be the only type of job duties that the student is assigned. Interns should be exposed to a wide variety of job assignments in all areas of field management from sport specific job tasks to management issues.

The following are listings of many of the important skills and concepts for students to learn during an internship program. All skills will not be applicable to all internship sites. Students should speak to employers during the interview process to determine in which of these areas they would have the opportunity to gain experience during the internship. If your internship is only 3-months in duration, set realistic goals as it is impossible to thoroughly cover all of these learning objectives during this time frame.

General Turf Maintenance

Turf Species

- ☐ Know what turfgrass species are adapted to athletic fields or golf courses in your region.
- ☐ Understand why the specific species and cultivars/varieties were selected for use on your site.
- ☐ Be aware of the strong and weak characteristics of the selected species/cultivars.

Mowing

- ☐ Recognize how mowing frequency, height and direction are determined.
- ☐ Be competent with all mowing equipment used at the facility.
- ☐ Understand how and why mowing patterns are created.

Fertilization:

- ☐ Analyze a soil test for a field at your facility.
- ☐ Determine if phosphorus applications are necessary and allowable.
- ☐ Be acquainted with the various nitrogen, phosphorus and potassium sources available in fertilizers and understand when each source is recommended.
- ☐ Calculate fertilizer application rates for both granular and foliar products.
- ☐ Calibrate spreader and/or sprayer.
- ☐ Create a fertilization program for the following year at your facility.

Cultivation

- ☐ Be familiar with cultivation techniques used at the facility and why they were selected.
- ☐ Recognize why and when fields are cultivated.
- ☐ Appreciate the benefits and problems associated with each cultivation technique.

Turf Repair

- ☐ Be proficient in techniques for divot repair.
- ☐ Understand methods and rate calculations for overseeding.
- ☐ Be competent in methods for sprigging.
- ☐ Able to perform proper sodding techniques for standard roll and big roll installation.

Pest Management

- ❑ Understand the principles of Integrated Pest Management.
- ❑ Be familiar with pest identification including common weeds, insects, and diseases.
- ❑ Be acquainted with the process of selecting specific control measures, including pesticides.
- ❑ Calculate pesticide application rates for both granular and liquid applied products.
- ❑ Understand the basic requirements of OSHA and the Hazardous Communication Standard.
- ❑ Obtain Commercial Pesticide Applicators Certification.
- ❑ Safely use pesticides following pesticide labels and federal, state, and local regulations.

Drainage and Irrigation

- ❑ Be familiar with where and why irrigation is used on your site.
- ❑ Know what types of irrigation heads and valves are used on the site and their characteristics.
- ❑ Understand how the irrigation heads are controlled.
- ❑ Know where all isolation and main valves are located and how they are operated.
- ❑ Be acquainted with water quality, pH, and salinity at your facility and their relation to turf management practices.
- ❑ Experience winter irrigation shutdown procedures.
- ❑ Be capable of basic irrigation troubleshooting and repair.
- ❑ Understand what type of drainage system(s) are used at your facility, how and why they were selected, and how they work.

Construction

- ❑ Have knowledge in the selection criteria used for soils, turfgrass, and field layout.
- ❑ Appreciate the importance of good coordination and communication with contractors.
- ❑ Be capable of reading and understanding plans and blueprints.

Equipment Use and Maintenance

- ❑ Safely use all types of equipment on site including utility vehicles, mowers, and power tools.
- ❑ Train other employees to use equipment safely.
- ❑ Read and comprehend equipment operation and maintenance manuals.
- ❑ Perform basic equipment maintenance activities.
 - Check, sharpen, and/or backlap mowing blades and reels.
 - Check all fluids.
 - Check and replace oils as needed.
 - Fill and repair damaged tires.
 - Check and clean or replace air/fuel filters
- ❑ Understand basic functioning of gasoline, diesel, and two-cycle engines.
- ❑ Be able to locate a qualified mechanic for more involved repairs.
- ❑ If your facility has an on-site mechanic, perhaps shadow the mechanic for several days to gain an increased understanding of equipment maintenance.

Field Scheduling

- ❑ Be familiar with the process used to coordinate field use between all user groups.
- ❑ Appreciate the schedule needed to accommodate necessary chemical applications and maintenance activities.

Field Safety

- ☐ Monitor field/course conditions to ensure safety of facility users and employees.
- ☐ Respond appropriately if potential safety risks are noticed.

Sport Specific Skills

Field Dimensions

- ☐ Know where to find field layout guidelines for all levels of play at the facility.
- ☐ Understand how to measure all dimensions and correct any problems.
- ☐ Complete the field dimension diagrams within the "Worksheets" section for future reference.

Pitching Surfaces

- ☐ Understand how materials are selected for pitching surfaces.
- ☐ Be aware of where materials are purchased and typical pricing.
- ☐ Comprehend proper construction and repair methods.
- ☐ Identify how moisture regulation is important in maintaining a pitching mound.

Skin Maintenance

- ☐ Be familiar with how materials are selected for the infield skin at this facility.
- ☐ Identify the soil texture of the skin.
- ☐ Understand how and why conditioners are used.
- ☐ Be competent in the typical daily skin maintenance routine.
- ☐ Be aware of how often the skin is renovated and what procedure is followed.
- ☐ Understand how moisture regulation is important in maintaining the skin.

Tarpping

- ☐ Know what materials are available for field tarps and how are they selected.
- ☐ Become familiar with the process of deciding when tarps are used.
- ☐ Be able to communicate decisions with crews and facility users.

Line Marking

- ☐ Be competent in various line marking techniques including: chalking, aerosol painters, airless paint sprayers, and hand painting.
- ☐ Understand the benefits and cost of each type of field marking.
- ☐ Know the proper use of all necessary templates for lines, hash marks, numbers, batter's box...

Logo Painting

- ☐ Understand the importance of proper paint and stencil selection, suppliers, and costs.
- ☐ Experience in proper painting techniques using airless and/or backpack sprayers.

Field Equipment

- ☐ Be aware of various products and techniques available for field protection.
- ☐ Understand the specifications for backstops, batting cages, and screens.
- ☐ Recognize the important characteristics of quality wall padding and fencing.
- ☐ Be familiar with regulations and selection criteria for soccer and football goals and nets.

- ❑ Be capable of performing basic maintenance to all types of field equipment.

Non-Turf Events

- ❑ Understand proper planning and communication strategies.
- ❑ Be familiar with the available physical field protection products including recommended uses, costs, dimensions, and safety.
- ❑ Understand the selection and application of pesticides in relation to non-turf events.
- ❑ Be introduced to budgeting for non-turf events.
- ❑ Understand and be competent in various field repair techniques.
- ❑ Be aware of stage construction methods and other event set-ups.

Golf Course Specific Skills

Basic Course Maintenance

- ❑ Understand how and why pin and cup placements are selected.
- ❑ Become competent in properly changing cup placement without disrupting green play.
- ❑ Understand how cart use policies are created.
- ❑ Be familiar with standard bunker maintenance activities.
- ❑ Know maintenance procedures for any water features found on site.

Golf Course Layout

- ❑ Understand how course layout affects the turfgrass environment.
- ❑ Become familiar with how the course design and renovations affect the play of the course.
- ❑ Be familiar with the basic rules of golf.

Golf Equipment

- ❑ Understand how course equipment such as cups, flags, cleat and ball cleaners are selected.
- ❑ Become familiar with several suppliers of golf course equipment.

Tournaments

- ❑ Understand tournament preparation strategies.
- ❑ Become familiar with any turf protection used during tournaments.
- ❑ Understand how turfgrass management practices are adjusted in connection with tournaments.
- ❑ Learn how to relate to media, especially in connection with major course events.

Management Skills

Budgeting

- ❑ Understand how to develop and implement departmental budget.
- ❑ Defend budget in budget review meeting.
- ❑ Write and submit products or projects for bids.
- ❑ Use a purchase order system.
- ❑ See the "Special Projects" section for budget related project recommendations.

Employee Relations

- ❑ Gain a basic understanding of legal and ethical hiring practices.
- ❑ Develop leadership and motivational skills by working as a group leader.
- ❑ Understand the fundamentals of the company's employee discipline procedures.

Job Search Preparation

- ❑ Revise your resume to include your internship experience.
- ❑ Complete job specific cover letters.
- ❑ Interns ready to enter the job force may benefit from practicing in mock interview situations.

Using Your Turfgrass Internship Record Book

Turfgrass Internship Record Book is a combination of information and worksheets designed to help students maintain a clear and detailed record of their internship experience. It is divided into eight major sections: student's guide, daily log, worksheets, skills lists and reviews, special projects, scholarships and associations, contact directory, and appendices.

Daily Log

Included in the record book are daily log forms in which you can record tasks performed, hours and events worked, and skills and concepts learned. These log sheets were created to be quick and easy to complete while providing an important reference for students to monitor their own progress, and work schedule.

TIP: Spend a few minutes to fill out your log each day, rather than becoming overwhelmed by the log later in the internship.

Worksheets

Worksheets have been created for each of the major learning objectives described on pages 4-8. It is suggested that students should complete one worksheet every 7-14 days during an internship. Students should complete the worksheets that are relevant to their internship site.

TIP: Try to answer the worksheet questions independently using your internship experiences, textbooks, class notes and the Internet. Some questions will require assistance from your supervisor. Always ask your supervisor for feedback on your completed worksheets.

Skill Checklists and Reviews

The skills checklists found in the “Skills Lists and Reviews” section of this book include basic descriptions for many of the tasks an intern could be involved in during their internship. A more detailed listing of internship skill requirements was included in the previous section.

The skills checklists are intended to be used on a monthly basis. When you first arrive on the internship site, take a few minutes and fill out the first column on the checklist. You will rank yourself on scale of 1 to 5 on each skill on the checklist. This will help you and your employer understand exactly where you are starting. Once a month, fill out another column on the checklist. At the same time, your supervisor may fill out a copy of the checklist rating your performance from the supervisor’s point of view. Meet with your supervisor to discuss your performance and progress. The skills checklists will allow you both to chart your progress throughout the internship. Each time the checklist is updated, select 3-4 items on the list that you would especially like to improve. Ask your supervisor if it is practical for you to work on these skills during the upcoming month. If not, select other challenging, yet practical goals for the next month.

Formal reviews should be completed after the first 2-4 weeks, halfway through the internship, before the conclusion of the internship and any other time as required. Forms for supervisor and intern are included in the “Skills Lists and Reviews” section.

Special Projects

While varied work assignments are critical to a successful internship program, they are just the beginning. To create a complete internship experience, special projects may be used to enhance the more routine tasks that students will complete during the workday. Some colleges will assign specific projects for you to complete while working on your job site. Usually, however, these projects are completely up to you and your supervisor. The subject matter, depth and expectations of these projects can be adapted for the individual student. When determining the subject and requirements for your special project(s), don’t limit yourself. The possibilities for these enhancement projects are endless. Detailed descriptions and requirements for several projects are included in the “Special Projects” section of this book.

TIP: Select 2-3 special projects that will help fill any deficiencies in your classroom and internship experience. Then ask your supervisor which projects would be feasible during your internship.

Scholarships and Associations

Become involved in the turf industry. One way you could begin this process is by joining one or more professional associations. These same organizations often provide scholarship opportunities to worthy applicants. The information needed to join the Sports Turf Managers Association (STMA) and the Golf Course Superintendents Association (GCSAA) are included in the “Scholarship and Associations” section. A listing of sources for potential scholarships is also included.

Contact Directory

Networking is an important step in becoming part of the turfgrass management community. As you meet professionals in the industry, record their information in the contact directory for future reference.

Photographs

Along with your completed *Record Book*, a photographic record of your internship will be an invaluable resource after your internship. Do not make the mistake of believing that you will remember all of the details of the daily routine of your internship without photos. Important photographs include:

- Overall photos of the field(s) or course.
- Step by step photographs of routine tasks such as mowing, repairing mounds, setting cups, chemical applications, or field marking.
- Records of any special events or tournaments.
- Images of any renovation or non-routine tasks such as installing sod, laser leveling an infield, or upgrading an irrigation system.
- Photographs of equipment and supplies.
- Photos with fellow workers and employers.
- ANYTHING else of interest during the internship.

In today's technological age, there are many ways to effectively capture and store your photographs. Digital or 35mm photos are both good ways to record your internship experiences.

Digital photos have the advantage that you can take hundreds of photos without having to pay expensive developing costs to print all of them. Digital camera users will have to decide if they will store photos as computer files and/or printed photos. It is recommended that if you have access to a digital camera you store most of your images on CDs and only print your favorite images. This strategy will save money on printing costs. If you save your photos on CDs, make sure that you carefully index and categorize your photos so that you can easily locate a desired photo. A good way to remember what photos you have is to print and save a proof sheet of each group of photos. The proof sheet will contain small low-resolution copies of each photo in a filmstrip-like format.

If you will be using a standard 35mm or Advantix film camera, you can also create an excellent record of your internship. With film cameras, you will need to professionally develop all of your photos. There are currently several options for film development. You may have traditional 3½"x5" or 4"x6" photos printed and/or have your photos downloaded to a CD. Having photos stored on CD is a nice advantage that will save you the trouble of scanning and saving photos yourself. CDs make it easy to make an inexpensive copy for a coworker, include photos in a PowerPoint presentation, or email them to friends or family. Printed photos should be stored in a photo album that allows you to write simple captions for each image.

Please do not overlook the importance of maintaining a photographic record of your internship. If you choose to save photographs on CD, they may be stored in the sleeve provided at the end of this book. Make sure that you have more than one copy of your photo CD or you may be greatly disappointed should damage occur.

The Application Process

Locating Internships

By this point, you have hopefully decided that you would like to complete an internship. The next step is finding a quality internship program and getting selected to participate. Professors and career counseling services may offer a good place to start looking for internships. If you are unable to locate your dream internship through your university, there are other resources available.

Attending local, state or national trade shows is an excellent way to meet sports turf professionals and may provide leads for future internships. The Sports Turf Managers Association (STMA) holds a national conference in January of each year. This is a great opportunity to meet employers and view an extensive job posting board. A few employers may hold interviews during the conference, but there are no formal interviews held in conjunction with the conference at this point. The Golf Course Superintendents Association (GCSAA) holds its national conference in February and includes job postings as well as informal on-site interviews. Most state turfgrass associations also hold conferences or seminars throughout the year that often post internship opportunities.

STMA and GCSAA also provide listings of available jobs and internships on their web sites www.sportsturfmanager.com and www.gcsaa.org. In order to view the internship listings you must become a member of the association for a minimal fee of \$20 (STMA) and \$35-\$60 (GCSAA) per year. See “Scholarships and Associations” for more information and application forms to join STMA and GCSAA. After you join either association you will also be able to post your resume free of charge on their web site if you choose.

If you don't find what you are looking for through your school, STMA, GCSAA, or your state turfgrass association, consider contacting potential employers directly. Contact information for professional baseball employers can be found in the *Baseball America Directory*, an annual publication that can be ordered from any major bookstore for about \$15. Other sources of contact information include the annual membership directories of STMA and GCSAA.

Resume Preparations

Your resume is probably the most important item you will ever write. A good resume will not get you the job all by itself, but a bad one will certainly send you to the rejection pile. While writing what may be your first resume can seem like a daunting task, this brief guide will help get you started. If you require more detailed advice on resumes, several books are listed in Appendix B.

Many different formats and philosophies exist for creating resumes. For most internship applicants, the standard chronological format is the best selection. In the chronological format, educational and employment history are arranged by date with the most recent items listed first. Each resume example in this guide is organized using the chronological format. Most intern resumes should be one complete page in length. For some students with considerable work history, a two-page resume is acceptable. A 1½-page resume is never allowable.

The standard intern resume can be divided into seven sections: contact information, objective, education, work and/or volunteer experience, awards and honors, interests and activities, and references. While you will not include all of this information in the final draft of your resume, please fill out the following worksheets to gathering the information you may need.

Contact Information:

Name: _____

School Address: _____

Email: _____

Phone: () - _____

Does this phone have voice mail? ☐ yes ☐ no

Cell Phone: () - _____

Does this phone have voice mail? ☐ yes ☐ no

Permanent Address: _____

Phone: () - _____

Does this phone have voice mail? ☐ yes ☐ no**Education:****Current College/University:** _____

Address (City, State): _____

Years Attended: _____

GPA: _____

Degree Sought: _____

Courses Completed: _____

Previous College/University: _____

Address (City, State): _____

Years Attended: _____

GPA: _____

Degree Received: _____

Courses Completed: _____

High School:

Address (City, State): _____

Years Attended: _____

GPA: _____

Degree Received: _____

Courses Completed: _____

Work Experience:**Current Employer:**

Address (Street): _____

Address (City, State, Zip): _____

Phone: _____

Job Title: _____

Start and End Dates: _____

Pay Rate: _____

Supervisor's Name: _____

Supervisor's Title: _____

Supervisor's Phone: _____

Job Duties: _____

First Previous Employer:

Address (Street):

Address (City, State, Zip):

Phone:

Job Title:

Start and End Dates:

Pay Rate:

Supervisor's Name:

Supervisor's Title:

Supervisor's Phone:

Job Duties:

Second Previous Employer:

Address (Street):

Address (City, State, Zip):

Phone:

Job Title:

Start and End Dates:

Pay Rate:

Supervisor's Name:

Supervisor's Title:

Supervisor's Phone:

Job Duties:

Third Previous Employer:

Address (Street): _____

Address (City, State, Zip): _____

Phone: _____

Job Title: _____

Start and End Dates: _____

Pay Rate: _____

Supervisor's Name: _____

Supervisor's Title: _____

Supervisor's Phone: _____

Job Duties: _____

Volunteer Experience:

Organization Name: _____

Address (Street): _____

Address (City, State, Zip): _____

Phone: _____

Position Title if applicable: _____

Start and End Dates: _____

Supervisor's Name: _____

Supervisor's Title: _____

Supervisor's Phone: _____

Volunteer Duties: _____

Honors and Awards:

Award: _____

Date Received: _____

Award: _____

Date Received: _____

Award: _____

Date Received: _____

Award: _____

Date Received: _____

Activities, Memberships and Interests:

Club or Activity: _____

Dates Involved: _____

Office(s) held: _____

Duties/Accomplishments: _____

Club or Activity: _____

Dates Involved: _____

Office(s) held: _____

Duties/Accomplishments: _____

Club or Activity: _____

Dates Involved: _____

Office(s) held: _____

Duties/Accomplishments: _____

References:

These may be employers, professors, supervisors or advisors from other organizations you have been involved in.

Name: _____

Job Title: _____

Company Name: _____

Address (Street) _____

Address (City, State, Zip) _____

Phone: _____

Email: _____

Has this individual agreed to provide a reference for you? ☐ yes ☐ no

Name: _____

Job Title: _____

Company Name: _____

Address (Street) _____

Address (City, State, Zip) _____

Phone: _____

Email: _____

Has this individual agreed to provide a reference for you? ☐ yes ☐ no

Name: _____

Job Title: _____

Company Name: _____

Address (Street) _____

Address (City, State, Zip) _____

Phone: _____

Email: _____

Has this individual agreed to provide a reference for you? ☐ yes ☐ no

Name: _____

Job Title: _____

Company Name: _____

Address (Street) _____

Address (City, State, Zip) _____

Phone: _____

Email: _____

Has this individual agreed to provide a reference for you? ☐ yes ☐ no

Objective Statements:

Resumes may include an objective statement. If you choose to include an objective, ensure that it is appropriate for each position for which you apply. While these statements are typically the shortest part of the resume, they can be the most difficult to write.

An objective should be a simple statement describing what you are looking for in an internship. Be careful that your objective is well related to the position that you are applying for. If you are planning to hand out resumes at a conference or job fair where you don't know what positions will be available in advance, it is recommended that you have resumes available *without* an objective statement.

Example 1:

John is applying for an internship with the Brown County Parks Department. He is dedicated to a career in sports turf management and is not willing to settle for an internship on anything but athletic fields. A good objective statement for John may be:

Objective: Obtain a competitive internship in the Sports Turf Management field.

Michael is also applying for an internship with the Brown County Parks Department. Michael however is unsure at this point exactly what area of turf management interests him most and would welcome an internship in any area of turf management. A good objective statement for Michael would be:

Objective: A summer turfgrass management internship to utilize and enhance my knowledge and skills.

These are both good objective statements because they represent the goals of each student. Make sure you don't eliminate yourself from a position you would actually be interested in because your objective is more specific than your own goals. Michael's objective is considerably less specific than John's and would allow an employer to offer him an internship on a golf course, general parkland or athletic fields.

Take a few moments to try writing some possible objective statements.

Objective Statement #1: _____

Objective Statement #2: _____

Objective Statement #3: _____

Resume Tips

Now you have gathered all the information you will need to complete your resume. The following tips will help you take the information from the previous worksheets and create a quality resume. Please see Appendix A for example resumes.

Overall Presentation

- Resumes must be laser printed on clean, quality white or off-white resume paper.
- Full sized envelopes are recommended so the resume does not need to be folded.
- Envelopes should be addressed using a laser printer.
- Your resume **MUST** be free of all typographical errors and grammar mistakes. Ask at least one other person to proofread for those mistakes that don't show up with spell check.
- If you have questions about your resume, see if your college's career development department offers a resume workshop. Most libraries also carry a wide variety of resume guides.

Contact Information

- Ensure that your contact information is accurate and easily readable.
- Contact information including name and phone must be on all pages including cover letter, resume, and references
- Many college students choose to list their address at school as well as a permanent address on their resume. This can be very helpful if you move, or go home for the holidays.
- What is the outgoing message on your answering machine or cell phone voice mail? Make sure that it presents a professional image.
- What is your email address? List a standard format address such as ksmith123@hotmail.com on your resume. Save the "creative" email account for your friends. Make sure that whatever email account you list on your resume, you check it daily. Employers will expect a quick response if they contact you via email.
- Should you include your cell phone number on your resume? The answer to this question depends on your personal situation. Do you have another phone with a reliable answering machine? Are your roommates likely to pass a message from a possible employer to you if they answer the phone? Will your roommates respond professionally to a caller? Does your cell phone have reception problems that may interfere with a conversation?

Education

- Your college education information should always be included in your resume. Unless you are a college freshman, your high school information is not necessary. An employer will assume that anyone attending college has graduated from high school.
- If you are still in college, include your anticipated graduation date.

- You may choose to include a list of relevant courses completed. Do not include unrelated courses such as psychology or American history.

Work Experience

- Bullet points are recommended to organize information in your resume. Do not include full paragraphs of text. In a typical resume, each position listed should be documented with 2 to 5 bullet points describing job duties and responsibilities.
- Use action words in your resume such as:

Created, designed, built, managed, coordinated, installed, assisted, calculated, implemented, maintained, produced, selected, decided, led, planned, repaired, serviced, trained or applied.

Awards and Honors

- Include a brief description of recent academic, job related or extra-curricular awards
- High school awards should only be including for freshmen or occasionally for sophomore students
- Only include awards that may positively affect your application. For example the fraternity beer bong championship is best left off the resume.

