



**CLUB
MANAGERS
ASSOCIATION
OF AMERICA**

Manager in Development Program

**Guide for Mentees,
Mentors and
MID Reviewers**

Made Possible by



The Club Foundation®

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Dedication

The Manager in Development Program and the modules within it are dedicated to William A. Schulz, MCM, CCE, and are adapted from his Master Club Manager (MCM) monograph. Thank you for developing the framework and standards for this professional development program that will help today's and tomorrow's managers to best serve the club industry.

Contents

Section 1: Manager in Development Program Overview 3

Section 2: MID Module Components..... 5

Section 3: MID Certificates of Specialization 7

Section 4: MID Diploma in Club Management..... 8

Section 5: Responsibilities of Mentees..... 9

Section 6: Responsibilities of MID Mentors11

Section 7: Responsibilities of MID Reviewers17

Section 8: Management of MID Process.....20

Appendices

Appendix A: MID Pricing and Credit Information23

Appendix B: Sample Affidavit of MID Module Completion24

Appendix C: Sample Affidavit of MID Specialization Completion.....25

Appendix D: MID Module Evaluation Form.....26

Section 1: Manager in Development Program Overview

The Club Managers Association of America's (CMAA's) Manager in Development (MID) program allows club managers (mentees) to participate in high quality professional development programs that focus on the competencies reported by club managers to be keys for success in the industry.

Background

CMAA has identified 10 competency areas that provide a solid foundation about what successful managers must know and be able to do, and the MID program offers a professional development module for each of these competencies:

- Leadership
- Communication and interpersonal skills
- Club governance
- Accounting and financial management
- Human resources
- Food and beverage management
- Marketing
- Golf, sports and recreation
- Internal and external governmental influence
- Facility management

Two additional MID modules are available: beverage management and careers in club management.

Each module is autonomous; information in one module does not draw upon information provided in another module. This allows a mentee to participate in any number of modules in any sequence according to the needs and interests of the club and/or the mentee.

There are two basic purposes served by each module. First, a club manager (mentor) may recommend that a subordinate manager (mentee) work through one or more modules to address job performance weaknesses and/or to prepare for additional responsibilities such as promotion. Second, a mentee may personally decide to complete one or more modules to learn about topics identified in a career development plan that requires abilities in the competencies addressed in the selected module(s). The MID program is designed to assist managers in both of these situations.

A recognition process is in place for successful completion of the MID modules:

- For each module – A MID Certificate of Module Completion will be granted for successful completion and can be printed for display or other use. In addition, five education credits are granted for each MID module that is successfully completed.

- For each Club Management Specialization – A MID Certificate of Specialization is sent to mentees who successfully complete the four modules required for each Specialization. **Note: no education credits are granted because they will have been earned as each of the four modules in the Specialization were completed.**
- For a Diploma in Club Management – A MID Diploma in Club Management plaque is sent to mentees who complete the three Club Management Specializations (twelve courses). **Note: no education credits are granted because they will have been earned as each of the twelve modules were completed.**

Benefits of Manager in Development Program

There are numerous benefits to the Manager in Development program:

- Each club management competency-specific module offers a planned and supervised educational experience. Mentees will gain the required knowledge and practical skills by working in and applying module concepts to the club. This, in turn, benefits the mentee and the club.
- Information is presented online and can be accessed by the mentee at the time that is most convenient for him/her. As well, a significant window of time – up to three months - is permitted to complete each module.
- The organization and administration of each module provides an opportunity for personal and professional growth for the mentee and the participant's MID mentor. **Note: the role of the MID mentor is discussed in Section 6 of this Guide.**
- Successful completion of the MID program provides a gateway for the mentee into the club management profession. As well, the MID mentor will experience pride for having successfully guided an individual in the club management profession.
- The mentee's club will benefit in several ways. These include helpful operating changes driven by the completion of module activities, the synergy from meaningful interaction among club staff and members as activities are completed, and fresh ideas and assistance with special club projects.

Properly structured and supervised, the MID program can provide significant benefits to everyone involved.

Section 2: MID Module Components

Twelve topic-specific modules are available for the MID program. Each is driven by applicable competencies. Each module has the following elements:

- **Introduction** – This is used to explain the importance of the topic, specifies each subject- matter section in the module and relates the module’s content to relevant competencies.
- **Self-Assessment** – This element enables a mentee to personally evaluate his/her perceived knowledge and abilities related to priority objectives addressed by the module. This can help to determine where learning efforts should be focused, and the mentee may give special attention to areas where the self-assessment identifies a need. **Note: the same self-assessment tool is provided at the end of the module (see below) to enable the mentee to personally evaluate learning progress from the training.**
- **Major Topic Sections** – These “mini-chapters” provide the basic information about the most important concepts relative to the topic. Each section is designed in the same way:
 - Competencies addressed in the section are listed.
 - The section’s learning objectives are identified.
 - The section’s content driven by the objectives is provided.
- **Building Blocks** – A series of five learning activities related to each module topic is presented. Each activity focuses, when possible, on a participative exercise such as serving as an “apprentice for the day” with a manager responsible for specific activities in the club. Other exercises may include interviews with managers and reviews of job descriptions, policies, and other management tools currently used by the club relative to principles discussed in the section. Mentees may also be asked to conduct interviews with vendors, the club’s general manager and, occasionally, with approval of the general manager, board and/or club members. A final activity in every section is called “Learn from the Internet.” It provides look-up terms that enable the mentee to learn additional information and relate how it might apply to the club. In total, the responses to the learning activities will be highly individualized and help the mentee to learn more about the specific club and the club industry more generally.
- **Case Studies** – Two thought-provoking case studies are included in each module. They allow the mentee to apply information addressed in the module to “real-world” situations.
- **Portfolio Builders** – Mentees are typically given a choice of four “mini-projects” and asked to complete two of them.
- **Final Assessment** – This element repeats the priority objectives noted in the self-assessment at the beginning of the module. The mentee can then complete an end-of

module personal evaluation of understanding and skills and compare these perceptions with those before the training began.

- **Additional Resources** – This section provides other information including that in books, articles, websites, and other sources that enable the mentee to learn more about the module topic, if desired.
- **Looking Back on the Topic** – This exercise allows the mentee to reflect on the professional development experience just completed. It also provides a format for the mentee to commit to and plan how the information learned will be applied to the job.
- **MID Topic Review Form** - This form is used by the MID mentor as he or she evaluates the mentee's portfolio of responses to the numerous activities included in each module. It summarizes the activities required in the module that should have been addressed and enables the MID mentor to confirm that the completed activity response templates are in the portfolio. More information about the MID mentor's evaluation role is found in Section 6 of this Guide.

Upon successful completion of each module, the MID mentor must complete and sign the MID Affidavit of Module Completion (a sample form is shown in Appendix B.). This document is sent (e-mailed) to the association to enable the mentee to receive five education credits for module completion. In addition, the mentee will receive access information to enable him or her to print the MID Module Completion Certificate and can then request that it be signed by his or her MID mentor. Note: the signed MID Module Completion Certificate is professionally designed and can be framed for display or used for other purposes including filing in the mentee's professional portfolio.

Section 3: MID Certificates of Specialization

The individual modules in the Manager in Development (MID) program can be used in several ways. As explained in Section 1.0, they can be used on an ad hoc basis to meet the needs of the mentee and/or the club. Alternatively, the modules can be taken in any sequence in a series of four modules to earn up to three **MID Certificates of Specialization**.

There are 12 MID modules, and they are divided into the following specialization areas.



Mentees desiring to earn a specific MID Certificate of Specialization can complete the four modules required for the applicable Certificate of Specialization in any sequence they desire. Upon successful completion of each module, the MID mentor must complete and sign the Affidavit of MID Module Completion. This document is sent to the association to enable the mentee to receive five education credits for each module. Then the mentee may print the MID Module Completion Certificate from the CMAA University website.

After the fourth and last module in a Certificate of Specialization is completed, the mentee must meet with a MID reviewer in a formal interview about the topics of the four modules that have been completed. Upon successful completion of the interview, the MID reviewer must sign and send an Affidavit of MID Certificate of Specialization Completion to the association. (A sample of this form is shown in Appendix C.) Upon receipt and acceptance, the association will send the applicable MID Certificate of Specialization to the mentee, which can then be signed by the MID Mentor(s) and MID Reviewer. **Note: education credits are earned for successful completion of each of the four modules in a Certificate of Specialization; no additional education credits are granted when a Certificate of Specialization is earned.**

More information about the role of the MID reviewer is presented in Section 7 of this Guide.