Interests and Activities

- Including this section on your resume is optional and should only be done if you think it may strengthen the resume.
- If you possess strengths that may be important to the employer, but are not otherwise documented on your resume, this section may be helpful. For example, an applicant without heavy labor experience may reassure an employer that the physical responsibilities of turf management are not a problem by listing interests such as weight lifting, basketball, or rock climbing. Leadership activities such as offices held in student organizations may also be listed.
- Include turf related activities such as your school's turf club, STMA or GCSAA membership.
- Interests that are not in some way job related, such as prom committee, political organizations, religious affiliations or stamp collecting are best left off the resume.

References

- References may be included within your resume or on an additional, similarly formatted page.
- Contact each of your potential references before listing them as references.
- References are not required to be included with your resume unless requested by the employer. If references are not included with your resume, have a page similarly formatted to your resume available for the employer at your interview.
- Typically when references are included, 3 to 4 individuals are listed.

Cover Letter Creation

Every time you submit your resume to apply for a position, you should include a cover letter. The cover letter should serve to personalize your resume and relate it to the specific individual that will be receiving your resume. This individual will have the power to toss it in the reject file or select you for an interview. Your cover letter and resume should be printed on the same paper and contain the same or similar font selections.

Cover letters should always be addressed to a specific individual. Use the employer's full name, correctly spelled. Use formal address such as Mr. or Ms. If a contact name is not included in the job posting, try calling the company and ask to whom your inquiry should be addressed.

Your name and contact information should also be included using standard letter formatting. Please see the cover letter examples in Appendix A for format ideas.

Within the body of the cover letter, you should answer several questions.

- **Is there a connection between you and the person opening the letter?** Did a mutual acquaintance such as your professor, a former employer or a student who was a past intern recommend the internship to you? Only include names that you think would provide a positive influence on your application. For example, don't include your friend's name if they interned at the job site but didn't get along well with the supervisor. Likewise, don't highlight your former employer's name if you left their crew under unfavorable conditions.
- **Why are you submitting your resume?** Let the employer know if you are applying for a specific position such as "the Turfgrass Internship position posted on the STMA website." If there is no posted position, let the employer know what position you want. Are you looking for a summer internship from May through August 2007? Would you be able to start in March if preferred by the employer? Would you accept a part-time seasonal position that was not an internship?
- **Why should the employer select you over the stack of applicants sitting on their desk?** Think of your cover letter and resume as a marketing mailing. You are selling your services as an intern. What sets you apart from the other students applying for the same position? Do you have any hands-on experience already? Have you studied relevant coursework? Do you have a strong work ethic that has been shown to other employers?
- **What would you like the employer to do?** Most applicants want to be contacted for an interview. What are you expecting?

Cover letters should be concise documents that are centered vertically and horizontally on the page. As with the resume, bulleted points and action verbs can be used to enhance your letter. Even if your resume is submitted through email it is recommended that you include a cover letter using proper letter format. Do not simply type an unformatted email in lieu of a cover letter.

Interview Preparation

After all the work of writing and sending out your resume and cover letters, and probably receiving a few rejection letters, you may be lucky enough to get an interview for the internship of your dreams. Now what? Some simple interview preparation will help you relax so your nerves don't get the best of you on the big day.

Before your interview day arrives, you need to do some homework. If you are not already very familiar with the organization with which you are applying take a look at their web site. What type of events and facilities do they have? What is the job of the person you will be meeting with? What may be some

interesting aspects of turf management that you would be involved with at this facility? i.e. the challenge of maintaining intensely used recreation facilities or dealing with the dense shade of a retractable roof stadium.

Practice makes perfect! Mock interviews can be very helpful in making you feel more relaxed and comfortable, which is the key to a good interview. Many schools offer a mock interview service through the career-counseling department. If this is not available, all you need is a good friend. Take turns being the employer and interviewee.

What should you wear for an internship interview? It is not necessary to run out to purchase a new suit for the typical turfgrass internship interview. However, jeans, t-shirts, and shorts are not acceptable. Depending on the facility, internship interview attire should range from clean, ironed khaki pants and polo shirt to a dress shirt and tie or equivalent. If you are participating in a telephone interview, you can wear your pajamas if you choose, but it is recommended that you dress as if you were at a standard interview to put yourself in the proper mindset.

What will employers ask? While it is impossible to know exactly what questions will be asked, there are common types of questions you will likely see during an interview.

Informational Questions: These questions will ask you for specific information regarding items listed in your resume. Possible questions include: What were your responsibilities at your previous job? What classes have you completed in school? When do you plan to graduate?

Goal Related Questions: These questions will ask about your professional goals in the months and years to come. Questions may include: Where do you see yourself in ____ years? Why are you interested in Sports Turf Management? What are you planning to do after graduation? How could this internship help you reach your career goals?

Trait Related and Probing Questions: These questions will ask about your strengths, weaknesses and personality. These questions are often the most difficult to answer, so make sure you include them in your mock interviews. An employer will be looking to see if you will fit into their organization and the role they envision for their intern with these questions. Questions may include: What is your greatest strength or weakness? How have you resolved conflict in the past? Do you get along well with others? Why should I hire you?

What should you ask? At the conclusion of the interview, you should be given an opportunity to ask the employer questions. If an employer is not willing to take the time to answer your questions during an interview, this is a sign that they may not be helpful during the internship. Questions you may want to ask can be broken into a few major categories.

Mentor Related Questions: Will you be my daily supervisor/mentor? What is your background in the turf industry? Has this company offered internships in the past?

Job Duties and Project Related Questions: What will my typical job duties be? I am interested in doing the following special projects during my internship, _____. Will any of these be feasible? What is the “standard” work schedule?

Compensation Related Questions: Is housing available for interns? If not, what is the average rent in the area? If the employer does not volunteer the monetary compensation for the position, it is best to wait until a job offer is made.

What if you have to interview over the phone? The most important thing to remember if you are involved in a phone interview is to ensure that nothing will disrupt the interview. Cell phones are not recommended for interviews. If you use a cell phone, make sure that you are in a location with good signal and your phone battery is fully charged. “Can you hear me now?” are words that can ruin an interview. Find a quiet place

without interruption to hold your telephone interview. Do not answer call waiting or speak to your roommates during the interview.

Internship Selection

There are many different factors to consider when evaluating a possible internship. Your internship goals, the company and supervisor you would be working for, compensation, housing and location are all important issues to take into account before accepting an internship offer.

Internship Goals

The most important selection criteria used in choosing an internship should be your own goals. What do you want to achieve during the internship? What skills would you like to learn? What type of facility most interests you? How much responsibility are you ready for? What type events would you like to experience?

Before applying for internships, determine your goals for the internship experience. These goals should guide you in deciding which internship you should apply for and help you make a final decision in accepting your internship. While you may get a great experience from an internship that will not allow you to complete all of your goals, try to find a position where you can complete as many of them as possible. Ask your potential supervisors if the goals you have chosen for your internship are practical at their facility.

Goal Examples: *To learn the skills necessary to maintain pitching mounds and baseball infields.*

To learn how to safely apply fertilizers and pesticides.

Goal #1: _____

Goal #2: _____

Goal #3: _____

Organization, Mentor and Location

The organization and its location as well as your supervisor/mentor are also important components of an internship. The following questions may be helpful in evaluating these aspects.

Who would you be working for? What is their background, experience and education?

Has this company offered internships in the past?

What do former interns have to say about the position?

Will the company and your supervisor spend time teaching and mentoring you?

Where is the company located?

Are you comfortable relocating for an internship at this time?

Will you be better able to focus on your internship experience if you are away from family or friends?

Monetary Compensation

While compensation should not be the most important factor considered in choosing your internship, it may be a significant factor in your decision. Most internship positions have predetermined non-negotiable wages.

Hopefully, the employer will let you know what compensation is available for the position during the interview. If this information is not presented to you, it is best to wait for this information until a job offer is made.

Laws regarding intern compensation vary from state to state and are changing on a regular basis. The following information is included to help you understand compensation offers made by employers and is not intended to provide legal advice on compensation issues.

Interns are compensated in several different ways:

Unpaid Internships: Unpaid internships are very uncommon in the field of turf management. They can provide valuable learning experience just like paid internships, but are not helpful in paying tuition bills. You must be receiving credit from your college or university in order to legally participate in an unpaid internship.

Salary: Interns are paid a flat predetermined rate per week or month. If you are paid a salary, you will know exactly what you will earn ahead of time, which can simplify personal budgeting. If you will be paid a salary make sure that you have a realistic understanding of the number of hours per week you will be expected to work.

Event Bonus: Often, salaried interns are compensated for “extra” events. Compensation for these events can range from \$50 to \$150/event. For example at a Minor League Baseball Stadium, a high school baseball game or fantasy camp may be considered an “extra” event.

Hourly: Interns are paid a predetermined rate per hour of work. Weekly or monthly pay will vary based on work schedule. If you are paid hourly, you will receive additional compensation during weeks you are working long hours, but you will not know exactly what your paycheck will be in advance. Hourly interns may be paid time and a half for hours worked beyond the standard 40-hour week. Ask your potential supervisor if overtime will be available or expected.

Intern Housing

Unless you are lucky enough to find an internship in close proximity to your home or university, you will need to consider housing for your internship. There are several different approaches employers may take to intern housing.

Paid Housing: The employer locates housing, contracts the appropriate lease, and pays all rental charges. Students are usually asked to pay a refundable damage deposit. Employer paid housing is certainly the best alternative from the student's point of view.

Coordinated Housing: In this scenario, the employer makes no financial investment in intern housing. The employer does however invest time by locating housing, coordinating roommates if multiple students will be interning for the company, and providing the intern with area information.

No Housing Assistance: If your employer does not offer any assistance for housing, you will have to locate and pay for your own housing. You may wish to contact any local colleges or universities to determine if they rent dorm rooms to interns or have listings of subleases or roommate wanted ads. You can also search for nearby apartment complexes on the internet or through printed apartment guides. Check with your employer to determine if they have recommendations on the area of town you should live in.

Other Compensation

Uniforms: Uniforms may be required. If so, they may or may not be provided free of charge.

Meals: In some cases, meals are provided by the employer.

Golf Privileges/Complementary Tickets: Many golf courses will offer golf privileges to their interns. In sports turf, some professional facilities offer interns complementary event tickets.

Internship Training Agreement

Once you have accepted an internship position, you will want to complete an internship training agreement. Internship training agreements are simple documents that define the commitment by student, employer and school for the internship. The source of most problems with an internship is unclear expectations by the student and/or employer. The internship contract is an important way to ensure that all parties clearly understand the basic expectations for the internship experience. The student's school often creates the document. The agreement should be read and signed by the student, instructor/advisor and employer/mentor. Information that should be included in the contract includes contact information for the student, employer and instructor. Predetermined start and end dates for the internship should be listed. Intern compensation should be clearly defined. A brief summary of the student's duties and responsibilities should also be included in the contract. If your school or employer does not provide an internship training agreement, you may copy and use the following form.

Internship Training Agreement

Student's Contact Information During Internship

Student Name _____
 Phone _____ Email _____
 Mailing Address _____

Employer Contact Information

Supervisor Name _____
 Supervisor Title _____
 Phone _____ Email _____
 Mailing Address _____

College Advisor Contact Information

Advisor Name _____
 Advisor Title _____
 Phone _____ Email _____
 Mailing Address _____

Internship Dates: Start Date _____ End Date _____

Hours per week: _____

Compensation: _____ per hour _____ week _____ month

Overtime (will, will not) be paid for over _____ hours per _____ week _____ month

Housing Arrangements: _____

Intern Job Duties: _____

Student's Goals for the Internship:

1. _____

2. _____

3. _____

Approved by Employer: _____ Date: _____

Approved by Student: _____ Date: _____

Approved by College Advisor: _____ Date: _____

Homesickness

Homesickness is a common reaction that some students feel when moving away from familiar family, friends and surroundings for an internship experience. Many students find that it takes a while to adjust to college life. Once this adjustment is made, they are told to obtain an internship and may have to move to a new city or state for 3-6 months. This transition can be seamless for some students, while others find the homesickness overwhelming.

Homesickness is a form of anxiety brought on from unfamiliar surroundings. You do not need to be a great number of miles from home to feel homesick. If you are experiencing homesickness, you may feel lonely, sad, and/or depressed. You may demonstrate low energy or motivation on the job, have trouble sleeping, or have an increased or decreased appetite. Physical symptoms may develop including stomachache, sore throat, headache, minor aches and pains or flu-like symptoms. If you think you are experiencing homesickness, share these feelings with someone you are comfortable with whether it is your university advisor, friend, parent, or supervisor.

The following are suggestions from Montana State and Illinois State University Student Counseling Services for coping with homesickness:

Keeping in touch with friends and family. Some students find that regular contact with friends and family helps reassure them during their transition to a new environment. Other students find that too many calls and emails can make them even more homesick.

TIP: Make sure that your phone/cell phone plan includes long distance, roaming and enough airtime for your calls. Anxiety only increases when a \$300 phone bill is received because a reasonable phone plan was not found.

Planning a visit. Sometimes a weekend home or a friend visiting for the weekend can give a homesick student something to look forward to. This time off should be planned well in advance with the approval of your supervisor.

The buddy system. If another intern is working on your job site you have a built-in buddy system. This will give each of you someone to relate to about feelings with your new home and job. If another intern is not present on-site, regularly contact another student from your university program who is undertaking an internship at another site. This way you can compare notes on what you are learning as well as help each other cope with your anxiety.

Getting involved. Often students that are busy and make a conscious effort to get involved in social activities have a much easier time adapting to a new setting.

Asking for help. For many students, feelings of homesickness will rapidly subside during the first few weeks of an internship, but for some individuals the problem can require more attention. If you are unable to deal with your homesickness or it doesn't seem to go away after several weeks, seek assistance. There are many people willing and able to help you. You could talk to a supervisor, professor, university advisor or counselor, parent or friend.

Post-internship Experience

After your internship is over, continue to make use of the knowledge and experience you have gained. Periodically review your *Turfgrass Internships: Student's Guide and Record Book* for information related to a subject you are studying in class or working with at another job. Maintain contact with your internship supervisor. An internship mentor can be a wonderful resource for you as you finish college and enter the work force. Try to become comfortable contacting your internship supervisor with questions that may arise as well as keeping them abreast of your current school and work situation. Mentors enjoy hearing from students when they receive a scholarship, graduate, get a new job, obtain industry awards, or just want to say "hello."

Resume Revision: Revise your resume just before the completion of your internship. This will allow you to ask your internship supervisor for input. This is a good time to ask your supervisor if you can include them as a reference on your resume. If you had a successful internship this should not be a problem. You can use the resume preparation section in this guide to help you create your revised resume, just as you would to apply for your internship.

Applying for your Next Job: If you will be applying for a second internship next year, not much will be different than applying for your first internship. Reevaluate your internship goals based on what you learned this summer and during the school semester.

As you begin looking for your first full-time job, many of the job search skills that you learned in locating your internship will be critical to your success. Many of the tips and resources included in "The Application Process" of this book will be helpful in locating your first job after college. In trying to locate your future job, don't forget to utilize your new networking contacts including your internship mentor. Talk to your mentor and ask them for advice in your search. Two great questions to ask are; *What type of position do you think I am best suited for at this time? Where do you think I should look to find such a position?*

When you are selecting your first job after graduation, many factors should weigh in to the decision. These will include location, job duties, learning opportunities, monetary compensation, benefits and advancement opportunities. Just as was suggested in selecting an internship, it is recommended that you create a list of goals that you would like to achieve at your next job. Use these goals to help you determine if a job you have found is a good fit for your preferred career path.

Goal Examples: *To acquire the management skills necessary to lead a crew of 3-6 workers.*

To learn how to safely apply fertilizers and pesticides.

Goal #1: _____

Goal #2: _____

Goal #3: _____

Section Two:

Daily Log

Daily Log Instructions

The Student's Daily Log was designed as an easy to complete record of your daily internship experience. It is recommended that the log be filled out *every* day. Each daily record can be completed in no more than 5 minutes. Simply record your work schedule to verify total hours worked. Also list major tasks completed that day, the time required to complete each task, and the reason that this task is important to the overall success of the facility. It is not necessary to individually list every task completed. Simply select the 3-4 tasks each day that utilized the majority of your workday.

Week of _____

Sunday

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

Monday

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

Tuesday

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

Wednesday

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

Thursday

Start Time	Breaks	End Time	Total Hrs
------------	--------	----------	-----------

_____	_____	_____	_____
-------	-------	-------	-------

Facility: _____	Events: _____
-----------------	---------------

Tasks Completed	Reason required	Time
-----------------	-----------------	------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Friday

Start Time	Breaks	End Time	Total Hrs
------------	--------	----------	-----------

_____	_____	_____	_____
-------	-------	-------	-------

Facility: _____	Events: _____
-----------------	---------------

Tasks Completed	Reason required	Time
-----------------	-----------------	------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Saturday

Start Time	Breaks	End Time	Total Hrs
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_____	_____	_____	_____
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Facility: _____	Events: _____
-----------------	---------------

Tasks Completed	Reason required	Time
-----------------	-----------------	------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Week Summary

Total Hours Worked

New Concepts, Ideas Learned or Questions:

Week of _____

Sunday

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

Monday

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

Tuesday

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

Wednesday

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

Thursday

Start Time	Breaks	End Time	Total Hrs
------------	--------	----------	-----------

Facility:	Events:
-----------	---------

Tasks Completed	Reason required	Time
-----------------	-----------------	------

_____	_____	_____
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_____	_____	_____
_____	_____	_____

Friday

Start Time	Breaks	End Time	Total Hrs
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Facility:	Events:
-----------	---------

Tasks Completed	Reason required	Time
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Saturday

Start Time	Breaks	End Time	Total Hrs
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Facility:	Events:
-----------	---------

Tasks Completed	Reason required	Time
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Week Summary

Total Hours Worked

New Concepts, Ideas Learned or Questions:

Week of _____

Sunday

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

_____**Monday**

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

_____**Tuesday**

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

_____**Wednesday**

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

Thursday

Start Time	Breaks	End Time	Total Hrs
_____	_____	_____	_____

Facility: _____	Events: _____
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Tasks Completed	Reason required	Time
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_____	_____	_____
_____	_____	_____

Friday

Start Time	Breaks	End Time	Total Hrs
_____	_____	_____	_____

Facility: _____	Events: _____
-----------------	---------------

Tasks Completed	Reason required	Time
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Saturday

Start Time	Breaks	End Time	Total Hrs
_____	_____	_____	_____

Facility: _____	Events: _____
-----------------	---------------

Tasks Completed	Reason required	Time
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Week Summary

Total Hours Worked

New Concepts, Ideas Learned or Questions:

Week of _____

Sunday

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

_____**Monday**

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

_____**Tuesday**

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

_____**Wednesday**

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

Thursday

Start Time	Breaks	End Time	Total Hrs
_____	_____	_____	_____
Facility: _____		Events: _____	
Tasks Completed	Reason required		Time
_____	_____		_____
_____	_____		_____
_____	_____		_____
_____	_____		_____

Friday

Start Time	Breaks	End Time	Total Hrs
_____	_____	_____	_____
Facility: _____		Events: _____	
Tasks Completed	Reason required		Time
_____	_____		_____
_____	_____		_____
_____	_____		_____
_____	_____		_____

Saturday

Start Time	Breaks	End Time	Total Hrs
_____	_____	_____	_____
Facility: _____		Events: _____	
Tasks Completed	Reason required		Time
_____	_____		_____
_____	_____		_____
_____	_____		_____
_____	_____		_____

Week Summary

Total Hours Worked

New Concepts, Ideas Learned or Questions:

Week of _____

Sunday

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

Monday

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

Tuesday

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

Wednesday

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

Thursday

Start Time	Breaks	End Time	Total Hrs
_____	_____	_____	_____

Facility: _____	Events: _____
-----------------	---------------

Tasks Completed	Reason required	Time
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Friday

Start Time	Breaks	End Time	Total Hrs
_____	_____	_____	_____

Facility: _____	Events: _____
-----------------	---------------

Tasks Completed	Reason required	Time
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Saturday

Start Time	Breaks	End Time	Total Hrs
_____	_____	_____	_____

Facility: _____	Events: _____
-----------------	---------------

Tasks Completed	Reason required	Time
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Week Summary

Total Hours Worked

New Concepts, Ideas Learned or Questions:

Week of _____

Sunday

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

_____**Monday**

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

_____**Tuesday**

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

_____**Wednesday**

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

Thursday

Start Time	Breaks	End Time	Total Hrs
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Facility: _____	Events: _____
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Tasks Completed	Reason required	Time
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Friday

Start Time	Breaks	End Time	Total Hrs
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Facility: _____	Events: _____
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Tasks Completed	Reason required	Time
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Saturday

Start Time	Breaks	End Time	Total Hrs
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Facility: _____	Events: _____
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Tasks Completed	Reason required	Time
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Week Summary

Total Hours Worked

New Concepts, Ideas Learned or Questions:

Week of _____

Sunday

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

_____**Monday**

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

_____**Tuesday**

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

_____**Wednesday**

Start Time Breaks End Time Total Hrs

Facility: _____ Events: _____

Tasks Completed Reason required Time

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Start Time	Breaks	End Time	Total Hrs
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Tasks Completed	Reason required	Time
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Facility: _____	Events: _____
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Tasks Completed	Reason required	Time
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Facility: _____ Events: _____

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Facility: _____ Events: _____

Tasks Completed Reason required Time

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Facility: _____ Events: _____

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Section Three:

Worksheets

Turfgrass Species

1. What turfgrass species are adapted to athletic fields (or golf courses) in your region? What are their characteristics?

Species	Description	Preferred Mowing Height	Uses	Used on site?