Section 4: MID Diploma in Club Management

The MID Diploma in Club Management is earned by a mentee who successfully completes each of the three MID Certificates of Specialization:

- MID Certificate of Specialization: Club Management Essentials
- MID Certificate of Specialization: Club Operations
- MID Certificate of Specialization: Club Leadership

The mentee will be eligible for the MID Diploma in Club Management when the third MID Affidavit of Certificate of Specialization Completion is signed by the MID reviewer and sent to the association. The mentee should, at the same time, notify the association that he or she has successfully completed the third and last MID Certificate of Specialization.

Upon receipt and acceptance of the Affidavit of Certificate of Specialization from the MID reviewer and the notification from the mentee, the association will send the mentee the applicable MID Certificate of Specialization and a specially-designed plaque to commemorate the awarding of the MID Diploma in Club Management. The association will also announce this significant accomplishment in applicable publications and events. **Note: education credits are earned for successful completion of each module in each Certificate of Specialization; no additional education credits are granted when a MID Diploma in Club Management is earned.**

Section 5: Responsibilities of Mentees

The mentee is the club manager who is completing the MID module. He or she may be doing so as an integral part of a personally-planned career development program and/or as a component in a performance improvement or promotion plan suggested by a superordinate. In either situation, the mentee and the MID mentor should work closely together. For example, it is important to determine the best schedule for working through modules and to coordinate and implement the activities required in the modules.

Mentees will complete the MID modules at the pace that is best for them. For example, some may want to work on activities as they have time to do so during the work week, and others may elect to spend more time on a single day. A common goal will be to complete each module within three months of beginning it.

A mentee should have basic skills and capabilities to complete each module but most important is an interest in learning through a mentor relationship. The program should typically be voluntary and clear expectations should be established.

Qualifications of Mentees

Mentees must be working full-time in a club as a supervisor, manager or related position below the level of general manager.

If the MID mentor selects mentees for the MID program, he or she will want to identify persons who have a proven desire to learn more and be successful in the club management profession. Likewise, the MID mentor must commit to working with the mentee as each MID module is completed.

The Mentee's Role

The MID program is not a series of classroom activities in a school or college. Although the MID program is a unique learning experience, the expectation is that the mentee will continue to perform in his or her position at the club while working through the module(s) as a fully contributing club employee. In fact, the mentee is not paying a tuition fee; instead, he or she is being paid, and the club expects and deserves a return on its investment.

The mentee has numerous responsibilities while completing modules in the MID program:

- **To the mentor** – The MID mentor has made a commitment to assist the mentee who, in turn, must work hard, smart, and in the best interests of the club. The mentee must respect the mentor and complete the module(s) in the most professional manner possible.
- **To the club** – This opportunity would not be possible without the financial support of and reassurance from the club. The mentee should recognize this and make a positive influence in all aspects of the club's operation.
- **To club staff** – The mentee is one of the club's employees and part of the team. Do not disappoint the team; share in the workload. Encourage equal treatment and no more.
- **To himself or herself** – It is important to feel good about what you are doing and to provide a 100 percent effort. It is critical to treat others fairly, to do the best possible in the MID program, and to seize the opportunity to learn.

MID Module Portfolio

The mentee must complete all of a module's required activities except for, if applicable, any activities that do not apply to his or her club (possible example: to develop or revise a job description for a position not currently available in the club). In this instance, the MID mentor should state the reason the activity is not completed on the activity template and certify it with his or her signature. The activity template should then be included in the portfolio. Note: the mentee may wish to review the MID Topic Review Form available in each module which is used by the MID mentor to confirm that the module's portfolio is complete.

The module portfolio should be maintained on a flash drive or in another electronic file and an adequate and current back-up should be retained. A copy of the electronic portfolio should be provided to the MID mentor for module assessment and to the MID reviewer if the mentee is seeking a Certificate of Specialization.

Section 6: Responsibilities of MID Mentors

The MID mentor is critical to the mentee's success in the MID program. He or she typically helps the mentee select the MID modules and assists in identifying and coordinating the contacts that will be useful for the end of section activities. The MID mentor also reviews the completed materials and signs (certifies) the Affidavit of MID Module Completion.

Qualifications of MID Mentors

An MID mentor must be an association member in good standing, have earned the Certified Club Manager (CCM) designation and serve in a position that is superordinate to the mentee. Ideally, he or she will be employed at the same club as the mentee. If this is not possible (for example, there is no CCM at the club), the manager desiring to participate in the MID program can identify a qualified manager employed by another club in the local chapter.

The MID mentor has numerous specific responsibilities including:

- Reading this MID Guide for Mentees, MID Mentors and MID Reviewers.
- Interacting with the mentee to establish goals and schedules and to determine the sequence in which multiple modules, if selected, will be completed.
- Arranging for the mentee to meet with other managers and employees in the club and to gain access to job descriptions, policies, and other documents which are integral to end-of-module section learning activities
- Evaluating the mentee's module activities to determine if he or she has successfully completed the module. Note: this topic is discussed in depth later in this section.
- Meeting with the mentee in a MID module interview.
- Signing and returning the Affidavit of MID Module Completion (see Appendix C) when all requirements for each module have been met.
- Providing support to the mentee throughout the MID program.

Good News for MID Mentors!

MID Mentors volunteer to assist MID mentee; they are not paid to do so. This is one way they give back to the club profession. However, those who wish to participate in the Master Club Manager (MCM) program may cite their mentoring experience in a document (Master Club Manager Profile – MCMP) that is used to qualify them for MCM candidacy. MCM Council members will consider this experience which will be very useful in demonstrating service to others as a dimension of the applicant’s qualifying experiences. In addition, one Association Activity Credit will be granted to the MID Mentor when the signed Affidavit of MID Module Completion for the mentee is accepted by the association.

Overview of MID Mentoring

Mentoring occurs when an experienced staff member provides professional advice to a less experienced staff member. The MID program involves formal activities in a professional development program.

“Ground Rules” For An Effective Mentoring Relationship

Examples of issues
that the MID mentor
and mentee should
agree on include:

- How and when meeting times are established.
- How discussion topics are determined.
- Statement of confidentiality: neither the mentor nor the mentee should share each other’s confidences without mutual approval.
- Meetings are treated as a priority, and each person’s full attention is concentrated on them.
- Honesty is important.
- Anecdotes of past mentoring and learning experiences are shared.
- The MID mentor is supportive and not controlling.

The MID mentor should be prepared to spend time with the mentee, especially when he or she begins work on the first module. Establish a schedule and agree about specific projects, goals and work assignments. Establish realistic time frames with alternate work assignments in case

there is a change in plans. Also, ensure that your and his or her expectations are realistic and attainable in the desired time frame.

Urge the mentee to review proposed assignments and suggest ways to improve methods, design, and/or productivity. Stress that you are interested in outcomes. Explain your expectations and discuss job responsibilities. Discuss how performance will be measured by reviewing the evaluation tactics discussed later in the section. Encourage the mentee to routinely collect information and work on his or her MID portfolio.

MID Module Evaluation

The MID mentor should evaluate the mentee's performance on an MID module in two ways:

- Review the portfolio activities
- Conduct an interview with the mentee

MID Module Evaluation: Portfolio Activities

What is the Module's Content?

MID mentors must review module activities as part of the portfolio review process, and the activities are driven by module topics. However, what topics and content are included in the module? MID mentors can answer this question most simply by reviewing the voice-over Power Points provided for each MID module. These Power Points provide highlights of the most important concepts in each module and provide a quick way to discover the information that drives each end-of-section activity.

The MID mentor must assess whether the mentee has successfully completed the module. While there can be some objective evaluation, the knowledge, skills and experience of the MID mentor will be most instrumental in the assessment process. Note: the MID mentor may use several tactics to evaluate completed activities in each MID module.

- An early step is to go through the electronic MID portfolio submitted by the mentee. The MID Topic Review Form included with each module indicates the activities that should be included in the portfolio and, after confirming that all completed templates for all activities are present, the MID mentor can sign the document. Note: mentees must complete all assignments except those, if any, waived by the MID mentor to successfully

complete the module. The MID mentor should review some of the end-of-section “Building Block” activities. Factors to consider when selecting these activities include those involving suggestions for improvements to the club’s operating procedures, job descriptions, and forms. Other examples include activities relating to new training materials, problem resolution suggestions and those with a member focus.