2. What species of turfgrass are used on athletic fields (or golf courses) on your internship site?

3. Why were these species selected?

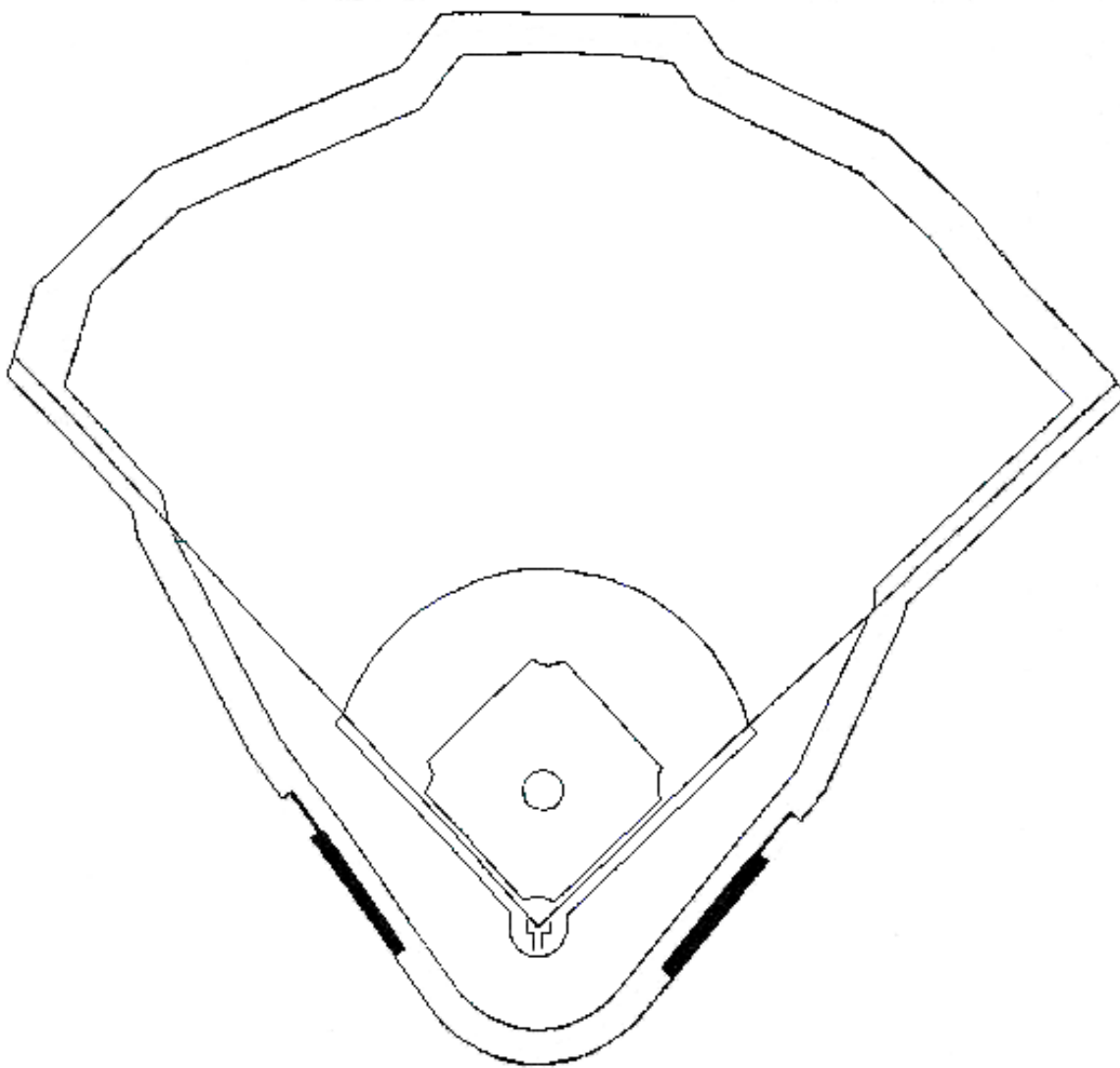
4. What resources are available to assist in turfgrass selection?

5. What cultivars/varieties are used on site and what are their strengths and weaknesses?

Species	Cultivar or Variety	Strengths	Weaknesses

- [illegible]

5. Sketch a mowing pattern design for the baseball field shown below.



6. Work to become competent with all mowing equipment used at your facility. Record your progress below using a scale of 0 (no experience) to 5 (proficient.) Mark your skill level on the first and last day of your internship.

Mower	Use	Initial Skill Level	Final Skill Level

Fertilization

This worksheet will provide an exercise in basic fertilization. To gain further understanding of fertilization concepts please see “Special Projects” after completing this worksheet.

1. Fertilizers can provide nitrogen to turfgrass from many different source materials. Fill in the following table describing characteristics of common nitrogen carriers.

Source	Nutrient Availability	Description	Recommended Uses
Urea			
Ammonium nitrate, ammonium sulfate			
Urea formaldehyde			
IBDU			
SCU / PSCU			
Natural Organic			

2. How much total nitrogen is typically applied to athletic fields or golf courses with the turf species present at your facility under the following levels of maintenance?

- High Maintenance: _____ lbs N / M / yr
- Moderate Maintenance: _____ lbs N / M / yr
- Low Maintenance: _____ lbs N / M / yr

3. How can turfgrass benefit from phosphorus applications?

4. When are phosphorus applications necessary and what problems may occur if excessive applications are made?

5. Complete the following calculations for a granular fertilizer application made during your internship.

Fertilizer Name: _____

Analysis: _____ - _____ - _____

Fertilizer Bag Weight: _____ lbs

Rate desired: _____ lbs N / M

Turfgrass Area: _____ ft²

Bags of fertilizer required:

Show your calculations here:



6. Please describe the process used to calibrate a rotary fertilizer spreader. Include your calculations from an actual calibration in the box below.



Cultivation

1. What benefits are typically seen from cultivation?

2. How frequently are fields cultivated at your internship facility?

3. Complete the following table of popular cultivation techniques

Technique	Description	Pros	Cons
Coring			
Deep-tine			
Water-Injection			
Slicing			
Spiking			
Vertical Mowing			

4. What cultivation methods are used at the facility? Why?

5. After completing your first on-site cultivation, describe in detail the procedure used.

6. Cultivation Notes:

Turfgrass Repair

1. Describe methods used at your facility for divot repair including a detailed description of divot mix used, methods and frequency of repair.
2. How often are turf areas at your internship facility overseeded? _____ Which areas? _____
3. What rate is used for overseeding? _____ lbs seed/ 1000 ft²
4. Using the rate listed above, how much seed would be required to overseed one field or fairway on your site? Take an area measurement if unknown. Show calculations below.



5. Describe the process used for overseeding.
6. Are sprigging or plugging possible methods of turf repair at your facility? Why or why not?

7. If sprigging and/or plugging are used at your site, describe the process used.

8. When are damaged areas replaced using sod at your facility?

9. What are the advantages and disadvantages of standard roll vs. big roll sod installations?

Sod Type	Typical Roll Size	Advantages	Disadvantages
Standard			
Big Roll			

10. Describe in detail the process used for sod replacement?

Pest Management

1. What pests including weeds, insects and diseases have you found at your facility during your internship?

Pest	Date(s) and location found	Description and Identification	Management and Control

2. Select one pest from those listed in the preceding table, and describe its life cycle.

3. How can this pest be controlled? Include management practices, turf selection and chemical control possibilities.

4. What steps are necessary to obtain Commercial Pesticide Applicators Certification in the state of your internship? Will your employer cover the expense of this certification?

5. What are the basic requirements of OSHA and the Hazardous Communications Standard? Where can you locate this information?

Irrigation

Select one irrigated athletic field or golf course from your facility to answer the following questions.

1. What is the source for the irrigations water?
 - a) City / municipal well
 - b) City / municipal treated surface water
 - c) Private well
 - d) Effluent water
 - e) Direct pumping from lake or pond
 - f) Other: _____
2. What is the pH and salt content of the irrigation water and how does this affect the turfgrass?
3. What is the operating pressure of the irrigation system?
4. Where are all the isolation and main valves located and how are they operated?
5. What types of irrigation heads and valves are used on the site? Why were they selected?
6. Sketch a diagram of an irrigation head used in the system.
7. Sketch a diagram of an irrigation valve used in the system.

8. What type of control system runs the irrigation system?

9. If the irrigation system has a programmable controller, please describe the process for setting an overnight program.

10. If the irrigation system has a programmable controller, please describe the process for setting a syringe cycle or running heads manually.

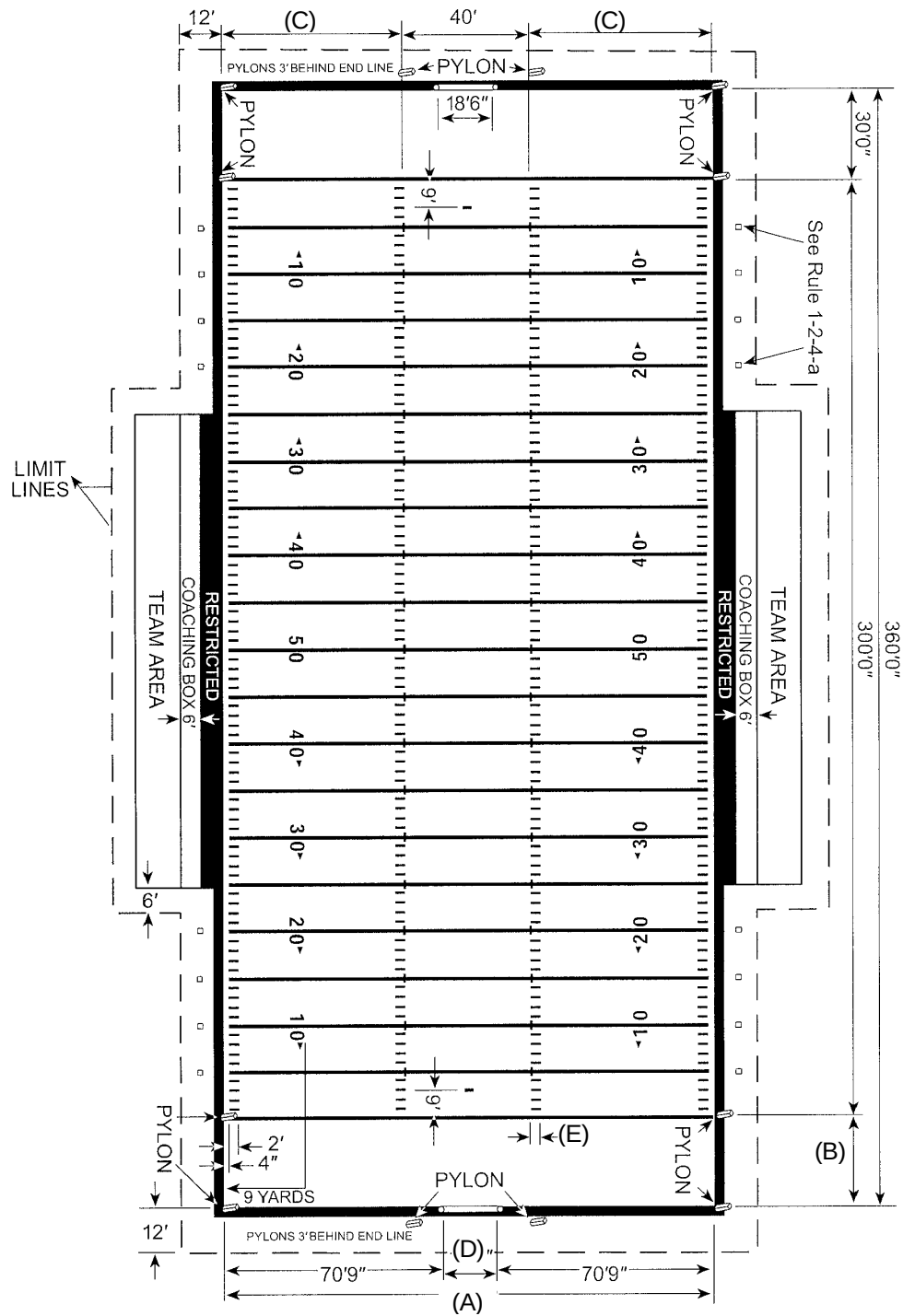
11. Describe the process for any basic irrigation repair or maintenance that you have participated in during your internship. (i.e., head adjustment, valve replacement, system shutdown...) Use additional pages if necessary.

Drainage

1. What type(s) of drainage is used on athletic fields/golf holes at your facility?
 - a) Surface drainage
 - b) Internal drainage
 - c) Installed drainage systems
 - d) Other: _____
2. Why were these drainage methods selected?
3. Where surface drainage is used, what percent slope is used?
4. Where internal drainage is desired, what factors or management strategies may improve or impede drainage?
5. If an installed drainage system is used, sketch and label a profile of the drain detail.

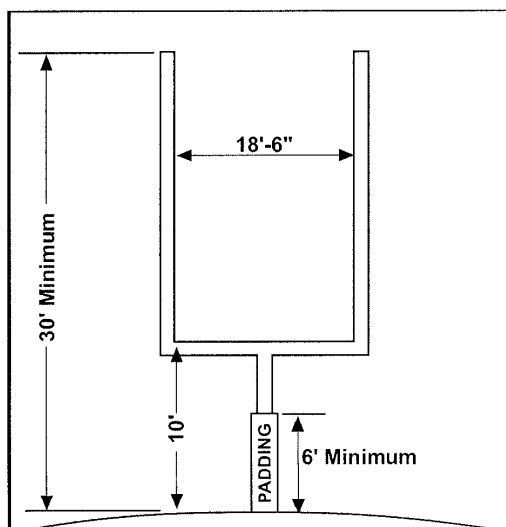
9. Notes on drainage:

NCAA Football

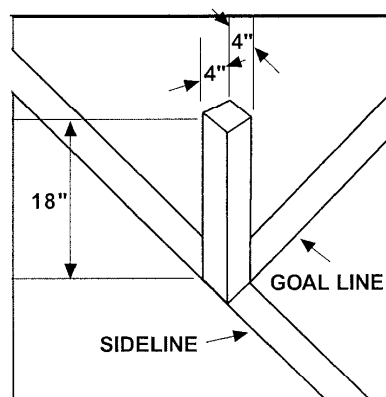


- (A) Width of field: _____
 (B) Depth of end zone: _____
 (C) Distance from sideline to hash marks: _____
 (D) Width of goal posts: _____
 (E) Length of individual hash mark: _____

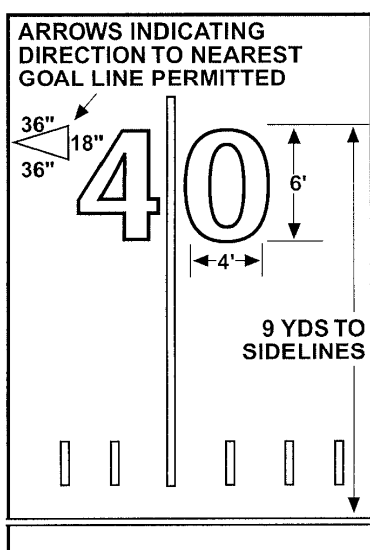
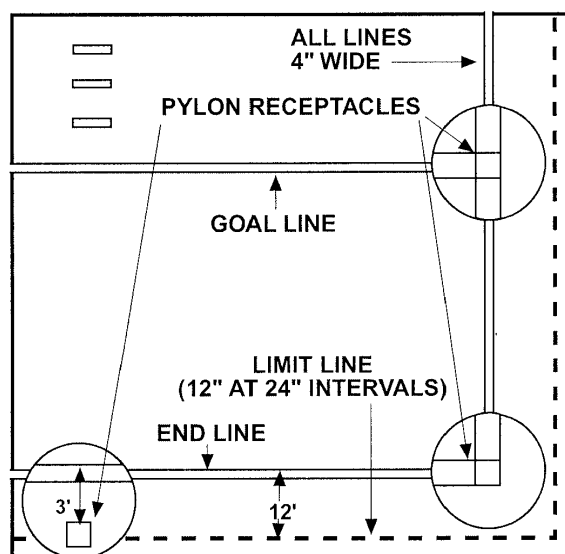
NCAA Football Details



GOAL POST DETAIL



PYLON DETAIL

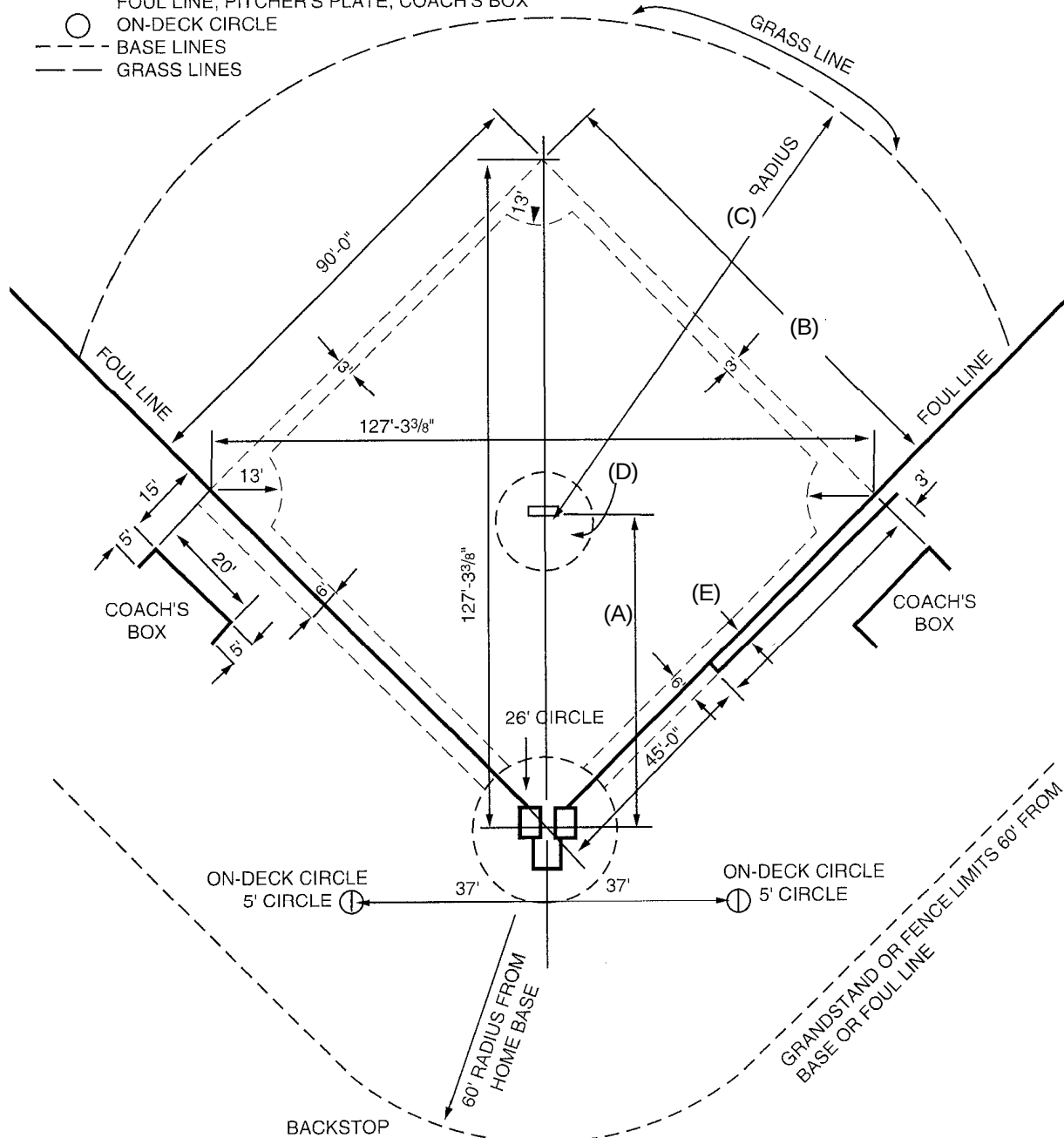
RECOMMENDED YARD-LINE
NUMBERING

END ZONE DETAIL

NCAA College Baseball (Professional and High School)

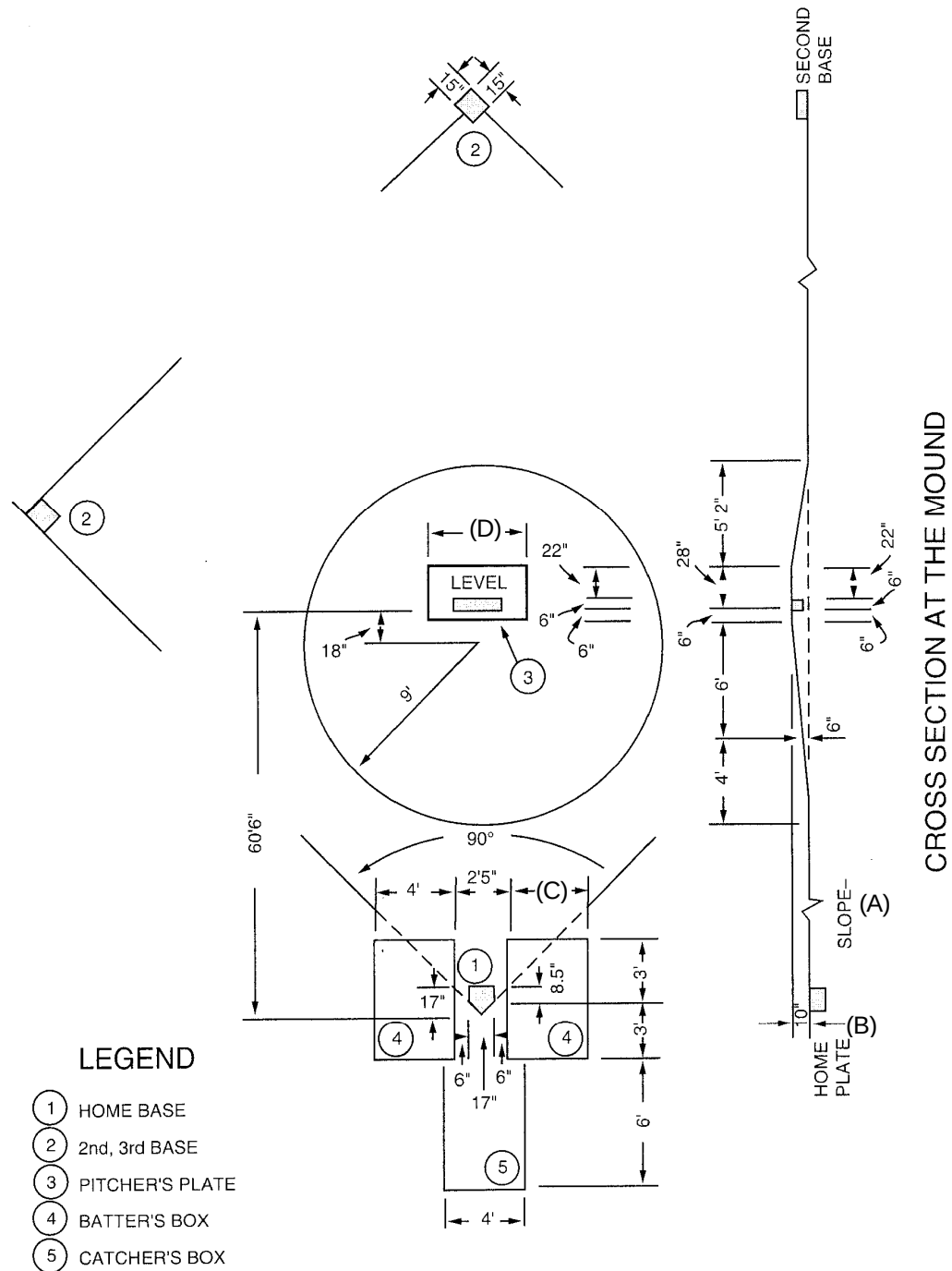
LEGEND

- BASE LINES, BATTER'S BOX, CATCHER'S BOX,
 FOUL LINE, PITCHER'S PLATE, COACH'S BOX
 ○ ON-DECK CIRCLE
 - - - - - BASE LINES
 ——— GRASS LINES