- Proposed “solutions” to the two case studies in each module should be reviewed. Are there alternatives or tactics that might be useful that are not considered? Are suggestions realistic, and do they represent what an experienced club manager might do? Is a proper defense of proposed solutions made?
- The “portfolio builders” projects should be analyzed, and some of the factors used to assess the case studies are relevant. Additionally, the MID mentor can consider whether the mentee was reasonably comprehensive (addressed all relevant dimensions) or, alternatively, used a less focused and more sophomoric approach to work through the projects.
- A final document, “Looking Back on the Topic” should also be included in the MID portfolio. It can be reviewed with notes taken about discussion points that might be discussed in the MID module completion interview (see below).
- A final evaluation dimension can include the MID mentor’s assessment of the mentee’s attitude about the MID training process. Examples include:
 - Did he or she seem interested in completing the activities?
 - How well did he or she interact with other club employees?
 - Was he or she self-confident?
 - Did he or she seem genuinely interested in learning (as opposed to doing the minimum that was required)?
 - Did he or she act like a professional relative to all aspects of the MID experience?

While not required, a MID Module Evaluation Form (see Appendix D) might be useful in facilitating the evaluation, and it can also serve as an outline for the subsequent module evaluation interview. The optional worksheet is divided into two major sections:

Evaluation Factors – Each MID module is divided into sections (there are a different number of sections in each module.) The MID Module Evaluation Form (Part A, Section Activities), enables the MID mentor to evaluate all activities in each section of the module and rate them as to whether they “Met Expectations” (Yes, Marginal, or No). For example all five activities may be rated “Yes” in section 1 of the module, and four activities may be rated as “Yes” and one activity is “Marginal” in section 2 of the module. In a similar manner, the MID mentor would assess the two case studies (in Part B), two

portfolio builders projects (in Part C), and the “Looking Back on the Topic” exercise (in Part D).

If the MID mentor determined he or she would only permit 5 percent of the module activities to be “marginal “ or not meeting expectations, the total allowable number of these inferior activities in the module could be calculated by multiplying .05 times the total number of activities.

Assume there were seven sections in the module. There would then be 35 section activities (7 sections x 5 activities per section). In addition, all modules contain 5 additional activities (2 case studies, 2 portfolio builders’ projects, and 1 “Looking Back” exercise). Therefore, this sample module would contain 40 activities (35 section activities + 5 other activities).

The number of allowable inferior activities (those that are marginal and not meeting expectations) could be calculated as follows: 40 total activities X .05 = 2 allowable unacceptable activities. The MID manager could then count the number of unacceptable activities. The module would meet the MID mentor’s standards if there were two or fewer unacceptable activities in the module.

MID Module Evaluation: Interview

The MID mentor should conduct an MID module interview with the mentee for four reasons:

- to explore additional dimensions of what he or she learned
- to learn the mentee’s ideas about how the information might be applied
- to share the MID mentor’s assessment of the portfolio activities
- to help assess whether the module has successfully been completed.

Comments from the MID Module Evaluation Form, if completed (see the previous section) can be used by the MID mentor to discuss specific activities and to share perceptions about the mentee’s quality of organization, creative thinking and usefulness of the information including ideas generated.

Another module element, “Looking Back on the Topic,” can drive interview questions. In it the mentee responds to questions about:

- module topics that were most useful (and why they were)
- information (concepts) about which the mentee was unaware before module study
- how module information can be applied to his or her job most immediately (next week)
- how the module information can be applied within the next month

The interview can include additional questions driven by the mentee's responses to these and related questions such as, for example, how the module content fits into his or her career plans and what, if any, information did not apply to the club (and why). As well, a review of the objectives at the beginning of each module section may suggest topics for interview questions.

Hopefully, the interview can involve open-ended questions, some of which are follow-ups to responses to other open-ended questions. Using this approach, the MID mentor can evaluate specific module-focused concepts and broader industry, club, and personal dimensions that relate to the professional development background and career goals of the interviewee.

If, in the opinion of the MID Mentor, the mentee is judged to have successfully completed each the applicable module, he or she should complete and sign the Affidavit of MID Module Completion (see Appendix B) and return it to the association.