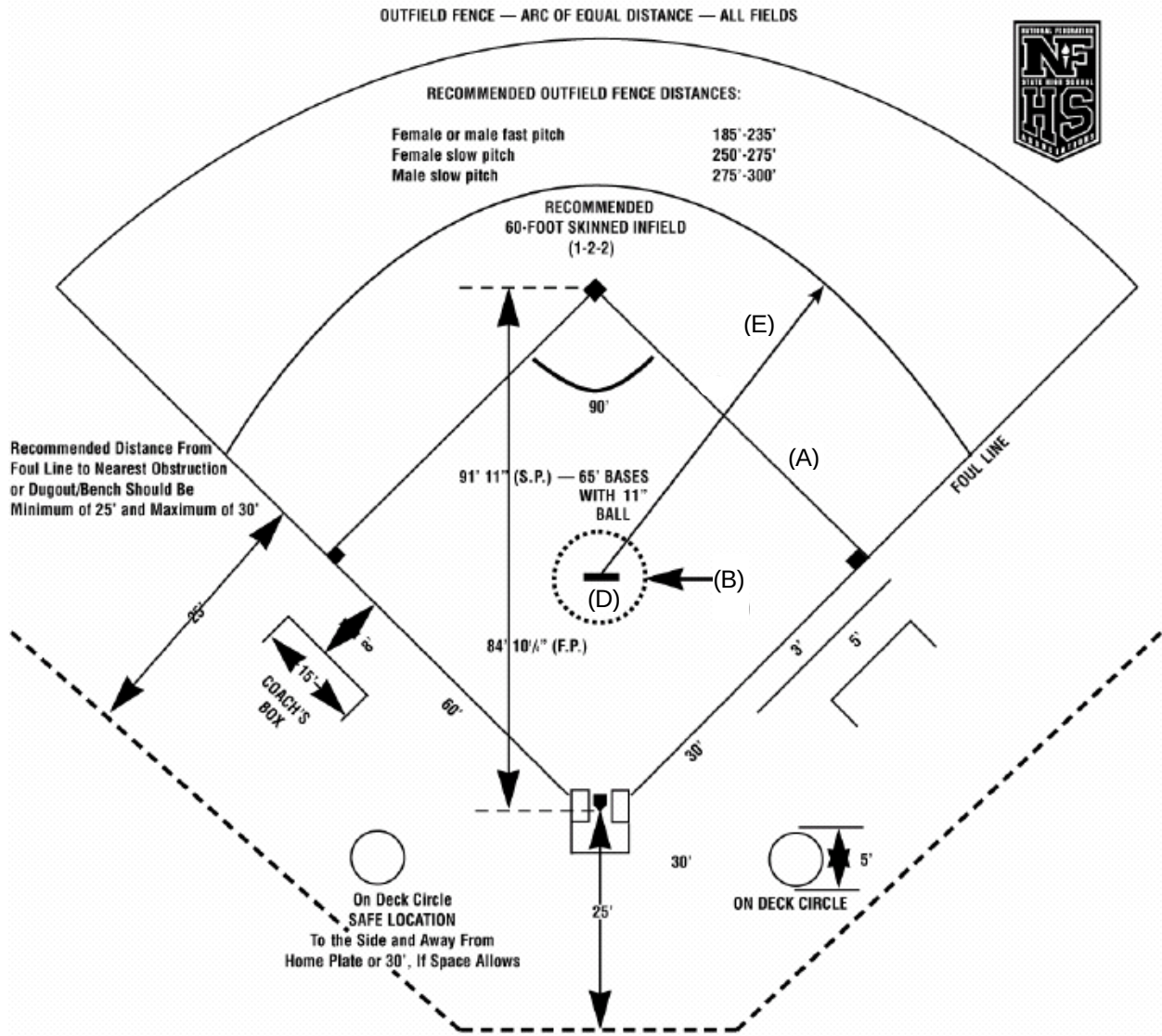
- A) Distance from homeplate to pitching rubber: _____
- B) Distance from 1st base to 2nd base: _____
- C) Recommended distance from center of mound to back arc of skin: _____
- D) Diameter of pitching mound: _____
- E) Distance between first base line and runners line: _____

NCAA Baseball Details

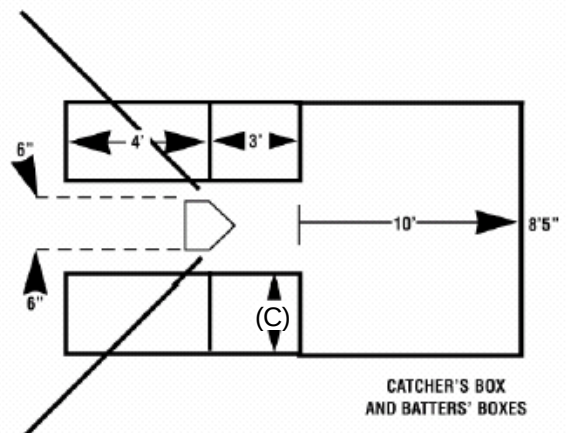


A) Slope of pitching mound: ____ inch slope per foot
B) Height of pitching rubber above home plate: ____
C) Size of batters box: _____ x _____
D) Size of plateau on pitchers mound: _____ x _____

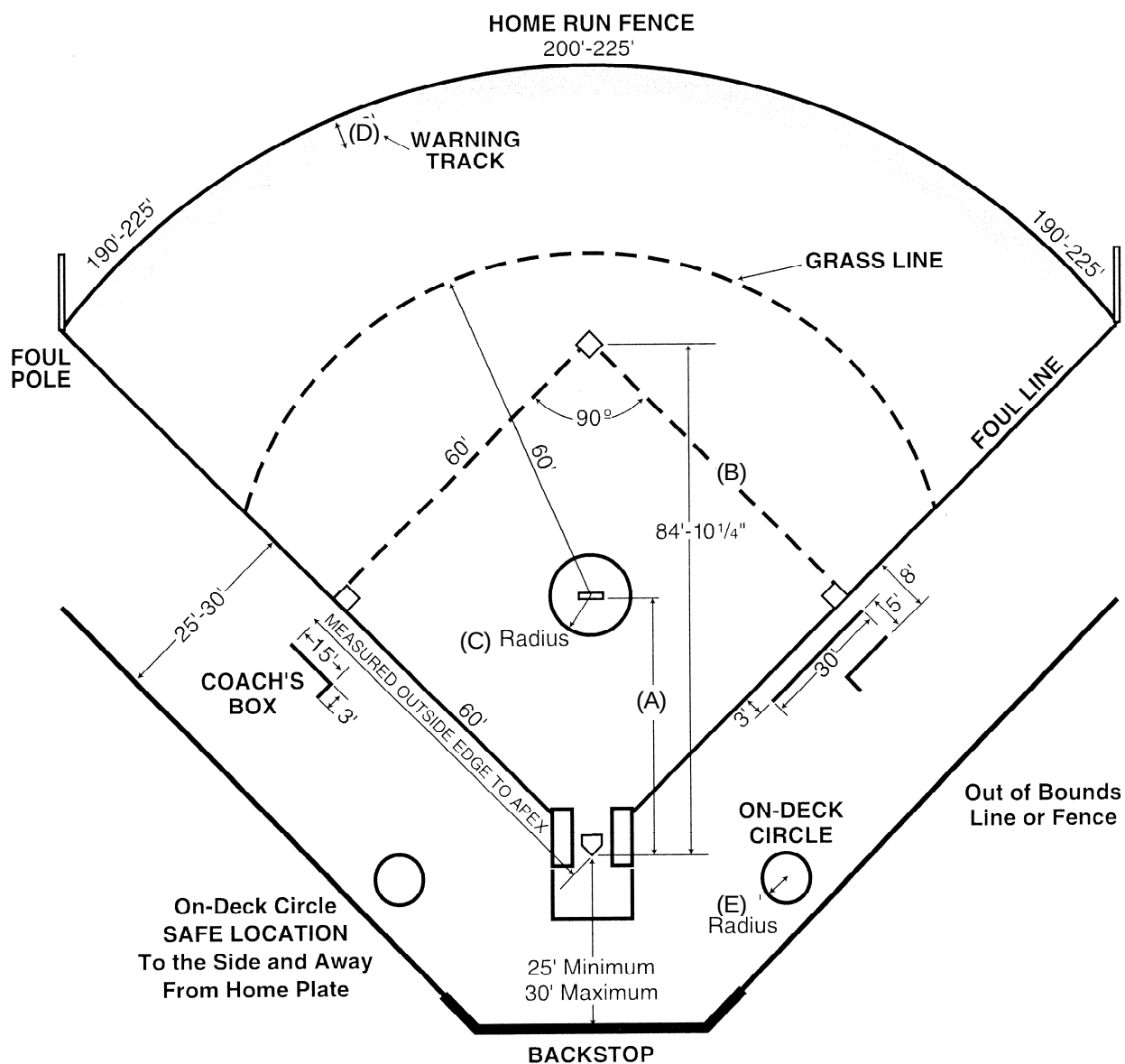
High School Softball (NFHS)



- A) Distance from first base to second base: _____ or _____
- B) Diameter of pitchers circle: _____
- C) Size of batters box: _____ x _____
- D) Size of pitching rubber: _____ x _____
- E) Recommended distance from pitching rubber to back of skin: _____



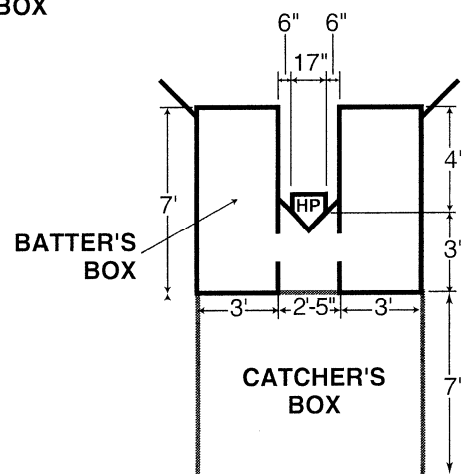
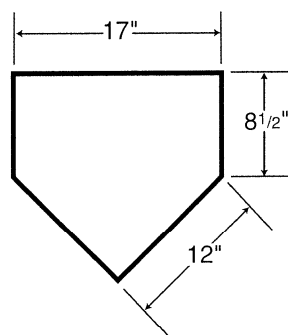
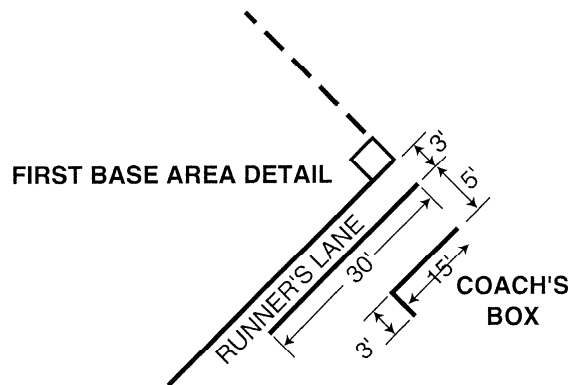
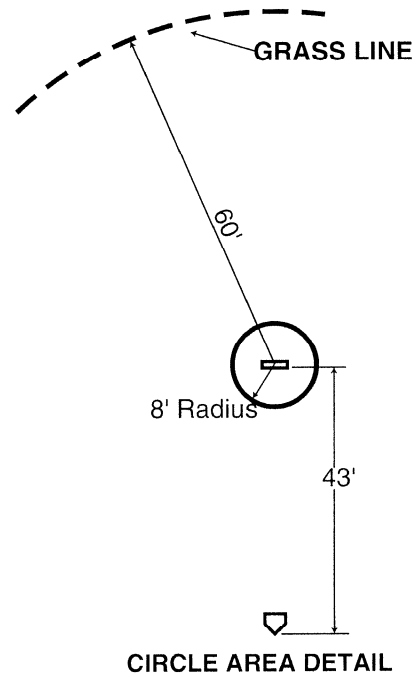
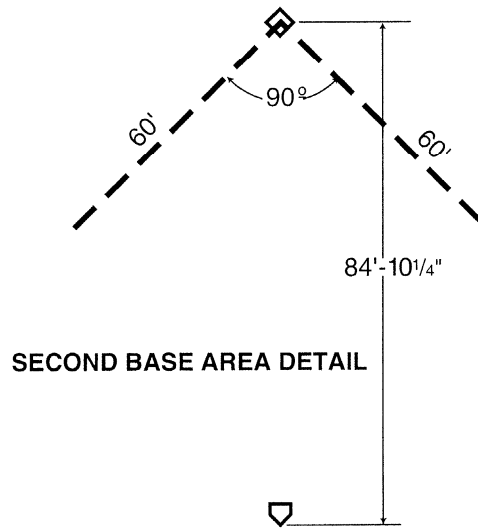
NCAA Women's Fast Pitch Softball



Field marking lines must be drawn.

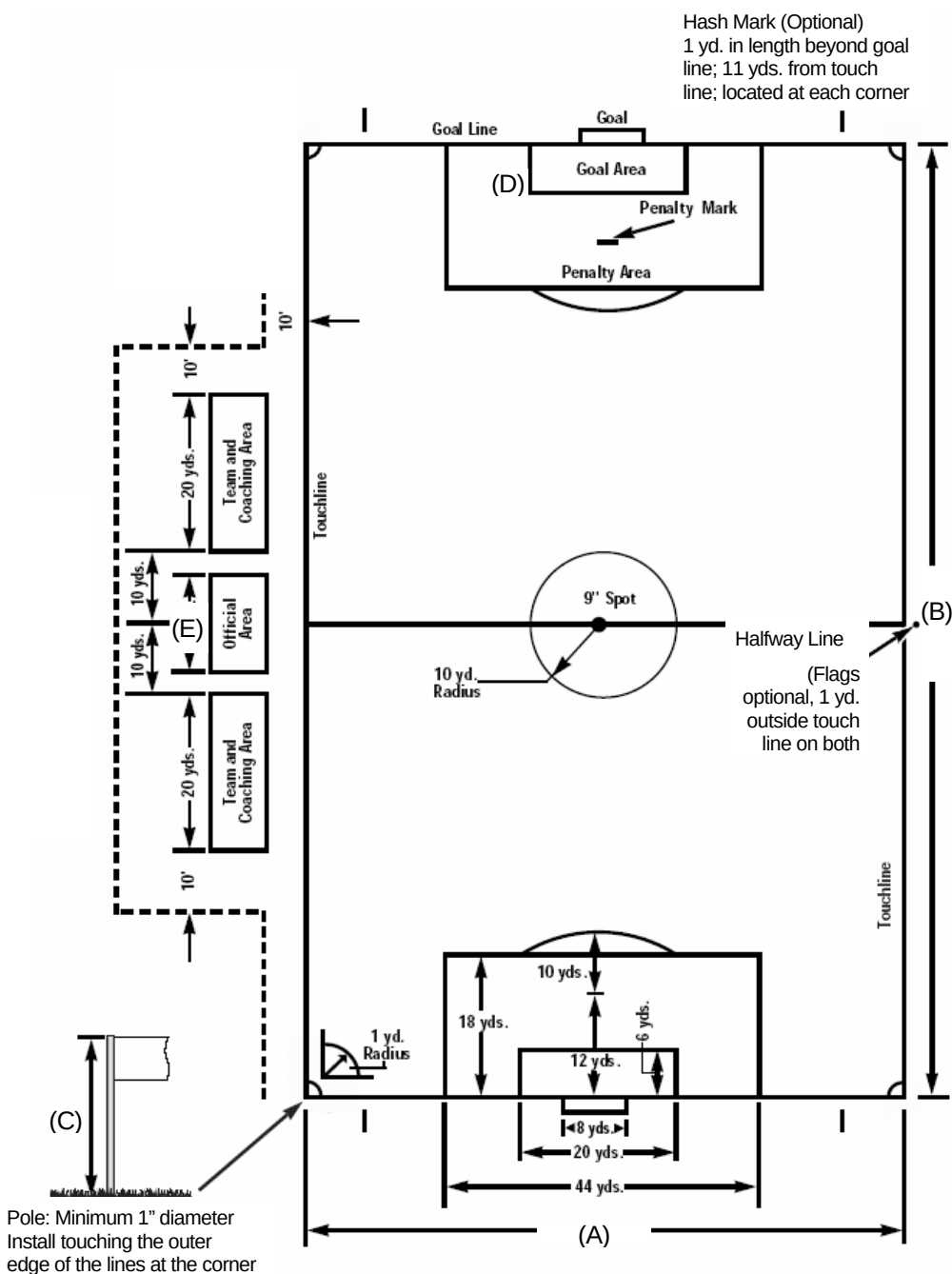
- (A) Distance from home plate to pitching rubber: _____
- (B) Distance from first base to second base: _____
- (C) Radius of the pitching circle: _____
- (D) Minimum width of warning track: _____
- (E) Radius of on-deck circle: _____

NCAA Softball Details



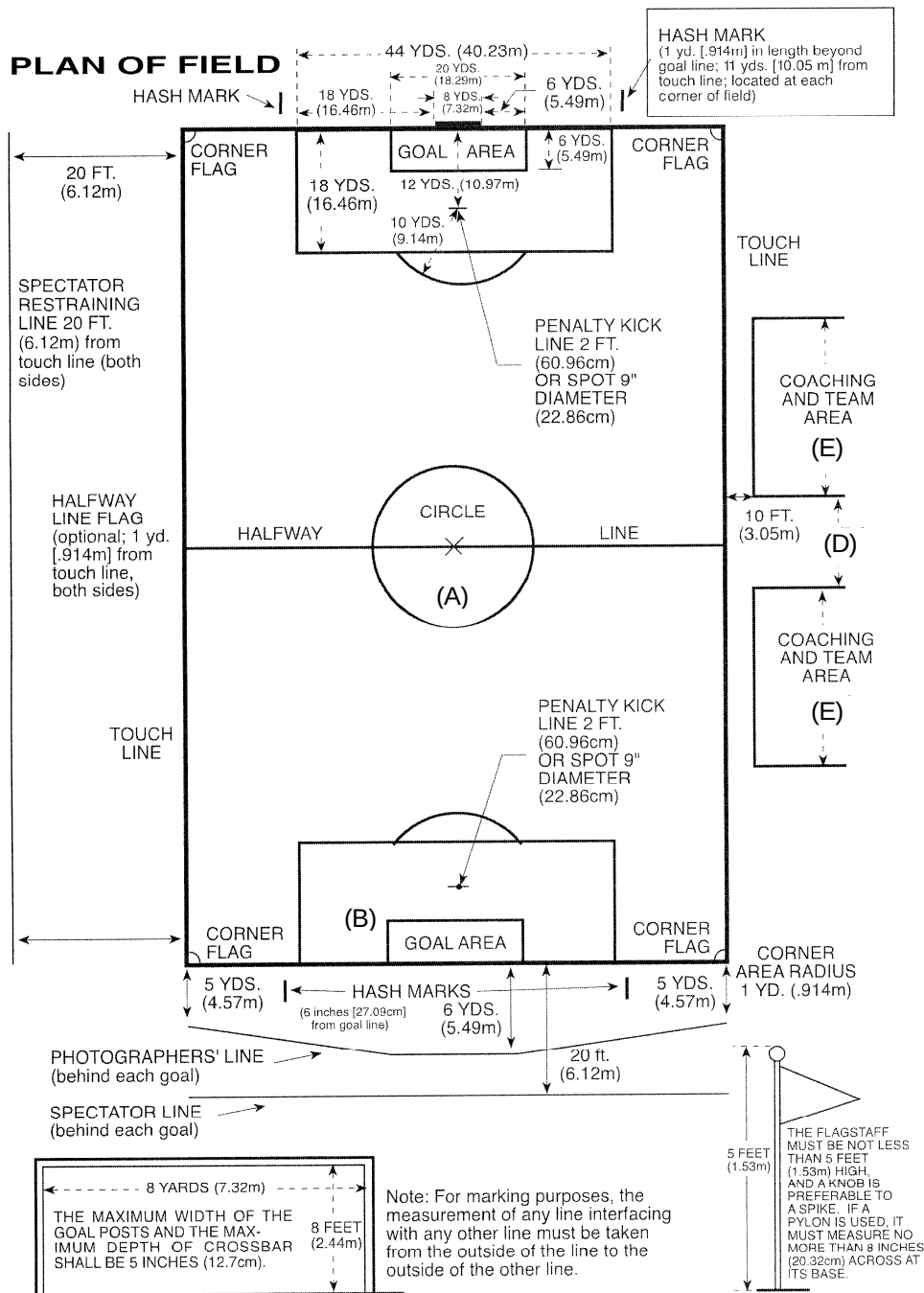
Field marking lines must be drawn.

High School Soccer (NFHS)



- (A) Width of the field: Minimum _____; Maximum _____
- (B) Length of the field: Minimum _____; Maximum _____
- (C) Flag Height: _____
- (D) Size of Goal Area: _____ x _____
- (E) Length of Official Area: _____

NCAA College Soccer

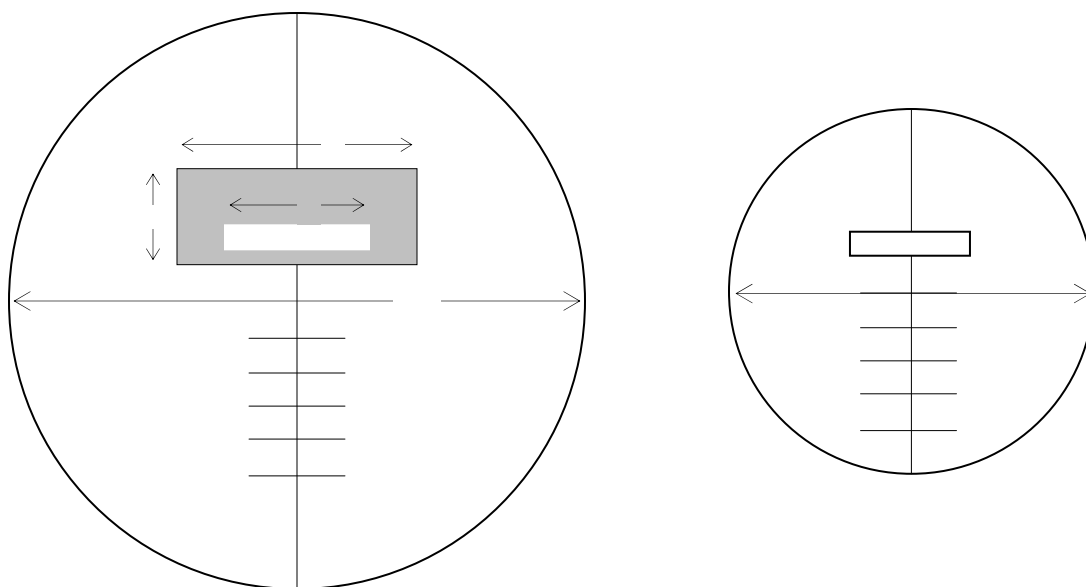


- (A) Radius of circle: _____
- (B) Size of the goal area: _____ x _____
- (C) Distance between opposing team/coaching areas: _____
- (D) Distance between touch line and spectator restraining line: _____
- (E) Length of team/coaching area: _____

Pitching Surfaces – Specifications

- Pitching distances for baseball and softball are measured between what two points?
- Common pitching distances include:

Major League Baseball	_____
College and HS Baseball	_____
Little League Baseball	_____
Babe Ruth Baseball	_____
NCAA Women's Fast Pitch	_____
HS Fast Pitch	_____
ASA Youth Fast Pitch (age 8-12)	_____
ASA Adult Slow Pitch	_____
- While softball features a flat pitching surface, baseball mounds have a specified slope. Why is it important that a league regulates the slope of its pitching mounds?
- Please fill in the diagrams for Major League Baseball and Little League Baseball pitching mounds.



- Please complete the following table describing pitching surface materials.

Material	Advantages/Disadvantages	Supplier and Contact Information	Cost
Clay Bricks			
Bagged Clay			
Bulk Clay			
Buried Mats			
Calcined Clay			
Polymer Coated Clay			
Other			

6. What materials are used in pitching surfaces at your facility? Why?

7. What is the soil analysis of any clay or other soil used in the pitching surfaces at your facility? If no soil test is available, ask your supervisor how to submit a sample.

Sand _____; Silt _____; Clay _____ (Other: _____)

8. Why are tarps used on pitching surfaces?

Pitching Surface Maintenance

1. Please explain the basic pitching surface repair practices at your facility.

2. What supplies are required?

Supply	Qty	Supplier and Contact Information	Cost
Mound Gauge (for baseball)	1	Build it yourself following procedure in this worksheet	\$10

3. How often are pitching surfaces repaired at your internship facility?
4. Who performs routine pitching surface maintenance? (Grounds staff, facility users...)
5. What is the annual cost of this maintenance?
6. What potential liabilities exist with poorly maintained pitching surfaces?
7. When is a pitching surface considered unsafe at your facility?
8. Have you performed any non-routine maintenance on a pitching surface? Please explain.

Student Project: Mound Gauge

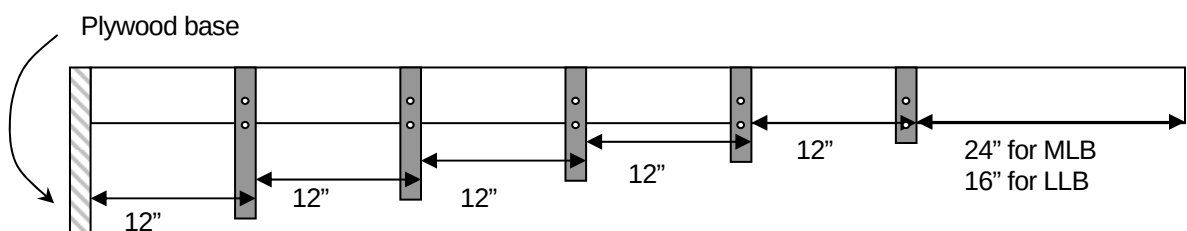
A proper mound gauge is essential to maintain a quality pitching mound and can be created easily and inexpensively. If your facility does not already have a mound gauge, follow this procedure to construct one out of standard lumber.

Supplies: One (1) top-quality 8' – 2x4 that shows no signs of warping
 One (1) 3' – 1x1
 One 1' x1' plywood scrap
 Wood Glue
 Wood Screws
 Hand Saw
 Drill

Procedure:

- Cut 2x4 to a length of 82" for MLB, College and High School Baseball Mounds (or 76" for Little League Baseball Mounds)
- Cut 5 pieces from the 1x1 to be exactly 1", 2", 3", 4" and 5" longer than your 2x4 is wide. (Standard lengths are 4.5", 5.5", 6.5", 7.5" and 8.5", but will vary if using non-standard lumber.)
- Cut plywood base piece to be approx. 10" wide and exactly 6" longer than your 2x4 is wide. (Standard length is 9.5", but will vary slightly because of variations in 2x4's)
- Attach plywood base piece and 1x1 pieces at exactly 12" intervals according to the following diagram. The first 1x1 (4.5" length) is attached 24" from the end of the 2x4 for adult mounds and 16" from the end of the 2x4 for youth mounds.
- Pre-drill holes to attach each 1x1 piece and plywood base with two wood screws. Attach all 5-1x1s and plywood base with wood glue and screws.
- Paint to increase durability and visibility.
- Note: To use the mound gauge place the end of gauge shown on right, even with the back edge (farthest from home plate) of pitching rubber. The plywood base should sit in the landing area of the mound. Place level on top of mound gauge. When the gauge is completely level, each "leg" of the mound gauge should touch the mound on its leading edge. When you achieve the point that each leg properly touches the mound, remove the level and flip the gauge upside down. Use the flat side of the 2x4 to ensure the slope is even over the entire mound.

Diagram Not to Scale:



Baseball/Softball Infield Skin Maintenance

1. What is the soil texture of the base material in the skinned of one field on your site? If this information is not available, ask your supervisor to send a sample to a local soil lab.

Sand: _____ Silt: _____ Clay: _____ Other: _____

What, if any, materials are used as infield conditioners or top dressing?

How was the base material and conditioner selected?

2. What other options are available for infield conditioners/top dressing and what are the advantages, disadvantages, and cost of each?

Product	Advantages	Disadvantages	Cost

Does the skin play well under wet and dry conditions? Why?

Describe the role of moisture in skin maintenance?

3. Describe in detail the daily steps used to maintain an infield skin at your facility?

- Hand watering & Irrigation: _____

- Nail Dragging: _____

- Matting: _____

- Edging: _____

- Other: _____

4. What tools and equipment are required to perform standard infield skin maintenance?

Item Description	Use	Supplier and Contact Information	Cost

How and when is the skin renovated?

Tarping

1. Do any of the fields at your facility have full-field tarps? _____
If yes, what material are they made out of? _____
What weight of material is used? _____ oz / sq. yard

2. What other materials are available for field tarps?

Material	Weight	Advantages & Disadvantages	Suppliers & Contact Information	Cost

3. How was the tarp(s) selected at your facility?

4. What tools or resources assist in deciding when to tarp the field (or move the roof)?

-
5. Describe the process used to determine when the tarp will be used?
6. How is that decision communicated to tarp crews and field users?
7. How could the communication process be improved?
8. Are tarps used on homeplate or pitching surfaces of your baseball / softball fields? ____
If yes, what material are they made out of? ____
What weight of material is used? ____
9. What is the approximated cost for each tarp? Mound: _____ Plate: _____
List three suppliers and their contact information:
- _____
 - _____
 - _____
10. Why are tarps used on plates and mounds? Should they be used on sunny days? Cloudy days?

Line Marking

1. What methods of line marking are used at your facility?

Chalking _____
Aerosol Painters _____
Backpack Sprayers _____
Airless Sprayers _____
Hand Painting _____
Other _____

2. Compare each of these methods:

Method	Advantages	Disadvantages	Suppliers & Contact Information	Cost/event
Chalking				
Aerosol painters				
Backpack sprayers				
Airless sprayers				
Hand painting				

3. Describe in detail the procedure for each method of line marking commonly used at your facility.

➤ Line Marking Method #1: _____

➤ Line Marking Method #2: _____

4. What templates are necessary to mark athletic fields at your facility?

Template	Description/Size	Use	Suppliers & Contact Information	Cost

5. Notes on field marking:

Logo Painting

1. Please explain the process you would use to select the design, colors and location for a future field logo.

2. What supplies are required to create grass logos?

Item	Qty	Supplier	Phone/Website	Cost

3. Describe the step-by-step procedure for creating a grass logo.

- Step 1: _____

- Step 2: _____

- Step 3: _____

- Step 4: _____

4. How can growth regulators be used in logo painting?

5. Notes on logo painting:

Field Equipment

1. What regulations and selection criteria are used in purchasing **soccer goals** at your facilities?

1. How are **football goal posts** selected? Site a minimum of two suppliers, contact information and cost.

2. What are the advantages and disadvantages of **collapsible football goal posts**?

3. What are the size requirements for goal posts at the following levels of football?
 - High School (NFHS): _____
 - College (NCAA): _____
 - Professional (NFL): _____

4. What maintenance is required for goals and goal posts?

5. What types of fencing, wall padding and fence toppers are used at your facility?

Item	Advantages	Disadvantages	Suppliers & Contact Information	Cost

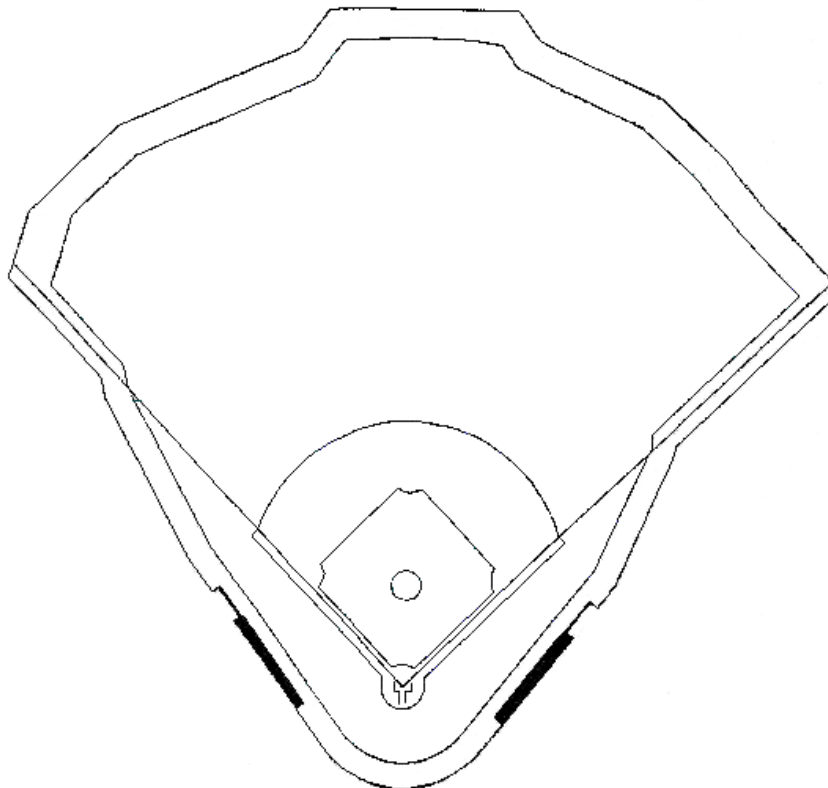
6. What safety concerns are considered in selecting fencing materials?

7. What products are available for sideline field protection?

Item	Advantages	Disadvantages	Suppliers & Contact Information	Cost

Batting Practice

1. Please mark the placement of all batting practice equipment including screens, batting cage and all turf protection items.



Item	Qty	Supplier	Phone/Website	Cost

2. Are materials used to protect turf during batting practice? _____ If yes, how were these materials selected?
3. What other turf protection materials are available?
4. How many hours of batting practice are held on the field(s) at your facility each year? _____
5. What other practice drills or warm-up are allowed on the baseball/softball fields at your facility?
6. What, if any damage can be seen from these activities?
7. What can be done to minimize this damage?
8. How can this damage be repaired?
9. Batting Practice Notes:

Non-Turf Events

1. What non-turf events were held at your facility during your internship?

2. Describe the planning process used in scheduling non-turf events.
3. What types of physical field protection products were used for these events?
4. Please compare the following physical field protection products:

Item	Recommended Uses	Safety Issues	Suppliers & Contact Information	Cost
Enkamat				
Geotextiles				
Windscreen tarps				
Roll-out flooring				
Rigid flooring				
Plywood				

5. How is turfgrass disease pressure affected by non-turf events?

6. What types of costs are typically considered when budgeting for non-turf events?

7. If events required the use of a stage, how was the stage constructed? What equipment and/or manpower were required?

8. Was turf repair necessary after any of the non-turf events? _____ If yes, how was the repair made and under what time constraints?

Pin and Cup Placement

1. Please describe the basic process of correctly setting and replacing a cup?

2. How are new cup positions selected and how does their choice effect the health of the green as well as the play of the game?
3. How often are pin and cup placements changed? Why?
4. What is the significance of each set of pin markers used at your golf course?
5. How are new pin placements selected? How does their choice affect the health of the tee as well as the play of the game?

Cart and Course Use Policies

1. Is golf cart use or walking preferred by the Golf Course Superintendent at your course? By course ownership/greens committee? Why?

2. Can you see any signs of damage caused by cart use on the golf course?

3. If the golf course permits cart use, in what area(s) are they allowed? Check all that apply.
 - ☐ Cart paths
 - ☐ Roughs
 - ☐ Fairways
 - ☐ _____ feet from greens
 - ☐ _____ feet from bunkers
 - ☐ _____ feet from water features
 - ☐ Other:

4. Where are cart use rules posted?

5. What is the “90-degree rule?” Where / when is it applicable on your course?

6. What allowances are made for persons with disabilities in regard to golf cart use?
7. Does the cart use policy change seasonally or with weather conditions?
8. What restrictions does the course have on use of pull-carts?
9. What types of golf shoes/spikes are allowed on the course? Why?

Bunker Maintenance

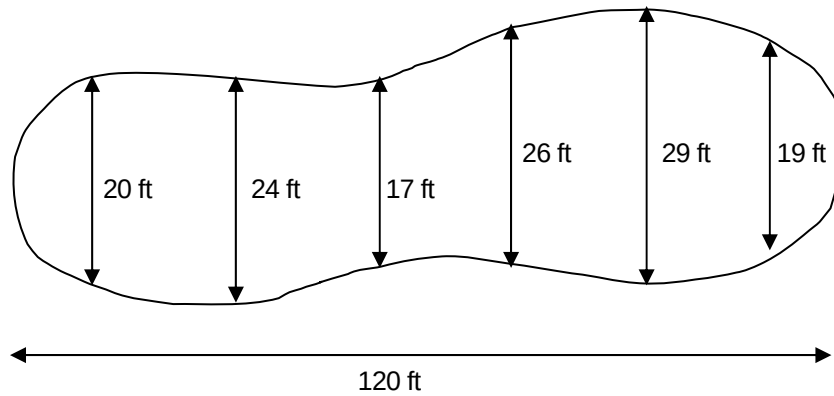
1. What equipment and tools are used to maintain bunkers on the golf course?

Item	Supplier	Phone/Website	Cost

2. Describe the daily maintenance procedure for bunkers on your course? How many labor hours are typically required?

3. What other bunker maintenance practices are required on a less frequent basis?

4. Sketch one bunker found on your golf course. Calculate the area of the bunker using the method shown in the following example.



Area = Length x Average Width

$$\text{Area} = 120 \text{ ft} \times \left(\frac{20 \text{ ft} + 24 \text{ ft} + 17 \text{ ft} + 26 \text{ ft} + 29 \text{ ft} + 19 \text{ ft}}{6} \right)$$

$$\text{Area} = 2700 \text{ ft}^2$$

5. Assume that the bunker measured above is representative of all bunkers on the course. What is the total square footage of bunkers on the course? (Average Area x Number of Bunkers)

Water Feature Maintenance

1. What water features are found on your internship golf course?

2. How does the inclusion of water features enhance the golfers experience and affect the play of the course?

3. What routine maintenance is required for the water features found on the course? Include brief procedures for any maintenance activities you participate in during your internship.

4. Do the water features provide temporary or permemant habitat for any wildlife? Does this wildlife enhance and/or detract from the course setting? How?

5. Are geese or other water foul a problem associated with water features on your golf course?
_____ If yes, what control methods are used to help reduce this problem?

6. What safety issues or concerns are be associated with the inclusion of water features?
7. Is erosion a problem with any moving water on the site?
8. Is water quality monitored for any surface water located on the site? If yes, how?
9. If problems have been found with water quality such as poor test results, algae accumulation, turbidity, or toxicity to fish or animals what steps were taken to correct the problem?
10. Do any ponds on the course require periodic water addition to maintain their water level and/or provide irrigation water for the course?

Leaf and Debris Removal

1. Why are fallen leaves and other debris removed from greens, tees and fairways?

2. What equipment and supplies are required to remove debris from a golf course?

Item	Supplier	Phone/Website	Cost

3. How frequently was debris removed from the course?

4. How many labor-hours are typically used to remove fallen leaves during autumn?

Golf Course Design and Layout

1. When was the golf course constructed? When and why were major renovations conducted?
2. What type of greens construction was used on the course ie. California, GCSAA, native soils? Why?
3. What are the requirements, advantages and disadvantages of each common greens construction type?

Greens Construction Type	Description	Advantages	Disadvantages
GCSAA Specifications			
California			
Native Soil			

4. What is the approximate total acreage of the golf course?

How many holes are present on the course?

What is the average acreage / hole?

How does the overall size of the course affect the play of the game, wear on the course and maintenance costs?

5. How was the course designed to specifically meet the needs of its users, for example a Par 3 family friendly course vs. a tournament level course?
6. What future renovation and/or expansion projects do you feel could be of value to the course and its users?

The Rules of Golf

1. Please list five reasons a Golf Course Superintendent may mark an area of the course as “Ground Under Repair”
 -
 -
 -
 -
 -
2. How does labeling an area “Ground Under Repair” affect the play of the game?
3. Are golfers on your course expected to smooth bunkers, replace divots and repair ball marks?
_____ If yes, what items must be supplied for the golfers to complete these tasks?
4. If an irrigation line breaks and creates standing water in a section of fairway before it is detected, what is this water called in terms of the Rules of Golf? _____ How does this water affect the play of the game?
5. What are “loose impediments” and how can a golf course maintenance staff reduce their effect on the game?
6. How can “out-of bounds” areas be marked on a golf course?

7. What is the difference between match and stroke play?

8. Under what circumstances must golfers stop play during a round of golf?
 - ◆
 - ◆
 - ◆

9. What should a player do if his ball is determined to be “lost”?

10. What are handicaps and how are they determined?

11. Please list three circumstances in which it is acceptable for a player to lift their ball from the course?

Golf Course Equipment and Suppliers

1. What types of equipment are required in the tee areas of the course? Please include supplier and cost information?

Item	Supplier	Phone/Website	Cost
Benches			
Shoe/Ball Cleaners			
Tee Markers			

2. What supplies are necessary for the greens and practice greens? Please list suppliers and cost information.

Item	Supplier	Phone/Website	Cost
Ball Mark Repair Tools			
Putting Cups			
Flags and Poles			

3. What other golf specific equipment or supplies are necessary to maintain a course, such as distance markers, signage, hazard and out-of-bounds markers, water stations, and safety nets?

Item	Supplier	Phone/Website	Cost

7. What would you recommend doing differently if the same tournament(s) were to be held at the course again?

8. What was the work schedule like for all members of the turf maintenance staff in the days leading up to and during the tournament?

Dealing with a Bilingual Workforce

1. Do members of the golf course maintenance staff speak a native language other than English?
_____ If so, what language(s)?

2. In what ways have you learned to communicate with non-English speaking crewmembers when you didn't know the proper words?

3. Do any common gestures, eye contact, or other non-verbal communications have a different meaning in their culture?

4. How do cultural differences affect workers' desire for job promotion? Desired work schedule?

5. Have you learned any other important cultural differences that a manager should be aware of when supervising people of this cultural background?

6. Keep a journal of terms and phrases that are helpful in communication with non-English speaking crewmembers. Some terms and phrases are listed to get you started.

English	Translation	English	Translation
Hello, My name is __			
Good-bye			
Please			
Thank you			
Here			
There			
More			
Less			
Good Job!			
Sunday			
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
This			
Bring ____			
Put ____			
Stop!			
Watch out!			
Are you hurt? Sick?			
Do you need a doctor?			
Watch			
Do you need a bathroom?			

Environmental Stewardship

1. Does your internship golf course participate in the Audubon Cooperative Sanctuary Program? Why or why not?

2. What are the major goals of the Audubon Cooperative Sanctuary Program?

3. What types of wildlife are present on the golf course? What, if anything is done to encourage wildlife habitation?

4. Are any invasive species such as purple loosestrife present surrounding water features or in other areas of the course? _____ If yes, what if any measures are taken to control the spread of invasive weeds.

5. Are any water conservation practices in use at the course? Please describe.

6. What is offered through the GCSAA Environmental Management Program? (See GCSAA.org for more information)

7. How can Golf Course Superintendents work to promote the positive effects of golf courses on the environment?

8. Does the course follow a formal Integrated Pest Management Program? If yes, what is involved in the program?

Section Four:

Skills Lists and Reviews

Sports Turf Management Skills List – Student Copy

Please mark a score of 0-5 (& A-D where applicable) for each skill area. This form should be completed each month beginning with the first day of your internship. It will help customize your internship experience. Circle the scores of four skills you want to improve during the next month. Record the date at the top of each column.

Date:					
Equipment					
Triplex					
Rotary walk behind					
Reel walk behind					
Rotary riding/ gang					
Tractor/loader					
Core aerifier					
Other aerifier					
Infield groomer					
Utility vehicle					
Topdresser					
Roller					
Baseball/Softball Skin					
Mat skin & baselines					
Edging					
In-game drags					
Paint/chalk lines					
Lip management					
Topdressing use					
Moisture mgt.					
Repair problem areas					
Nail drag use					
Materials selection					
Grading techniques					
Mound/Homeplate					
Patching techniques					
Mound gauge use					
Repairing problems					
Replace plate/rubber					
Moisture management					
Level plate area					
Pre-game tasks					
Turfgrass					
Mowing					
Paint field markings					
Paint logos					
Fertilizer selection					
Pesticide selection					
Chemical application					
Overseed/divot repair					
Aeration					
Topdressing					
Pest identification					
Sod installation					

Date:					
Irrigation					
Scheduling					
Program use					
Repairs					
Installation					
Sport Specific Equipment					
BP screens/cage					
Goal posts					
Fencing					
Turf protection					
Portable goals					
Non-Turf Events					
Prep. strategies					
Turf protection					
Stage construction					
Stage removal					
Recovery strategies					
Management					
Scheduling crews					
Budgeting					
Leadership					
Weather decisions					
Landscaping					
Mowing					
Mulching					
String trimming					
Weeding					
Wildflowers					
Annuals/Perennials					
Pruning					
Fertilizers/Pesticides					
Bulbs					
Scoring Key					
0 – No hands on experience					
1 – Introduced to task					
2 – Performs with assistance					
3 – Independent “good” level					
4 – Independent “excellent”					
5 – Taught task to others					
A – Taught concepts to other					
B – Excellent understanding					
C – Fair understanding					
D – No textbook knowledge					

Sports Turf Management Skills List – Supervisor's Copy

Please mark a score of 0-5 (& A-D where applicable) for each skill area. This form should be completed monthly beginning at the end of month one. It will help customize the student's internship experience. Circle the scores of four skills you want to see improved during the next month. Record the date above each column.