Section 7: Responsibilities of MID Reviewers

The MID reviewer becomes involved in the MID process when a mentee has successfully completed four modules in a MID Certificate of Specialization. The MID mentor will have reviewed the mentee's portfolio of activities for each module and will have signed and submitted the MID Affidavit of Module Completion for each module to the association.

MID Reviewer Qualifications

The MID Reviewer must be a Certified Club Manager (CCM) in good standing with the association with at least seven years of club management experience at a level above "supervisor" who is currently employed at a club. He or she may not have served as the MID Mentor for any of the modules completed by the mentee required for the MID Certificate of Specialization but may be employed at the same club as the mentee and/or MID mentor.

The role of the MID reviewer is to undertake a further review of the portfolios for each of the four modules completed by the mentee that are required to earn an MID Certificate of Specialization. A second responsibility is to conduct an interview with the mentee. The purpose of the MID reviewer's review is two-fold: (1) to further ensure that the mentee has a sufficient understanding of each module's content and (2) to confirm that he or she is able to apply each module's content in a club.

Good News for MID Reviewers!

MID Mentors volunteer to assist MID mentees; they are not paid to do so. This is one way they give back to the club profession. However, those who wish to participate in the Master Club Manager (MCM) program may cite their mentoring experience in a document (Master Club Manager Profile – MCMP) that is used to qualify them for MCM candidacy. MCM Council members will consider this experience which will be very useful in demonstrating service to others as a dimension of the applicant's qualifying experiences. In addition, four Association Activity Credits (one for each of the four MID modules) will be granted to the MID Reviewer when the signed Affidavit of MID Specialization Completion for the mentee is accepted by the association.

What is the Content of Each Module?

MID reviewers must review module activities as part of the portfolio review process, and the activities are driven by module content. However, what is the module content of each of the four modules in the Certificate of Specialization? MID reviewers can answer this question most simply by reviewing the voice-over Power Points that are provided for each MID module. These Power Points provide highlights of the most important concepts in each module and provide a quick way to discover the information that drives each end-of-section activity.

It is not necessary (or even practical!) to question the mentee about each end-of-section activity in all of the four modules. Instead, the MID reviewer might select one or more end-of-section activities from each module and seek additional information about them. For example, if the mentee:

- interviewed vendors who made suggestions about helpful procedures for the club, inquire about tactics that would be helpful in implementing the procedures
- developed a segment of a training program for selected entry-level employees, ask about objective methods used to evaluate the training
- revised a job description, request feedback about how the revisions might impact the training and performance appraisal aspects of supervising employees in the affected positions
- modified operating procedures for a task in an entry-level position, suggest that reasons for the changes be defended
- discovered helpful guest-related changes in a restaurant, tell how they could be modified for members in a club

Interview With Mentee

The MID reviewer's interview with the mentee will yield additional input to help determine the extent to which he or she has a comprehensive grasp of the concepts addressed within the four modules comprising the applicable MID Certificate of Specialization.

What questions should be asked during the interview? The MID review will answer this question, but here are some examples:

- A review of the objectives at the beginning of each module section may suggest some topics for interview questions.

- Questions may be asked about selected module activities. For example, if the mentee created or revised a data collection form, he or she could be asked to explain how affected employees could be taught to use the form and what, if any, protocols should be implemented to ensure the form was correctly and consistently used.
- One or more case studies from each of the four modules might be reviewed along with the applicable MID Case Study Worksheet(s). Remembering that there is often more than one acceptable approach to resolve each case, the mentee might be asked to review possible alternatives, defend the chosen alternative and discuss what must be done to implement the selected alternative in the case study club.
- The MID reviewer could read through the activities selected for Portfolio Builders in each of the four modules and ask about the procedures the mentee used to organize and study the major concerns in each of the projects. Information about how the information generated in each project will benefit the club and how general information provided in the activity might assist other clubs could also be solicited.
- The mentee could be asked about his or her responses to the “Looking Back on the Topic” worksheet which was completed at the end of each of the four modules. The MID reviewer could request specific examples of how the information gained will be applied in daily activities and how other information will be helpful throughout the mentee’s professional career in club management.

If, in the opinion of the MID reviewer, the mentee is judged to have successfully completed each of the four modules in the Certificate of Specialization, he or she should complete and sign the Affidavit of MID Specialization Completion (see sample in Appendix C) and return it to the association.