Date:					
Equipment					
Triplex					
Rotary walk behind					
Reel walk behind					
Rotary riding/ gang					
Tractor/loader					
Core aerifier					
Other aerifier					
Infield groomer					
Utility vehicle					
Topdresser					
Roller					
Baseball/Softball Skin					
Mat skin & baselines					
Edging					
In-game drags					
Paint/chalk lines					
Lip management					
Topdressing use					
Moisture mgt.					
Repair problem areas					
Nail drag use					
Materials selection					
Grading techniques					
Mound/Homeplate					
Patching techniques					
Mound gauge use					
Repairing problems					
Replace plate/rubber					
Moisture management					
Level plate area					
Pre-game tasks					
Turfgrass					
Mowing					
Paint field markings					
Paint logos					
Fertilizer selection					
Pesticide selection					
Chemical application					
Overseed/divot repair					
Aeration					
Topdressing					
Pest identification					
Sod installation					

Date:					
Irrigation					
Scheduling					
Program use					
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Recovery strategies					
Management					
Scheduling crews					
Budgeting					
Leadership					
Weather decisions					
Landscaping					
Mowing					
Mulching					
String trimming					
Weeding					
Wildflowers					
Annuals/Perennials					
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Fertilizers/Pesticides					
Bulbs					
Scoring Key					
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3 – Independent "good" level					
4 – Independent "excellent"					
5 – Taught task to others					
A – Taught concepts to other					
B – Excellent understanding					
C – Fair understanding					
D – No textbook knowledge					

Golf Course Turf Management Skills List – Student Copy

Please mark a score of 0-5 (& A-D where applicable) for each skill area. This form should be completed each month beginning with the first day of your internship. It will help customize your internship experience. Circle the scores of four skills you want to improve during the next month. Record the date at the top of each column.

Date:					
Equipment					
Greens mower					
Fairway mower					
Rough mower					
Trim/Surround mower					
Tractor/loader					
Core aerifier					
Other aerifier					
Infield groomer					
Utility vehicle					
Topdresser					
Roller					
Sprayer					
Golf Course Specific					
Cup setting/placement					
Pin placement					
Bunker maintenance					
Cart use policies					
Leaf/debris removal					
Tee & divot repair					
Rules of golf					
Turfgrass					
Mowing					
Paint field markings					
Paint logos					
Fertilizer selection					
Pesticide selection					
Chemical application					
Overseed/divot repair					
Cultivation					
Topdressing					
Pest identification					
Sod installation					
Irrigation					
Scheduling					
Program use					
Repairs					
Installation					
Pump stations					

Date:					
Golf Specific Equipment					
Cleat & ball cleaners					
Cups and flags					
Distance markers					
Signage					
Tournaments					
Prep. strategies					
Turf protection					
Turf management					
Media relations					
Other events					
Management					
Scheduling crews					
Budgeting					
Leadership					
Greens committee relations					
Member communication					
Bilingual work force					
Landscaping					
Mowing					
Mulching					
String trimming					
Weeding					
Wildflowers					
Annuals/Perennials					
Pruning					
Fertilizers/Pesticides					
Bulbs					
Scoring Key					
0 – No hands on experience					
1 – Introduced to task					
2 – Performs with assistance					
3 – Independent “good” level					
4 – Independent “excellent”					
5 – Taught task to others					
A – Taught concepts to other					
B – Excellent understanding					
C – Fair understanding					
D – No textbook knowledge					

Golf Course Turf Management Skills List – Supervisor's Copy

Please mark a score of 0-5 (& A-D where applicable) for each skill area. This form should be completed monthly beginning at the end of month one. It will help customize the student's internship experience. Circle the scores of four skills you want to see improved during the next month. Record the date above each column.

Date:							
Equipment							
Greens mower							
Fairway mower							
Rough mower							
Trim/Surround mower							
Tractor/loader							
Core aerifier							
Other aerifier							
Infield groomer							
Utility vehicle							
Topdresser							
Roller							
Sprayer							
Golf Course Specific							
Cup setting/placement							
Pin placement							
Bunker maintenance							
Cart use policies							
Leaf/debris removal							
Tee & divot repair							
Rules of golf							
Turfgrass							
Mowing							
Paint field markings							
Paint logos							
Fertilizer selection							
Pesticide selection							
Chemical application							
Overseed/divot repair							
Cultivation							
Topdressing							
Pest identification							
Sod installation							
Irrigation							
Scheduling							
Program use							
Repairs							
Installation							
Pump stations							

Date:							
Golf Specific Equipment							
Cleat & ball cleaners							
Cups and flags							
Distance markers							
Signage							
Tournaments							
Prep. strategies							
Turf protection							
Turf management							
Media relations							
Other events							
Management							
Scheduling crews							
Budgeting							
Leadership							
Greens committee relations							
Member communication							
Bilingual work force							
Landscaping							
Mowing							
Mulching							
String trimming							
Weeding							
Wildflowers							
Annuals/Perennials							
Pruning							
Fertilizers/Pesticides							
Bulbs							
Scoring Key							
0 – No hands on experience							
1 – Introduced to task							
2 – Performs with assistance							
3 – Independent “good” level							
4 – Independent “excellent”							
5 – Taught task to others							
A – Taught concepts to other							
B – Excellent understanding							
C – Fair understanding							
D – No textbook knowledge							

Intern: _____

Review scheduled for: _____

Internship Evaluation (Supervisor's Copy) - Initial Meeting

Please complete the following questionnaire BEFORE your scheduled review meeting date. Answer each question fully and honestly. The student will have completed a similar questionnaire and this meeting will give you an opportunity to compare and discuss these results and their future career goals.

Absences

Tardy

Excused Unexcused

Excused Unexcused

What is the student's greatest strength displayed thus far?

How has the intern not yet met your expectations? Please include examples.

Have you observed any problems with the intern relating to other workers/management? Explain.

Have you observed any problems with the intern getting adjusted to their new surroundings? (i.e. homesickness...)

What goals do you have for the student during the next month?

1.

2.

List two of the student's personal strengths and describe how they will help the student reach these goals.

1.

2.

List two of the student's personal weaknesses and describe how they may affect reaching these goals.

1.

2.

Please list any other comments or concerns you would like to share with the intern

Please sign below after discussing your review with your supervisor. Signing below does not imply that you agree with your supervisor's comments, but simply that you have had the opportunity to discuss the review with your supervisor.

Intern Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Name: _____

Review scheduled for: _____

Internship Self Evaluation - Initial Meeting

Please complete the following questionnaire BEFORE your scheduled review meeting date. Answer each question fully and honestly. Your supervisor will have completed a similar questionnaire and this meeting will give you an opportunity to compare and discuss these results and your future career goals.

<u>Absences</u>	
Excused	Unexcused
# ____	# ____

<u>Tardy</u>	
Excused	Unexcused
# ____	# ____

What was the best part of your internship experience thus far?

How has the internship not yet met your expectations? Please include examples.

Have you experienced any problems relating to other crew members/management? Please explain.

Have you experienced any problems getting adjusted to your new surroundings? (i.e. housing issues, homesickness...)

What goals do you have for the next month?

1.

2.

List two personal strengths and describe how they will help you reach the goals listed above.

1.

2.

List two personal weaknesses and describe how they may affect reaching the goals listed above.

1.

2.

What other questions or concerns would you like to share with your internship supervisor?

Please sign below after discussing your review with your supervisor. Signing below simply shows that you have had the opportunity to discuss the review with your supervisor.

Intern Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Intern: _____

Review scheduled for: _____

Internship Evaluation (Supervisor's Copy) - Midterm Meeting

Please complete the following questionnaire BEFORE your scheduled review meeting date. Answer each question fully and honestly. The intern will have completed a similar questionnaire and this meeting will give you an opportunity to compare and discuss these results and the student's future career goals.

Absences

Excused Unexcused

____ # ____

Tardy

Excused Unexcused

____ # ____

What do you enjoy most about having this intern on your staff? Please include examples.

How has the intern not yet met your expectations? Please include examples.

Have you observed any problems with this intern relating to other crew members/management? Explain.

What goals do you have for this student during the remainder of the internship?

1.

2.

List three personal strengths portrayed by this intern and describe how they will be helpful in pursuing a career in turf management.

1.

2.

3.

List three personal weaknesses portrayed by this intern and describe how they affect pursuing a career in turf management.

1.

2.

3.

Please rank the student on the following attributes as portrayed during the internship.

		Poor	Fair	Ave	Good	Ex.
Flexibility		1	2	3	4	5
Punctuality		1	2	3	4	5
Initiative		1	2	3	4	5
Attention to Detail		1	2	3	4	5
Decisiveness	1	2	3	4	5	
Leadership		1	2	3	4	5
Follows Directions		1	2	3	4	5
Cooperation		1	2	3	4	5
Responsibility		1	2	3	4	5
Maturity		1	2	3	4	5
Efficiency		1	2	3	4	5
Professionalism		1	2	3	4	5
Other: _____	1	2	3	4	5	

Please sign below after discussing your review with your supervisor. Signing below does not imply that you agree with your supervisor's comments, but simply that you have had the opportunity to discuss the review with your supervisor.

Intern Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Name: _____

Review scheduled for: _____

Internship Self Evaluation - Midterm Meeting

Please complete the following questionnaire BEFORE your scheduled review meeting date. Answer each question fully and honestly. Your supervisor will have completed a similar questionnaire and this meeting will give you an opportunity to compare and discuss these results and your future career goals.

<u>Absences</u>	
Excused	Unexcused
# ____	# ____

<u>Tardy</u>	
Excused	Unexcused
# ____	# ____

What has been the best part of your internship experience thus far? Please include examples.

How has the internship not yet met your expectations? Please include examples.

Do you feel you are receiving enough guidance from your internship supervisor?

What goals do you have for the remainder of your internship?

1.

2.

List three personal strengths and describe how they will help you reach the goals listed above.

1.

2.

3.

List three personal weaknesses and describe how they may affect reaching the goals listed above.

- 1.
- 2.
- 3.

Please rank yourself on the following attributes as portrayed during the internship.

		<u>Poor</u>	<u>Fair</u>	<u>Ave</u>	<u>Good</u>	<u>Ex.</u>
Flexibility		1	2	3	4	5
Punctuality		1	2	3	4	5
Initiative		1	2	3	4	5
Attention to Detail		1	2	3	4	5
Decisiveness	1	2	3	4	5	
Leadership		1	2	3	4	5
Follows Directions		1	2	3	4	5
Cooperation		1	2	3	4	5
Responsibility		1	2	3	4	5
Maturity		1	2	3	4	5
Efficiency		1	2	3	4	5
Professionalism		1	2	3	4	5
Other: _____	1	2	3	4	5	

We would like your opinions on the following issues to help improve our internship program in the months and years to come. Please explain comments and observations regarding the following items and present any suggested changes in the following areas.

Are job directions & expectations clearly explained/defined? If no, how could this be improved?

Do you feel that the internship experience was clearly and correctly explained during the interview process? Has it been what you expected? Explain.

Please sign below after discussing your review with your supervisor. Signing below simply shows that you have had the opportunity to discuss the review with your supervisor.

Intern Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Intern: _____

Review scheduled for: _____

Internship Evaluation (Supervisor's Copy) - Final Meeting

Please complete the following questionnaire BEFORE your scheduled review meeting date. Answer each question fully and honestly. The intern will have completed a similar questionnaire and this meeting will give you an opportunity to compare and discuss these results and the student's future career goals.

<u>Absences</u>		<u>Tardy</u>	
Excused	Unexcused	Excused	Unexcused
# ____	# ____	# ____	# ____

What did you enjoy most about having this intern on your staff? Please include examples.

How did the intern not meet your expectations? Please include examples.

What type of position would you recommend this student for next season? Why?

Have you observed any problems with this intern relating to other crew members/management? Explain.

What goals do you have for this student during the next year? (Education, Internship, Career...)

1.

2.

List three personal strengths portrayed by this intern and describe how they will be helpful in pursuing a career in turf management.

1.

2.

3.

List three personal weaknesses portrayed by this intern and describe how they affect pursuing a career in turf management.

1.

2.

3.

Please rank the student on the following attributes as portrayed during the internship.

		<u>Poor</u>	<u>Fair</u>	<u>Ave</u>	<u>Good</u>	<u>Ex.</u>
Flexibility		1	2	3	4	5
Punctuality		1	2	3	4	5
Initiative		1	2	3	4	5
Attention to Detail		1	2	3	4	5
Decisiveness	1	2	3	4	5	
Leadership		1	2	3	4	5
Follows Directions		1	2	3	4	5
Cooperation		1	2	3	4	5
Responsibility		1	2	3	4	5
Maturity		1	2	3	4	5
Efficiency		1	2	3	4	5
Professionalism		1	2	3	4	5
Other: _____	1	2	3	4	5	

Please sign below after discussing your review with your supervisor. Signing below does not imply that you agree with your supervisor's comments, but simply that you have had the opportunity to discuss the review with your supervisor.

Intern Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Name: _____

Review scheduled for: _____

Internship Self Evaluation - Final Meeting

Please complete the following questionnaire BEFORE your scheduled review meeting date. Answer each question fully and honestly. Your supervisor will have completed a similar questionnaire and this meeting will give you an opportunity to compare and discuss these results and your future career goals.

<u>Absences</u>		<u>Tardy</u>	
Excused	Unexcused	Excused	Unexcused
# ____	# ____	# ____	# ____

What was the best part of your internship experience? Please include examples.

How did the internship not meet your expectations? Please include examples.

Would you recommend this internship program to another student at your university? Why?

What goals do you have for the next year? (Education, Internship, Career...)

- 1.
- 2.

List three personal strengths and describe how they will help you reach the goals listed above.

- 1.
- 2.
- 3.

List three personal weaknesses and describe how they may affect reaching the goals listed above.

- 1.
- 2.
- 3.

Please rank yourself on the following attributes as portrayed during the internship.

	<u>Poor</u>	<u>Fair</u>	<u>Ave</u>	<u>Good</u>	<u>Ex.</u>	
Flexibility	1	2	3	4	5	

Punctuality		1	2	3	4	5
Initiative		1	2	3	4	5
Attention to Detail		1	2	3	4	5
Decisiveness	1	2	3	4	5	
Leadership		1	2	3	4	5
Follows Directions		1	2	3	4	5
Cooperation		1	2	3	4	5
Responsibility		1	2	3	4	5
Maturity		1	2	3	4	5
Efficiency		1	2	3	4	5
Professionalism		1	2	3	4	5
Other: _____	1	2	3	4	5	

We would like your opinion on the following issues to help improve our internship program in the months and years to come. Please explain comments and observations regarding the following items and present any suggested changes in the following areas.

Were work hours clearly and fairly scheduled? Do you feel you received too few / too many hours?

Were tasks well distributed between employees so that you feel you have been able to perform a variety of duties during your internship?

Was your housing during the internship adequate for your needs? What improvements could be made?

Did you find our review process to be helpful and adequate or could improvements be made?

Other Suggestions:

Please sign below after discussing your review with your supervisor. Signing below simply shows that you have had the opportunity to discuss the review with your supervisor.

Intern Signature: _____ Date: _____

Supervisor Signature: _____ Date: _____

Section Five:

Special Projects

Special Projects Overview

There are an infinite number of projects that could be conducted by students during an internship. If your university advisor has not assigned specific projects for you, you may create your own project or complete the suggested projects in this book.

Make sure that both you and your supervisor are involved in setting realistic, but challenging goals for the project(s). Your special projects should be able to be conducted without interfering with your regular work duties. The following questions will help you in selecting an internship project.

Are you interested in the subject matter?

Have you already taken related course work in school?

How well did you do in those classes?

How much textbook research will you require before they are beginning the chosen project?

Is there time during the standard workday complete the project/research or will you need to do some studying on your own?

Do you have the needed resources available? (Some recommended resources for student projects are listed in Appendix B of the “Student’s Guide.”)

The special projects in this section are design to enhance an internship program. Ideally each of these projects will be conducted based on an athletic field or golf course located at your internship site. However, because all the information required to complete these projects is not always available, example athletic fields and golf courses are included for the fertilizer, pesticide and budget projects.

Students should select special projects based on their own knowledge, interest, and experience. It is not practical to complete all the projects included in this log during a summer internship. Select and complete the project(s) that you, your advisor and your supervisor feel would be the most useful.

Submit a copy of your final project to your supervisor and college advisor for comments and approval.

Insect and Weed Collections

Insect and weed collections can be conducted in several different manners. You may be required to collect specimen for a future class project. In this case, collect a wide diversity of specimen throughout the entire internship including any significant pest problems that you experience. Note locations and any problems associated with the specimen collected.

If there is no required class project involved, a smaller collection can be created during the internship. One suggestion is to start or add to a permanent collection at your internship site. Collect 3 to 6 weeds and insects that have caused a problem on your internship site. Collect and mount 2 of each specimen. One copy will be yours to keep and take back to school. The other copy can be added to an on-site collection that will grow year after year. Each specimen should be identified, with common and scientific names. Then create a short description of the life cycle, damage caused, and treatment/prevention for the weed or insect.

Monitoring Turfgrass Conditions

A very important part of a turfgrass manager's job is to carefully monitor turf conditions. The sooner a student can become involved in this process the better. One way to ensure that you are making detailed field observations is to complete a daily or weekly log of turfgrass conditions.

It is important that you not only record field condition data, but that you understand how this information can be used to guide and improve management practices.

Project Requirements:

Complete a daily record of field conditions for one field/golf hole at your facility for one month. Record the following information.

- Sunlight conditions
- Weather conditions
- Overall turf quality
- Weed, insect or disease problems
- Turfgrass wear or divoting
- Field use and events
- Problems noticed during field activity
- Maintenance practices (i.e. mowing, aeration, chemical applications, irrigation)

After the conclusion of the month, write a 2 to 3 page report summarizing your findings and how they could be used to adjust management practices at the facility such as:

- Irrigation use
- Pesticide selection, rates and timing
- Fertilization selection, rates and timing
- Mowing heights and frequency
- Growth regulator use, selection, rates and timing

Project Management Experience

Management skills are important for all students to develop. If your internship supervisor is able and willing to allow you to gain project management experience make the most of it. This will be your opportunity to prove your management potential both to your supervisor and yourself. Options for management experience may include organizing and overseeing a tournament or other event, overseeing a field at the facility for a specified duration or simply working as a group leader for certain tasks. Whatever the circumstances, take this responsibility seriously. The manner in which you handle this experience will undoubtedly greatly effect any recommendations you are hoping to receive following the internship. Ask your supervisor for guidance when needed, but try to make small decisions on your own if you are given the authority to do so. Some management practices that may be very useful to you in the future include:

- Assisting in employee scheduling
- Overseeing group or individual task completion
- Interacting with facility users
- Making decisions regarding weather related cancellations
- Selecting or prioritizing field maintenance practices

Fertility Program

Project Requirements:

Create a fertility program within the constraints of the field you select on the following pages. If you have computer access during your internship, the final project should be computer generated. If you are able to obtain the chemical budget figure for an athletic field or golf hole (including green, tee, fairway and rough) at your internship site, use this as the basis of your project. Often, these numbers are not released by organizations, so you may use one of the example fields included in options A-D. If an athletic field or golf hole at your internship site is used for this project, use a recent soil test if it is available or ask your supervisor if you may submit a new sample for testing. Include all calculations.

For each application please include:

- Purpose of application
- Projected application date
- Product trade name
- Nutrient sources
- Release mechanism
- Method of Application
- Rate Used
- Total Amount of Chemical Used
- Cost of application
- Mixing instructions when applicable
- MSDS for each fertilizer used

Program summary should include:

- Total N, P, K for entire season
- Total fertilizer cost for entire season

Resources recommended for project:

- Internet access
- Pesticide applicators training materials
- Price and product listings from local suppliers
- Calculator
- Access to computer with word processing and spreadsheet software
- Text books listed in Appendix B of the Student's Guide.
- Assistance from your internship supervisor

Fertility Program Option A: Youth Baseball Field

Location: Chicago, Illinois

Attendance: No paid admission

Budget: \$1,500 for all fertilizers and pesticides

Total Turf Area: 35,000 ft²

Turf Species: Kentucky bluegrass

Application Equipment: 100-gal tow-behind boom sprayer & rotary walk-behind spreaders

Tarp: No tarp is used on the turf portion of the field

Events: 400 games April 1-Nov. 15 (youth baseball/softball, adult softball, kickball...)

Soil Test Results: (Very Low, Low, Moderate, Optimum, Very High)

- o Soil pH: 7.8
- o Soil Type: Sand
- o Phosphorus: Optimum
- o Potassium: Low
- o Calcium: Optimum
- o Magnesium: Very High
- o Sodium: Very Low
- o CEC: 9.3 meq/100g

Fertility Program Option B: Minor League Baseball Field

Location: Houston, Texas

Attendance: 400,000

Budget: \$6,000 for all fertilizers and pesticides

Total Turf Area: 115,000 ft²

Turf Species: Bermuda

Application Equipment: 100 gallon tow-behind boom sprayer, rotary walk-behind spreaders, and a tow-behind spreader.

Tarp: Full infield tarp is used as needed

Events: 70 minor league baseball games, 1 Concert, 1 Camp out, 15 high school baseball games, 4 miscellaneous events

Soil Test Results: (Very Low, Low, Moderate, Optimum, Very High)

- o Soil pH: 6.7
- o Soil Type: Sandy Loam
- o Phosphorus: Optimum
- o Potassium: Optimum
- o Calcium: Low
- o Magnesium: Very High
- o Sodium: Moderate
- o CEC: 20 meq/100g

Fertility Program Option C: High School Football / Soccer Field

Location: Detroit, Michigan

Attendance: 15,000

Budget: \$3,000 for all fertilizers and pesticides

Total Turf Area: 57,600 ft² (field) plus 14,400 ft² (side line areas)

Turf Species: Kentucky bluegrass and perennial ryegrass

Application Equipment: 4-gallon backpack sprayer, rotary walk-behind spreaders, and tow-behind spreader.

Tarp: None

Events: 12 high school football games, 2 marching band competitions, 28 high school soccer games and 5 high school track meets.

Soil Test Results: (Very Low, Low, Moderate, Optimum, Very High)

- o Soil pH: 7.1
- o Soil Type: Clay Loam
- o Phosphorus: Very High
- o Potassium: Moderate
- o Calcium: Moderate
- o Magnesium: Optimum
- o Sodium: Moderate
- o CEC: 60 mEq/100g

Fertility Program Option D: Private Golf Course (Single Hole)

Location: Boston, Massachusetts

Annual Rounds: 20,000

Budget: \$3,000 for all fertilizers and pesticides/hole

Turf Area: 9,000 ft² (green) 6,000 ft² (tees) 175,000 ft² (fairway) 80,000 ft² (rough)

Turf Species: Creeping bentgrass greens & tees, Kentucky bluegrass roughs & fairways

Application Equipment: Rotary walk-behind spreaders, tow-behind spreader, dedicated boom sprayer

Events: One tournament in mid-June

Soil Test Results: (Very Low, Low, Moderate, Optimum, Very High)

Fairway/Rough

- ☐ Soil pH: 7.1
- ☐ Soil Type: Clay Loam
- ☐ Phosphorus: Very High
- ☐ Potassium: Moderate
- ☐ Calcium: Moderate
- ☐ Magnesium: Optimum
- ☐ Sodium: Moderate
- ☐ CEC: 60 meq/100g

Greens/Tees

- ☐ Soil pH: 7.8
- ☐ Soil Type: Sand
- ☐ Phosphorus: Optimum
- ☐ Potassium: Low
- ☐ Calcium: Optimum
- ☐ Magnesium: Very High
- ☐ Sodium: Very Low
- ☐ CEC: 9.3 meq/100g

Fertility Program Option E: Field or Golf Hole on Internship Site

Field Type and Name: _____

Location: _____

Attendance/Rounds: _____

Budget: _____ for all fertilizer and pesticides

Total Turf Area(s): _____

Turf Species: _____

Application Equipment: _____

Tarp: _____

Events: _____

Soil Test Results:

- ☐ Soil pH: _____
- ☐ Soil Type: _____
- ☐ Phosphorus: _____
- ☐ Potassium: _____
- ☐ Calcium: _____
- ☐ Magnesium: _____
- ☐ Sodium: _____
- ☐ CEC: _____

Pesticide Program Project

Project Requirements:

Create a pesticide program within the constraints of the field you select on the following pages. Pesticides should only be used when necessary and other management practices would be inadequate in controlling pests within allowable thresholds. Some applications may be done on a preventative basis and you may select to use others on a curative basis. If you are able to obtain the chemical budget figure for an athletic field or golf course at your internship site, use this as the basis of your project. Often, these numbers are not released by organizations, so you may use one of the example fields included in options A-D. This project may be done in conjunction with the fertilizer program project. If you have computer access during your internship, the final project should be computer generated. Include all calculations.

For each application please include:

- Purpose of application
- Projected application date for preventative applications
- Pest threshold and favorable conditions for curative treatments
- Product common and chemical names if applicable
- Fungicide or insecticide family if applicable
- Release or active time period
- Method of application
- Rate used
- Total amount of chemical used
- Cost of application
- Mixing instructions when applicable
- MSDS and chemical label for each pesticide used

Resources recommended for project:

- Internet access
- Pesticide applicators training materials
- Price and product listings from local suppliers
- Calculator
- Access to computer with word processing and spreadsheet software
- Text books listed in Appendix B of the Student's Guide.
- Assistance from your internship supervisor

Pesticide Program Option A: Youth Baseball Field

Location: Chicago, Illinois

Attendance: No paid admission

Budget: \$1,500 for all fertilizer and pesticides

Total Turf Area: 35,000 ft²

Turf Species: Kentucky bluegrass

Application Equipment: 100-gal tow-behind boom sprayer & rotary walk-behind spreaders

Tarp: No tarp is used on the turf portion of the field

Events: 400 games April 1-Nov. 15 (youth baseball/softball, adult softball, kickball...)

Disease History: Grey Snow Mold has been a problem two of the last four years

Insect History: Past problems with white grubs (Japanese beetle)

Weed History: Moderate amounts of broadleaf weeds, *Poa annua* and crab grass.

Pesticide Program Option B: Minor League Baseball Field

Location: Houston, Texas

Attendance: 400,000

Budget: \$6,000 for all fertilizer and pesticides

Total Turf Area: 115,000 ft²

Turf Species: Bermuda

Application Equipment: 100 gallon tow-behind boom sprayer, rotary walk-behind spreaders, and a tow-behind spreader.

Tarp: Full infield tarp is used as needed

Events: 70 minor league baseball games, 1 Concert, 1 Camp out, 15 high school baseball games, 4 miscellaneous events

Disease History: No major disease problems

Insect History: Serious recurring problems from white grubs (June Beetle & Southern Masked Chafer.)

Weed History: Low levels of broadleaf weeds

Pesticide Program Option C: High School Football / Soccer Field

Location: Detroit, Michigan

Attendance: 15,000

Budget: \$3,000 for all fertilizer and pesticides

Total Turf Area: 57,600 ft² (field) plus 14,400 ft² (side line areas)

Turf Species: Kentucky bluegrass and perennial ryegrass

Application Equipment: 4-gallon backpack sprayer, rotary walk-behind spreaders, and a tow-behind spreader.

Tarp: None

Events: 12 high school football games, 2 marching band competitions, 28 high school soccer games and 5 high school track meets

Disease History: No noted problems in past

Insect History: Past problems with white grubs (Japanese beetle and European Chafer)

Weed History: High weed levels between hash marks and goal mouth areas.

Fertility Program Option D: Private Golf Course (Single Hole)

Location: Boston, Massachusetts

Annual Rounds: 20,000

Budget: \$15,000 for all fertilizers and pesticides/hole

Turf Area: 9,000 ft² (green) 6,000 ft² (tees) 175,000 ft² (fairway) 80,000 ft² (rough)

Turf Species: Creeping bentgrass greens & tees, Kentucky bluegrass roughs & fairways

Application Equipment: Rotary walk-behind spreaders, tow-behind spreader, dedicated boom sprayer

Events: One tournament in mid-June

Disease History: Past problems with dollar spot and pythium on greens; Brown patch problems in low lying area of fairway.

Insect History: Past problems with white grubs (Japanese beetle and European Chafer)

Weed History: Poa annua competition on greens and tees. (Approx. 10% cover)

Pesticide Program Option E: Field on Internship Site

Field Type and Name: _____

Location: _____

Attendance: _____

Budget: _____ for all fertilizer and pesticides

Total Turf Area: _____

Turf Species: _____

Application Equipment:

Tarp:

Events:

Disease History:

Insect History:

Weed History:

Budget Project

Project Requirements:

Create a detailed budget **showing all calculations** and expenses for each of the categories included below. Also create a budget summary page that is clear and easily understood by others. If you have computer access during your internship, the final project should be computer generated. Tackle one section at a time and meet with your supervisor at least once each week to present your progress. If you are able to obtain the overall budget figure for a field at your internship site, use this as the basis of your project. Often, these numbers are not released by organizations, so you may use one of the example fields included on the following pages.

Budget Categories:

- Staffing: List staff positions, pay rates & hours worked (Head Groundskeeper's or Golf Course Superintendent's salary is NOT included in total budget amount.) Calculate total labor costs/month and annually
- Fertilizers and Pesticides: Use information from the Fertility Program and Pesticide Program projects discussed previously.
- Equipment repair, maintenance & rental
- Calcined clay, clay and track material (baseball only)
- Field marking supplies (sports fields only)
- Tools
- Seed/sod/soil
- Irrigation repairs/weather information access
- Sport or golf specific equipment (bases, Astroturf, netting...)
- Capitol expenses (i.e. major equipment purchase)
- Other

Resources recommended for project:

- Internet access
- Price and product listings from local suppliers
- Calculator
- Access to computer with word processing and spreadsheet software
- If price lists are not available, call a local supplier for required information
- Text books listed in Appendix B of the Student's Guide.
- Assistance from your internship supervisor

Budget Option A: Youth Baseball Field

Location: Chicago, Illinois

Attendance: No paid admission

Budget: \$27,000 total budget

Total Turf Area: 35,000 ft²

Turf Species: Kentucky bluegrass

Equipment Owned:

- One (1) ZTR Mower - Shared with other fields at facility – Fair Condition
- One (1) utility vehicle - Shared with other fields at facility – Good Condition
- One (1) rotary walk behind mower – Good Condition
- One (1) topdresser - Shared with other fields at facility – Good Condition
- Tow Behind sprayer - Shared with other fields at facility – Fair Condition
- Core Aerator – Shared with other fields at facility – Good Condition
- Rotary walk-behind spreader – Excellent Condition
- All standard turf tools (shovels, rakes, cup cutter, sod cutters, field rakes, drag mats, chalker, squeegees, soil probe...) Most are in fair to good condition.

Tarp: No full infield tarp; homeplate and mound tarps in good condition

Events: 400 games April 1-Nov.r 15 (youth baseball/softball, adult softball, kickball...)

Budget Option B: Minor League Baseball Field

Location: Birmingham, Alabama

Attendance: 400,000

Budget: \$100,000 total budget

Total Turf Area: 115,000 ft²

Turf Species: Bermudagrass

Leased Equipment: (lease value = \$35,000; included in total budget figure)

- One (1) triplex mower - New
- One (1) infield groomer - New
- Two (2) utility vehicles - New
- One (1) walking greens mower - New
- One (1) topdresser - New

Owned Equipment:

- Tow Behind sprayer – Very old, rusting, still functions for the moment
- You do not own any aeration equipment
- Rotary walk-behind spreader
- All standard turf tools (shovels, rakes, cup cutter, sod cutters, lute rakes, field rakes, drag mats, chalker, squeegees, soil probe...) Most are in Excellent to good condition, but you always break or loose a few.

Tarp: Full infield tarp is used as needed; tarp is in good condition

Events: 70 minor league baseball games, 1 Concert, 1 Camp out, 15 high school baseball games, 4 miscellaneous events

Budget Option C: High School Football / Soccer Field

Location: Detroit, Michigan

Attendance: 15,000

Budget: \$35,000 total budget

Total Turf Area: 57,600 ft² (field) plus 14,400 ft² (side line areas)

Turf Species: Kentucky bluegrass, perennial ryegrass

Equipment: Equipment Owned:

- One (1) 72" front deck mower - Shared with other fields at facility – Fair Condition
- One (1) utility vehicle - Shared with other fields at facility – Good Condition
- One (1) topdresser - Shared with other fields at facility – Fair Condition
- Tow behind spreader - Shared with other fields at facility – Poor Condition
- Aeration Equipment - None
- Rotary walk-behind spreader – Good Condition
- 4-gallon backpack sprayer for herbicides
- Airless paint sprayer and all required templates– Good Condition
- All standard turf tools (shovels, rakes, cup cutter, sod cutters, squeegees, soil probe...) Most are in fair to good condition.

Tarp: None

Events: 12 high school football games, 2 marching band competitions, 28 high school soccer games and 5 track meets.

Fertility Program Option D: Private Golf Course (Single Hole)

Location: Boston, Massachusetts

Annual Rounds: 20,000

Budget: \$1,000,000 total budget

Turf Area: 3 acres (greens) 2.5 acres (tees) 75 acres (fairways) 36 acres (roughs)

Turf Species: Creeping bentgrass greens & tees, Kentucky bluegrass roughs & fairways

Events: One tournament in mid-June

Equipment:

- Three (3) fairway mowers - New
- Two (2) bunker rake – Very good condition
- Eight (8) utility vehicles - New
- Six (6) walking greens mower – Good condition
- Two (2) Trim/surround mowers – Fair condition
- One (1) topdresser - New
- Dedicated boom sprayer – Very good condition
- One (1) PTO driven core aerifier
- Six (6) Rotary walk-behind spreaders
- All standard turf tools (shovels, rakes, cup cutters, sod cutters, squeegees, soil probe...) Most are in Excellent to good condition, but you always break or lose a few.

Budget Option E: Field or Golf Course on Internship Site

Field Type and Name: _____

Location: _____

Attendance: _____

Budget: _____ total budget

Total Turf Area: _____

Turf Species: _____

Equipment:

Tarp:

Events:

Section Six:

Scholarships and Associations

Scholarship Introduction

An important step in becoming a turfgrass management professional is getting involved and networked in the industry. One way you could begin this process is by joining the Sports Turf Managers Association, Golf Course Superintendents Association and your state's turfgrass association. Many of these organizations also provide valuable scholarship opportunities. Industry publications are another great way to learn about current products, events and research. Many of these resources are available free of charge for students. If your internship supervisor provides the opportunity to attend local industry meetings or university field trials, take advantage of the experience. Anything you can do to begin forming a network of industry contacts will become invaluable as you join the turfgrass workforce. The following information is provided to make the first steps of industry involvement as easy as possible.

Sports Turf Managers Association (STMA)

The Sports Turf Managers Association is an organization that represents professionals involved in turf maintenance at professional sports facilities, colleges and universities, school districts and park and recreation departments. Members in STMA include sports field managers, students, educators and commercial members. STMA provides a wide range of member benefits including:

- Scholarship opportunities
- National awards program
- Support for sports turf research through the SAFE Foundation
- Certified Sports Turf Managers program
- Job and resume postings at www.sportsturfmanager.org
- Discounted registration for the STMA National Conference & Exhibition
- Complementary subscription to SPORTSTURF Magazine
- STMA E-Digest electronic newsletter
- Website: www.sportsturfmanager.org
- Annual membership directory

Joining STMA is a simple and relatively inexpensive process for students. The student membership cost is only \$20.00 per year. To join, simply fill out the "Get Serious With STMA!" form included on page 5, and mail the form and membership fee to the address listed.

The Sports Turf Managers Association holds a national conference for five days in January of each year. This is a great opportunity to meet potential employers and make networking contacts. During the conference, there are several activities geared specifically for students. Since 2005 the STMA Collegiate Student Challenge has been held during the conference. Students compete in teams of up to four students. In the future, the competition may include hands-on exercises in addition to the current written exam, weed and insect identification. Even if you are the only student from your college attending the conference you can participate in the challenge. Simply, contact the STMA office to be placed on a team. Also at the conference is a "Jam Session" or informal meeting for all college students, a student oriented workshop and welcome reception for all first time conference attendees. Job and internship posting are displayed throughout the meetings. A few employers may hold interviews during the conference, but there are currently no formal interview sessions. If you think you can't afford to attend the national conference, think again. The following is a list of great ways to make it to the show even on a college student's budget.

- All students participating in the student challenge receive **free conference registration**
- Most local STMA chapters are willing to fund part of the trip for students
- Ask your college turf club for money

- Some student challenge teams have even received funding local turf-related companies
- STMA offers a “student rate” at a nearby hotel for most conference sites

STMA provides several scholarships each year through the SAFE Foundation. Application materials can be downloaded from www.sportsturfmanager.com and are typically due in mid-December. Scholarships have traditionally been available for students in 2-year, 4-year and graduate school programs.

Local STMA chapters are organized in many states throughout the US. To find out if one is available in your area, visit www.sportsturfmanager.com. You may join your local chapter with or without membership in the national STMA, although you usually receive a discount if you join both organizations. Local student memberships range from \$5 to \$25 per year. Local chapters often provide a membership directory, newsletter and several field days, tours or other educational sessions throughout the year.

Golf Course Superintendents Association (GCSAA)

The Golf Course Superintendents Association is an organization of over 20,000 members that include superintendents, assistant superintendents, students, and educators. The mission of the GCSAA is “serving its members, advancing their profession and enhancing the enjoyment, growth and vitality of the game of golf.” This mission is achieved through the many services that they provide to their members. A student membership application form is included at the end of this section.

Membership benefits of the GCSAA include:

- Scholarship opportunities
- Educational materials and seminars
- Support for golf course related turfgrass research
- Certified Golf Course Superintendent program
- Resume workshop services
- Internship, job and resume postings on www.gcsaa.org
- Discounted registration for the GCSAA National Conference & Exhibition
- Complementary subscription to *Golf Course Management* publication
- Website: www.gcsaa.org
- Annual membership directory and source book
- Personal business card printing
- Discounts on insurance plans and travel

The Golf Course Superintendents Association holds a national convention in February of each year. This is a great opportunity to meet students and employers from thorough the country. Several activities are held at the convention for turfgrass students. The Student/Superintendent Employment Fair and Networking Reception is an opportunity for students to meet potential employers and have informal interviews. The Annual Collegiate Turf Bowl Competition allows teams of four undergraduate students to collaborate on a written exam including identification of soils, turfgrass species, insects, weeds and diseases as well as answer questions on turf related mathematics, growth and development. Student seminars focus on issues of specific interest to college students. Not only are there educational and networking opportunities geared for students, but GCSAA tries to make the experience affordable for college students. All student GCSAA members receive free admittance to the Golf Industry Show and Education Conference. Hotel discounts are available for student members.

GCSAA also offers over 100 local chapters. Local chapters offer several benefits to their members that may include networking with turfgrass professionals within your geographic area, chapter newsletters, educational opportunities, scholarships and a directory of chapter members. To determine if a GCSAA Chapter is available in your area visit www.gcsaa.org and click on “About GCSAA”; “Chapter Guides.” Student membership in a local chapter is usually free of charge.

Scholarship opportunities are available both through local GCSAA chapters and the national association. Contact your local chapter directly to inquire about any scholarship opportunities. GCSAA offers a variety of scholarships varying from \$500 - \$6,000. Information on each of these scholarships is available in the students section of www.gcsaa.org. Application deadlines vary from March 1st to October 1st depending on the specific scholarship program.

State Turfgrass Associations

Another avenue to become involved in the turfgrass industry is through your state's turfgrass association. Most states have a turfgrass association that includes members from sports turf, golf and landscape turfgrass applications. Services will vary based on the individual association, but often state turfgrass associations offer an annual conference, educational opportunities throughout the year, newsletters, scholarships, industry tours and provide funding for turfgrass related research. The following list includes contact information for most state and regional turfgrass associations. If no association is listed for your state, try asking your college instructor for information on any area organizations. Even if you do not become an official member of one of these organizations, take advantage the educational and networking opportunities they provide.

Alabama Turfgrass Association	www.alaturfgrass.org	866-246-4203
Arkansas Turfgrass Association	www.arkansasturf.org	501-224-4840
California		
Southern California Turfgrass Council	www.turf council.org	800-500-7282
Northern Calif. Turf & Landscape Council	www.nctlc.com	510-505-9600
Colorado		
Rocky Mountain Regional Turfgrass Assoc.	www.rmrtta.org	303-770-2220
Connecticut (See New England)		
Delaware (See Maryland or New Jersey)		
Florida Turfgrass Association	www.ftga.org	800-882-6721
Georgia Turfgrass Association	www.turfgrass.org	800-355-6817
Illinois Turfgrass Foundation	www.illinoisturfgrassfoundation.org	630-243-9483
Indiana - Midwest Regional Turf Foundation	www.argy.perdue.edu/turf	765-494-8039
Iowa Turfgrass Institute	www.iowaturfgrass.org	515-232-8222
Kansas Turfgrass Foundation	www.oznet.ksu.edu	785-532-6173
Kentucky Turfgrass Council	www.uky.edu/Agriculture/ukturf/KTC2002	859-625-9448
Maine (See New England)		
Maryland Turfgrass Council	www.mdturf council.org	301-345-4199
Massachusetts (See New England)		
Michigan Turfgrass Foundation	www.michiganturfgrass.org	517-321-1660
Minnesota Turf & Grounds Foundation	www.mtgf.org	612-625-9234
Mississippi Turfgrass Association	www.msstate.edu/org/mta	662-325-2311
Missouri Valley Turfgrass Association	www.muconf.missouri.edu/mvta	573-882-6059
Nebraska Turfgrass Foundation	nta.unl.edu	402-475-8873
New England Regional Turfgrass Foundation	www.nertf.org	401-841-5490
New Hampshire (See New England)		
New Jersey Turfgrass Foundation	www.njturfgrass.org	215-757-NJTA
New York State Turfgrass Association	www.nysta.org	518-783-1229
New Mexico: (See Southwest)		
North Carolina		
Eastern North Carolina Turfgrass Assoc.	www.encta.org	919-778-3575
Turfgrass Council of North Carolina	www.ncturfgrass.org	888-695-1333
Northwest Turfgrass Association		
Ohio Turfgrass Foundation	www.ohioturfgrass.org	740-452-4541
Oklahoma Turfgrass Research Foundation	www.okstate.edu/homepages/nsf/toc/otrf	
Pennsylvania Turfgrass Council	www.paturf.org	814-238-2402

Rhode Island (See New England)		
South Carolina Landscape & Turfgrass Assoc.	www.sclta.com	803-345-9306
South Dakota Turf Foundation	hflp.sdstate.edu/turf	
Southwest Turfgrass Association	turf.mnsu.edu	
Tennessee Turfgrass Association	www.golfhouse.tennessee.com	615-591-8286
Texas Turfgrass Association	www.texasturf.com	979-690-2201
Vermont (See New England)		
Virginia Turfgrass Council	www.thevtc.org	757-464-1004
Wisconsin Turfgrass Association	www.wta.org	608-555-1111
Wyoming Groundskeepers & Growers Assoc.	www.wgga.org	307-587-4256

College Clubs and Organizations

You can begin your industry involvement right at your own college or university. Most colleges offer student organizations such as Turfgrass Club, Horticulture Club, or a GCSAA Student Chapter. If these opportunities do not exist, you may wish to consider starting a new club with the help of your college advisor. These organizations can provide you with a group of fellow turfgrass students that can serve as peers and study groups during your college experience. In the future these same contacts will remain valuable resources as you enter the turfgrass profession.

Industry Publications

One good way to stay up to date with advancements in the industry as well as new product availability and distributors is through industry publications. Many trade magazines are available at no cost, simply by filling out the free subscription cards found in their magazines. If your employer subscribes to these magazines, ask them for a subscription card. You may also sign up for a free subscription over the Internet. The following is a list of publications that may be of interest to you.

<i>Golf Course Management</i>	The Golf Course Superintendents Association publishes <i>Golf Course Management</i> and provides it at no cost to its members. Visit www.gcsaa.org for more information.
<i>Grounds Maintenance</i>	<i>Grounds Maintenance</i> includes information on turf management, landscape construction, design and maintenance. To receive a free subscription fill out a subscription card found in any issue or visit www.grounds-mag.com .
<i>SPORTSTURF Magazine</i>	<i>SPORTSTURF Magazine</i> is the official magazine of the Sports Turf Managers Association. You will automatically receive the publication free of charge with your membership in STMA. To view current articles free of charge at www.greenmediaonline.com .
<i>Stadia</i>	<i>Stadia</i> is a European publication geared toward major stadium venues. You can view articles on their website www.stadia.tv .
<i>Turf Magazine</i>	To receive a free subscription to <i>Turf Magazine</i> , simply fill out a subscription card from your supervisor's magazine or visit www.turfmagazine.com and follow the free subscription link.
<i>Turfgrass Trends</i>	<i>Turfgrass Trends</i> is a quality publication containing more current research than most of the listed industry publications. You may view articles from current and past issues on their website www.turfgrasstrends.com .

STMA Membership Application

GET SERIOUS WITH STMA!!

The Sports Turf Managers Association (STMA) is an organization of professionals representing all segments of the sports turf industry. Our members work to combine the science of growing turfgrasses and the art of maintaining sports turf to produce playing fields that are both safe and aesthetically pleasing. STMA provides members with a variety of benefits including: educational opportunities; support for sports turf research; facilities tours; a national awards program; certification program; job hotline; website: www.sportsturfmanager.com; access to the STMA National Conference & Exhibition; complimentary subscription to SPORTSTURF Magazine; STMA E-Digest, our new electronic newsletter; and MUCH more! If you're serious about the sports turf industry, then it's time to become a member of STMA. Join today!