Section 8: Management of MID Process

Details about the “mechanics” of the MID program are presented in this section in a “Frequently Asked Questions” format.

What is the MID program?

The Manager in Development (MID) program is an on-the-job training program that includes a series of twelve modules on topics related to competencies required to be successful club managers. The topics are:

- Beverage Operations
- Careers in Club Management
- Club Governance and Organization
- Club Leadership Principles
- Club Training: Principles and Practices
- Communication and Interpersonal Skills
- Facility Management Practices
- Financial Management
- Food Operations
- Golf, Sports and Recreation Management
- Human Resources Management
- Marketing Principles and Membership Development

Each module is available in an online format only and is accompanied by voice-over Power Points to guide key learning objectives.

How is information for each topic determined?

Content for each module is driven by CMAA’s competencies. The competencies, in turn, determine module learning objectives, and they impact the content that is required.

For whom is the MID program designed?

The MID is designed for club managers who are in supervisor and mid-level management positions. These mentees may elect to take modules based on their own career planning needs or as a result of performance improvement or promotion recommendations made by their managers.

Who can participate in the MID program?

Mentees must serve the club as a supervisor, department manager or similar position below the level of general manager.

How many education credits can be earned by completing MID modules?

Five Education Credits are granted for the successful completion of each module. The MID program, therefore, offers 60 Education Credits if all modules are completed. Note: the MID program is a significant resource because, in comparison, only 90 Education Credits are granted for a university degree!

What must be done to complete a module?

A mentee must read the background information about the topics in the module and then complete written activities based on the topic's subject-matter. Each module has approximately seven sections, and there are five activities in each section.

Each module contains templates to complete each activity, and they should be used to develop and complete questions and responses, diaries, forms and job descriptions, or other activities. The completed templates should be saved in an electronic portfolio such as on a flash drive or other computer file, and a back-up should be retained.

What is a MID module portfolio?

A MID module electronic portfolio is completed by the mentee and contains his or her responses to all of the end-of-section activities, case study and project responses, and "Looking Back at the Topic" responses in a module. All activities and responses should be completed using the templates in the module.

How does the MID mentor assist the mentee as the module is completed?

The MID mentor must be an association member in good standing, be a Certified Club Manager (CCM) and serve in a position that is superordinate to the mentee. Ideally, he or she will be employed at the same club as the mentee.

The MID mentor helps the mentee in numerous ways including, perhaps, scheduling the sequence for module completion and determining what resource persons within and outside the club should be asked to assist with selected activities. Other assistance examples include reviewing drafts of and evaluating completed activities, portfolio builder projects, and case study solutions which are provided in a MID module portfolio. The MID mentor also facilitates an interview addressing the module's topic. If the MID mentor believes the module portfolio and interview have successfully been completed, the Affidavit of MID Module Completion (Appendix B) is signed and submitted to the association.

For more information about guiding the manager through specific content modules, see Section 6 in this Guide.

What are the requirements to be a MID mentor?

A MID mentor must be an association member in good standing, have earned the Certified Club Manager (CCM) designation, and serve in a position that is superordinate to the mentee. Ideally, he or she will be employed at the same club as the mentee.

What is the role of the MID reviewer in the MID program?

The MID reviewer becomes involved in the MID process when a mentee has successfully completed four modules in a MID Certificate of Specialization. The MID reviewer undertakes a further review of the portfolios for each of the four modules completed by the mentee that are required to earn a specific MID Certificate of Specialization. A second responsibility is to conduct an interview with the mentee.

What are the requirements to be a MID reviewer?

The MID Reviewer must be a Certified Club Manager (CCM) in good standing with the association with at least seven years of club management experience at a level above “supervisor” who is currently employed at a club. He or she may not have served as the MID Mentor for any of the modules completed by the mentee required for the MID Certificate of Specialization.

What if there is a change in employers, MID mentors and/or reviewers during the process?

The mentee should promptly notify the association, in writing, if these or other changes occur. Education Credits for each module should be requested immediately after the MID mentor approves the mentee’s work.

Appendix A

Credit Information

| | |
|--|----------------|
| Education Credits per book | 5 CMI Credits |
| Total Credits if complete all 12 modules | 60 CMI Credits |

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Appendix B

Appendix C

Appendix D