Application for Membership

Member Information

NAME _____

Title _____

Employer _____

TYPE OF BUSINESS _____

Address _____

City/state/zip _____

PHONE _____ FAX _____

E-mail Address _____

Signature _____

REFERRED BY _____TURFGRASS INTERNSHIP RECORD BOOK_____

Membership Category (please check one)

_____ SPORTS TURF MANAGER
\$ 95

Please note primary types of facilities within your program

() Professional Facilities

() FOUR-YEAR COLLEGES & UNIVERSITIES FACILITIES

() Other Schools Facilities

() Parks & Rec. Facilities

_____ COMMERCIAL (US OR INTERNATIONAL)
\$ 295

() Additional (from same Commercial Co.) \$ 75

_____ Student (w/valid ID) (non-voting) \$ 20

_____ INTERNATIONAL (OTHER THAN COMMERCIAL)
\$ 95

Do you have authority to buy, specify recommend
products, systems or services for your organization?
() Yes () No

(web04)

(must be in U.S. dollars)
_____ Research, Teaching & Cooperative Extension
personnel \$ 95

_____ Chapter Dues (See Chapter list) \$ _____

_____ Contribution to SAFE Foundation Research
Scholarship Programs \$ _____

Total amount enclosed \$ _____

Please enclose payment in U.S. dollars

(Check, Money Order, PO #, or Credit Card Info.)

and send to:

Sports Turf Managers Association

PO Box 3480, Omaha, NE 68103-0480

Name on Card: _____

Card type: _____

Card #: _____ Exp: _____

Purchase Order #: _____

For more information, contact STMA Headquarters at

phone: 800/323-3875, 785/843-25749, 785/843-2592, fax: 800/366-0391, 785/843-2977 or

e-mail: STMAinfo@sportsturfmanager.com

“Experts on the Field, Partners in the Game”

GCSAA Student Membership Application

Application instructions:

1. Fill out the form completely and legibly
2. For students, have a university representative or GCSAA Class A or Superintendent Member sign (attest) this application.
3. For educators, have a GCSAA Class A or Superintendent Member or authorized GCSAA staff member sign (attest) this application.
4. After reading the code of ethics, sign and date application where indicated.
5. Enclose check for a full year's dues or indicate credit card number.
6. Please allow 4-6 weeks for processing.

Select membership option:



Student Member - \$65 -- To qualify for Student Membership, an applicant must be a full-time turfgrass student enrolled in a formal course of education, or have completed his or her formal education less than one (1) year prior to the date of application for membership and have not become employed at a golf course. Student Members shall have such privileges of the Association as the Board of Directors may specify by Standing Rules, except those of voting and holding office.



Student Web-Only Member - \$30 -- Applicant must meet and adhere to all requirements for Student Membership. Web-Only Student Members will be entitled to all benefits that can be accessed through the GCSAA Web site in addition to member discounts on educational programs and materials. A fee will be charged for all printed material requests.

Applicant information:

Preferred mailing address:



Home (permanent mailing address, such as parents' home)



School (address held while attending school)



Ms.



Mr.

Name:

Home address:

City:

State:

Country:

U.S. Citizen?:



Yes



No

ZIP code:

Phone number:

School name:

City:

State:

ZIP code:

Student's address:

City:

State:

ZIP code:

Email address:

Phone number:

Fax number:

Degree currently
seeking (please
check one):

Bachelor's Degree Turf/or Plant Science



Other Bachelor's Degree, plus Associate's Degree in Turf/or Plant Science or 2-year Turf Certificate from 4-year institution (e.g., Michigan State, Penn State)



Other Bachelor's Degree



Associate's Turf/or Plant Science Degree or 2-Year Turf Certificate from a 4-year institution (e.g. Michigan State, Penn State)



Turf Certificate/Short Courses (400 hr. minimum)



Other Associate's Degree



Graduate Degree



No Degree or recognized Certificate

Graduation date
(Mo./day/yr.): (required)

Birthdate:

**Social
security #:**

* Optional for U.S. citizens. Social Security information will be used exclusively for health-related research purposes.

Student attester:

I hereby verify that this applicant is a turfgrass student enrolled in a formal course of education.

Signature of university representative or GCSAA Class A or Superintendent Member:

Name:

Student signature:

I hereby make application for membership in the Golf Course Superintendents Association of America and have attached herewith my dues for one year in advance in the amount of \$65 for educators and students and \$30 for student web-only members. I promise to adhere to the association's Code of Ethics. It is estimated that 8% of these membership dues will be used for advocating positions on government issues, or is for the payment of dues term life insurance for all members **excluding affiliate companies, facility outreach, students and non-U.S. citizens**, and that portion is therefore not tax deductible as a business expense.

Signature

Date:

For GCSAA Office Use Only:

Membership Chairman Signature

Method of payment:

Credit card type:



VISA



MasterCard



American Express

Card no.:

Exp. date:

Check or money order (U.S. dollars drawn on U.S. bank) to:

GCSAA, P.O. Box 419004, Kansas City, MO 64141-6004

Section Seven:

Contact Directory

Contact Directory Introduction

As discussed in the previous section “Scholarships and Associations” networking is a major key to success in the turfgrass industry. As you begin to build your network of contacts, make sure that you maintain a directory of contacts. This will allow you to remember names and contact information when you need to speak with a network contact in the future. Along with a person’s contact information complete the notes section of each listing. This section is designed to contain comments such as where and when you met this person to reasons you may wish to contact them in the future. Examples of notes are “Turfgrass Science 342 Professor – fall 2004” or “Met John at STMA Conference in Phoenix – 1/2005. He oversees 16 community fields. May have assistant position open in fall.” To get your directory started, fill out a contact box for each of your turf related professors or instructors and your internship mentor.

Periodically review your contact directory to see if there is someone in your directory that may be able to help you with a situation you are currently dealing with or just to keep in touch.

Contacts

Name: Title: Organization: Address: Phone: () - Mobile: () - Fax: () - Email: Notes:	Name: Title: Organization: Address: Phone: () - Mobile: () - Fax: () - Email: Notes:
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Appendix A: Example Resumes and Cover Letters



The following example resumes and cover letters are intended to be used as guides only. They do not represent the “perfect” resume, but are based off of actual resumes submitted by students interested in Turf Management Internships. All personal data has been changed.

ROBERT JOHNSON

2042 MITCHELL AVENUE
MADISON, WISCONSIN 53506

November 15, 2004

Mr. Randy Crawford
Sports Field Manager
Minnesota State University
1423 Screaming Eagles Way
Mankato, Minnesota 56001

Dear Mr. Crawford

In response to your flyer for the Sports Turf Management Internship, I have experience working on the grounds crew at the Walworth County Parks Department and working as a Landscape Apprentice. Currently, I am a student enrolled in the Horticulture program at the University of Wisconsin specializing in turfgrass science.

My true passion lies with athletics and that is why I am seeking an internship in sports turf. I have participated in baseball and football since I was a small child and would like to continue my involvement in sports as a sports field manager. I enjoyed working with the athletic fields in the parks department and would like the opportunity to expand my sports turf knowledge in the college environment. I would like to gain as much experience as possible and would therefore be interested in an extended internship during the summer and fall semester.

You can reach me at (789) 555-2000 to schedule an interview.

Thank you in advance for considering me.

Sincerely,

Robert Johnson

Robert Johnson

Enclosure

ROBERT JOHNSON

2042 MITCHELL AVENUE MADISON, WISCONSIN 53506
(789) 555-2000; johnson271@wisc.edu

OBJECTIVE: Obtain a competitive internship in the Sports Turf Management field.

EDUCATION: University of Wisconsin – Madison, WI

- B.S. Environmental Horticulture Major.
- Current GPA of 3.2 on a 4.0 scale.
- Expected graduation May 2007.

EMPLOYMENT EXPERIENCE:

5/04 - 9/04 Grounds Worker – Walworth County Parks Department.

- Oconomowoc, Wisconsin.
- Mowed athletic fields and general park areas.
- Prepared baseball and softball fields for game play.
- Irrigation system operation and installation.
- Performed basic equipment maintenance.

5/03 - 9/03 Landscape Apprentice – Doxtator Landscape & Nursery.

- Appleton, Wisconsin.
- Installed annual and perennial plantings
- Maintained customer lawns including mowing, trimming and fertilizer applications
- Operated a variety of equipment including tractors, skid steer, various mowers, utility vehicles, and aerifiers.

6/00 - 9/02 Delivery Driver – Pizza Hut.

- Oakfield, Wisconsin.
- Delivered customer orders to their residences within an allotted time frame.
- Worked well with coworkers to obtain high levels of customer satisfaction.

ACTIVITIES/LEADERSHIP:

University of Wisconsin Turfgrass Club – Vice-President (2004)

Univ. of Wisconsin Horticulture Club – Treasurer (2003)

Sports Turf Managers Association – Member 2003 - Present

AWARDS/HONORS:

Dean's List Fall 2003, Spring 2004

Wisconsin Turfgrass Association Award Scholar

Alpha Zeta National Agricultural Honor Fraternity

Samantha Jefferson
4567 Anchorage Road
East Lansing, MI 45678

September 8, 2004

Mr. William Goodman
Head Groundskeeper
Brooklyn Dodgers Baseball
Ebbets Field
55 Sullivan Place
Brooklyn, NY 11225

Dear Mr. Goodman:

Dr. John Anderson notified me that you have openings for sports turf interns this summer and I am very excited about the position. I am currently pursuing a degree in Turfgrass Science at Michigan State University and expect to graduate in May 2005. I will be available anytime after my graduation in mid-May. My strong work ethic, enthusiasm for sports turf management and practical knowledge of turfgrass maintenance would be an asset to your organization.

During the last two summers I have been working on golf courses, performing duties including:

- Selecting and setting pin and cup placement
- Irrigation troubleshooting
- Operating various mowers
- Installing sod

Working in the golf course industry was a great learning experience, but I would like the opportunity to work for a Major League Baseball team. I understand that I don't have experience in sports turf, but that is due to a lack of opportunity, not a lack of desire. I am eager to learn what it takes to maintain a high profile athletic field, and I am very interested in the internship opportunity with you and the Brooklyn Dodgers.

I look forward to speaking with you about this opportunity and may be reached at (999) 555-1234 or sjefferson@yahoo.com.

Sincerely,

Samantha Jefferson

Samantha Jefferson

Enclosure

4567 Anchorage Road (999) 555-1234
East Lansing, MI 45678 sjefferson@yahoo.com

Samantha Jefferson

Objective	An internship position with a professional baseball team where I can apply my education and experience while also gaining valuable knowledge for a career as a Sports Turf Manager.		
Education	Michigan State University	East Lansing, MI	Expect to graduate with Associates Degree in Turf Management in April 2005
Work Experience	May to August 2004	Blue Hills Country Club	Lansing, MI
	Grounds and Greens Maintenance Crew Member		
	▪ Acquired knowledge and skills in many aspects of course maintenance ▪ Operated heavy machinery to maintain visual appeal of tee boxes, fairways, greens, collars and bunkers ▪ Contributed in changing tee boxes by removing existing turf and resodding		
	May to August 2003	Oasis Golf Course	Phoenix, AZ
	Grounds Crew		
	▪ Performed basic course maintenance including mowing tees and greens ▪ Selected and installed pin and cup placements ▪ Learned field maintenance techniques for bermuda greens.		
	July 2000 to August 2002	Adams Lawn Care	Kalamazoo, MI
	Lawncare Technician		
	▪ Applied fertilizers and granular pesticides ▪ Installed big roll sod ▪ Coordinated maintenance activities on twenty residential properties ▪ Performed mowing, edging and core aerating		
hInterests and Activities	▪ Michigan State intramural field hockey team member ▪ Volunteer for the American Leukemia Society ▪ Other interests include swimming, fishing, water skiing, and painting		

4567 Anchorage Road (999) 555-1234
East Lansing, MI 45678 sjefferson@yahoo.com

Samantha Jefferson

References

Mr. Ben Weiler, Superintendent
Blue Hills Country Club
783 Country Club Lane
Lansing, MI 45821
(800) 555-7845

Mr. Andy Koplin, Superintendent
Oasis Golf Course
8376 S. Oasis Avenue
Phoenix, AZ 89363
(800) 555-2574

Dr. Jack Bessler, Horticulture Professor
Michigan State University
3453 University Ave
East Lansing, MI 55774
(800) 555-2648

Ms. Michael Adams, Owner
Adams Lawn Care
7363 5 Mile Rd. SE
Kalamazoo, MI 57282
(800) 555-6758

Michael Anderson

485 Elm Street
Ames, IA 56434
manderson@iastate.edu

September 8, 2004

Mr. Tim Lambrecht
Golf Course Superintendent
Field of Dreams Golf Club
9208 South Oak Street
Dyersville, IA 56837

Dear Mr. Lambrecht:

Thank you for speaking with me at the recent Iowa State University career fair. I am very interested in the turfgrass internship opportunity that we discussed.

As you may recall, I am a senior at Iowa State University. I am working towards a bachelor's degree in Horticulture with a minor in turfgrass science.

During my college studies, I have learned concepts in the areas of turfgrass management, plant pathology, entomology, and soil science. I am eager and excited to get the opportunity to apply this classroom knowledge in a real-world situation.

I would like to be considered for a position as your intern and would be happy to come out for a personal interview. My resume is enclosed along with references and transcript for your information. In the meantime, I thank you for your time at the career fair, and you may contact me by phone at 888-555-4567.

Sincerely,

Michael Anderson

Michael Anderson

Enclosure

Michael Anderson

University Address:

485 Elm Street, Ames, IA 56434

888-555-4567

manderson@iastate.edu

Permanent Address:

9836 Main Street, Dyersville, IA 54883

888-555-3736

Objective

A summer turfgrass management internship.

Education**Bachelor of Science, Horticulture***Expected: June 2006*

- Iowa State University, Ames, IA
- Minor: Turfgrass Science
- Related course work: introductory horticulture, soil science, plant pathology, plant nutrition, entomology

Experience**Iowa Turfgrass Association Annual Conference, Volunteer***January 2004*

- Assisted attendees in registering for conference events
- Served as audio visual assistant during presentations

Iowa State University Student Housing, Concierge*2003 - Present*

- Welcomed students and guests to housing facilities
- Maintained secure environment
- Assisted residents with questions and concerns

Applebee's, Server*2001 – 2003*

- Established and maintained excellent customer relationships
- Performed functional duties such as preparation, cleaning and closing

Activities and Interests

Iowa State University Soccer Club

Iowa State Turfgrass Club, Member 2003-present

Golf Course Superintendents Association, Member 2003-present

References

Dr. Tom Doxtator, Professor Horticulture

Iowa State University

5474 Horticulture Hall

Ames, IA 53342

(800) 555-3783

Mr. John McDonald, Housing Services Manager

University Student Housing

3453 University Ave

Ames, IA 53342

(800) 555-3736

Ms. Amy Michelson, Restaurant Manager

Applebee's

549 Main Street

Dyersville, IA 54883

(800) 555-4736



Appendix B: Common Conversion Factors



LENGTH

Unit	Metric	English
1 foot (ft)	0.3048 meters	12 in
1 yard (yd)	.9144 m	3 ft
1 mile (mi)	1.609 km	5,280 ft
1 inch (in)	2.54 centimeters (cm)	0.0833 ft
1 Kilometer (km)	1000 meters (m)	0.621 mi

AREA

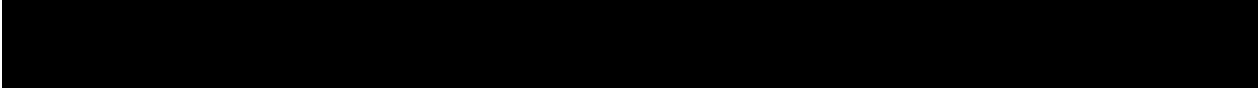
Unit	Metric	English
1 Acre (A)	4,047 m ²	43,560 ft ²
1 Hectare (ha)	10,000m ²	2.471 A
1 Square Mile (mi ²)	2.59 km ²	640 A
1 Square Yard (yd ²)	0.836 m ²	9 ft ²
1 M		1,000 ft ²

VOLUME

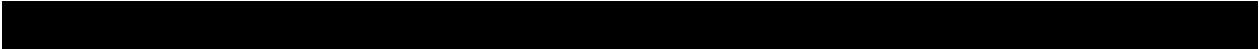
Unit	Metric	English
1 milliliter (mL)	1 cm ³	0.0338 fluid ounce
1 gallon (gal)	3.785 liters (L)	128 fluid ounces
1 cubic yard (yd ³)	0.7646 m ³	27 ft ³
1 cup	236.6 mL	8 fl. oz.
1 pint	473.2 mL	16 fl. oz.
1 quart	946.4 mL	32 fl.oz.

WEIGHT

Unit	Metric	English
1 pound (lb)	0.454 kg	16 oz
1 gram (g)	0.001 kg	0.03527 oz
1 kilogram (kg)	1000 g	2.2 lbs
1 ton (English)	907.18 kg	2000 lbs



Appendix C: Recommended Resources



The resources listed in this appendix can be useful for completing internship projects, college courses and as references for industry professionals. Discounted copies of many of these books are available from the Sports Turf Managers Association at www.sportsturfmanager.com (STMA Members Only) and from the Golf Course Superintendents Association at www.gcsaa.org.

Sports Specific Maintenance and Construction

Baseball and Softball Fields: Design, Construction, Renovation and Maintenance, J. Puhalla, J. Krans, and M. Goatley, 2003, Wiley, John and Sons, Inc., ISBN 0471447935

Sports Fields: A Manual for Design, Construction and Maintenance, Jim Puhalla, Jeff Krans and Michael Goatley, 1999, Ann Arbor Press, ISBN 1-57504-070-0

Sports Turf: Science, Construction and Maintenance, V.I. Stewart and R.B. Gooch, 1994, Routledge Publishing, ISBN 0-419-14950-3

Golf Course Specific Maintenance and Construction

Golf Course Architecture: Design, Construction & Restoration, Michael J. Hurdzan, 1996, Sleeping Bear Press, ISBN 1-886947-01-5

Golf Course Design, Robert Graves and Geoffrey Cornish, 1998, ISBN 0-471-13784-7

Turf Management for Golf Courses, James B. Beard, 2002, Sleeping Bear Press, ISBN 1575040921

Golf Course Turf Management: Tools and Techniques, Danny H. Quast, David W. Ferris and Wayne Otto, 2003, McGraw-Hill Companies, ISBN 0071410074

Agronomics and Turf Maintenance

Fundamentals of Turfgrass Management, Nick Christians, 2003, Wiley, John and Sons Inc., ISBN 0-47145-478-8

Managing Bermudagrass Turf: Selection, Construction, Cultural Practices and Pest Management Strategies, L.B. McCarty and Grady Miller, 2002, Ann Arbor Press, Chelsea, MI, ISBN 1-57504-163-4

Mathematics of Turfgrass Maintenance, The, Third Edition, Nick Christians and Michael Agnew, 2002, Wiley, John and Sons, Inc., ISBN 1-57504-147-2

Turfgrass Management: Sixth Edition, A.J. Turgeon, 2001, Prentice Hall, Reston, VA, ISBN 0-13027-823-8

Turfgrass Soil Fertility and Chemical Problems: Assessment and Management, R.N. Carrow, D.V. Waddington, and P.E. Rieke, 2001, Wiley, John and Sons, Inc., ISBN 1-57504-153-7

Pest Management

Color Atlas of Turfgrass Diseases, T. Tani and J. Beard, 2002, Sleeping Bear Press, ISBN 1-57504-021-2

Color Atlas of Turfgrass Weeds, L.B. McCarty, J.W. Everest, D.W. Hall, T.R. Murphy and F. Yelverton, 2001, Ann Arbor Press, Chelsea, MI, ISBN 1-57540-142-1

Compendium of Turfgrass Diseases: Second Edition, Richard Smiley, Peter Dernoeden, and Bruce Clarke, 1992, APS Press, St. Paul, MN, ISBN 0-89054-124-8

Controlling Turfgrass Pests: Third Edition, T.W. Fermanian, P.L. Nixon, H. Wilkinson, R. Randell, M.C. Shurtleff, 2002, Pearson Education, ISBN 0-13098-143-5

Destructive Turfgrass Insects, Daniel A. Potter, 1998, Ann Arbor Press, Chelsea, MI, ISBN 1-57504-023-9

Diseases of Turfgrasses, Houston Couch, 1995, Krieger Publishing, ISBN 0-89874-211-0

Handbook of Turfgrass Insect Pests, R.L. Brandenburg and M. Villani, The Entomological Society of America, Lanham, MD, 1995, ISBN 0-93852-252-3

Managing Turfgrass Pests, T.L. Watschke, P.H. Dernoeden, and D.J. Shetlar, 1994, CRC Press, ISBN 0-87371-999-9

Turfgrass Disease Diagnosis and Management (CD ROM,) Gail Schuman and James MacDonald, 1997, The American Phytopathological Society, ISBN (single user) 0-89054-212-8, ISBN (network user) ISBN 0-89054-220-1

Turfgrass Insects of the United States and Canada, P.J. Vittum, M.G. Villani and H. Tashiro, Cornell University Press, Ithaca, NY, 1999, ISBN 0-80143-508-0

Turf Weeds and Their Control, A.J. Turgeon, D.M. Kral and M.K. Viney, 1994, American Society of Agronomy, ISBN 0-89118-120-2

Irrigation and Drainage

Guide to Golf Course Irrigation System Design and Drainage, A. Edward Pira, 2002, Wiley, John and Sons, Inc., ISBN 1-57504-030-1

Landscape Irrigation Design, Eugene Rochester, 1995, ISBN 0-929355-61-X

Practical Drainage for Golf, Sportsturf and Horticulture, Keith McIntyre and Bent Jakobsen, 2000, Wiley, John and Sons, Inc., ISBN 1-57504-139-1

Turf Irrigation Manual: The Complete Guide to Landscape Irrigation, Fifth Edition, Richard Choate, 1994, Weathermatic, Dallas, TX, ISBN 0-9635096-0-8

Non-Turf Events

"Dealing with Non-Turf Events," Raechal Volkening, *2004 Sports Turf Managers Association Annual Conference Proceedings*, San Diego, California

Budgeting

Budgeting a la Carte: Finance Fundamentals for Non-Financial Managers Series, John Tracy, 1996, Wiley, John and Sons, Inc., ISBN 0-47110-928-2

Budgeting Basics and Beyond: A Complete Step-by-Step Guide for Non-Financial Managers, J.K. Shim and J.G. Siegel, 1994, Prentice Hall Press, ISBN 0-133-12232-8

Budgeting for Managers, Sid Kemp and Eric Dunbar, 2002, McGraw-Hill Company, ISBN 0-07139-133-9

Essential Managers: Managing Budgets, 2000, D.K. Publishing Inc., ISBN 0-78945-969-8

Superintendent's Handbook of Financial Management, Revised Edition, Raymond Schmidgall, 2003, Wiley, John and Sons, Inc., ISBN 0-471-46319-1

Management Practices

Human Resources Management for Golf Course Superintendents, Robert Milligan and Thomas Maloney, 1996, Ann Arbor Press, ISBN 1-57504-038-7

Job Preparations

101 Best Cover Letters, Jay Block, 1999, McGraw-Hill Companies, ISBN 0071342575

College Grad Job Hunter, Brian D. Krueger, 2003, Adams Media Corporation, ISBN 1580629075

Knock Em Dead 2004, Martin Yate, 2003, Adams Media Corporation, ISBN 158062985

The Resume Handbook: How to Write Outstanding Resumes and Cover Letters for Every Situation, Arthur Rosenberg, 2003, Adams Media Corporation, ISBN 158068540

Student's Guide	Daily Log	Student Worksheets	Skills Lists & Reviews	Special Projects	Scholarships & Associations	Contact Directory	Appendices
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