

## **COMPETENCY MODEL FOR AQUATIC FACILITY MANAGER (2423)**

The following competencies have been identified as those that best separate superior from satisfactory job performance in the class of **AQUATIC FACILITY MANAGER**. (Numbers refers to the order of the competencies in the Competency Bank.)

- 3. Judgment and Decision Making
- 8. Safety Focus
- 13. Stress Tolerance
- 20. Job Knowledge
- 28. Supervision
- 30. Fiscal Management
- 47. Written Communication
- 55. Community Relations

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (*italicized*, **bolded**, and underlined), examples of behavioral indicators, and satisfactory and superior performance levels.

**3. JUDGMENT AND DECISION MAKING** – Accurately assesses situations, seeks new information if necessary, and applies all available information to reach sound conclusions/formulate effective response.

Level of Competency Required by Job:

Level 1: Training and guidelines needed to respond to immediate situations within very specific function are provided (or supervisor available to assist).

**Level 2: General information and guidance to assist in responding to a variety of situations across a range of circumstances are provided.**

Level 3: Little guidance available for responding to a wide range of complex situations with far-reaching and/or enduring consequences.

Examples of Behavioral Indicators:

- Effectively responds to atypical situations.
- Asks questions or otherwise obtains additional relevant information to make a decision.
- Formulates a decision and necessary actions based on available facts.
- Correctly infers appropriate response based on information provided and existing policies, personal experience, and/or consultation with others.
- Discusses conclusions/possible responses with others before taking action as necessary.
- Considers impact of decisions on all affected parties.

Performance Levels:

Satisfactory

Correctly assesses routine and unusual situations and reaches appropriate conclusions for actions needed. Obtains additional information and/or consults with others as necessary.

Superior

Evaluates new situations accurately to establish an appropriate response or plan of action. Recognizes the impact on all affected parties, as well as the possible ramifications and/or repercussions of setting a precedent.

**8. SAFETY FOCUS** – Performs work in a way that minimizes risk of injury to self or others.

Level of Competency Required by Job:

Level 1: Maintain awareness of unsafe conditions and actions to avoid injury.

Level 2: Follow safety rules/procedures; avoid known hazards in the work environment.

**Level 3: Carefully follow safety rules and procedures and consistently use all necessary safety equipment.**

Examples of Behavioral Indicators:

- Wears seat belt.
- Ensures safe physical work environment by taking actions such as eliminating unstable stacks of materials, closing drawers so filing cabinets will not tip over, and keeping pathways clear of tripping hazards.
- Reviews safety procedures before beginning each job with known hazards.
- Follows safety procedures while performing work even when it takes more time.
- Uses safety equipment such as goggles, gloves, and earplugs as required or warranted.
- Frequently checks safety equipment for proper condition and operation.

Performance Levels:

Satisfactory

Maintains awareness of personal safety to avoid injury or property damage during all work activities.

Superior

“Safety first.” Places avoidance of injury or property damage above all other job requirements. Mentions the need to follow safe work practices to co-workers. Actively seeks ways to avoid injury.

## **Safety Focus Areas**

1. Knowledge of the hazards commonly encountered in aquatics recreation, such as slippery decks, bottles or debris on the deck, and bodily fluids in or around the pool, including the appropriate water safety requirements and rules governing the conduct of persons at pools, ocean beaches, and lake facilities, in order to prevent injuries by minimizing or eliminating hazardous situations or behaviors.
2. Knowledge of lifesaving and first-aid procedures and techniques, such as cardiopulmonary resuscitation (CPR) and usage of an automated external defibrillator (AED), in order to respond to emergency and non-emergency situations in an aquatic environment.
3. Knowledge of the principles and practices used to test the water quality of public pools, such as ideal ranges for chlorine and pH levels, proper interpretation of test results, and periodic testing intervals, in order to verify that chemical ranges are safe for swimming and ensure compliance with Public Health Code.
4. Knowledge of safety regulations and requirements relevant to an aquatic environment, including the use of personal protective equipment (PPE), such as gloves and resuscitation masks, the Bloodborne Pathogens standard, proper handling of chemicals, accessibility of safety data sheets, and fall protection, in order to ensure compliance with safety regulations such as the California Occupational Safety and Health Administration (Cal/OSHA).
5. Knowledge of the uses and care of lifesaving equipment used at pools, ocean beaches, and lake facilities, such as rescue tubes, backboards, shepherds hook's, and ring buoys, in order to ensure that equipment is in good working order and to perform water rescues properly.
6. Knowledge of the Public Health Code standards for aquatic operations, such as required signage, appropriate staffing ratios for public pools, and water clarity requirements, sufficient to ensure compliance and the protection of public health and the environment.

**13. STRESS TOLERANCE** – Maintains effective performance when under pressure, confronted with opposition or criticism, and/or when the situation is dangerous.

Level of Competency Required by Job:

**Level 1:** ***Assignment may include varied or heavy workload; new tasks may need to be learned; members of the public and, at times, co-workers may be rude.***

Level 2: Insufficient staff or resources may be available to accomplish work. Priorities/objectives may be unclear and/or direction uncertain. Role ambiguity regarding responsibilities may exist. May encounter disagreement or criticism when performing job activities.

Level 3: Presentation and defense of position in a public forum, which at times entails facing opposition, may be required. Work environment may be fast-paced and one in which urgent decisions must be made. Making life-or-death decisions may be necessary.

Examples of Behavioral Indicators:

- Remains composed and focused on the task at hand in the presence of obvious stressors.
- Understands that rudeness or opposition is not typically personal attacks.
- Continues to make good decisions under urgent circumstances or when in danger.
- Soothes others who are more adversely affected by stress.

Performance Levels:

Satisfactory

Continues to perform effectively under stressful circumstances.

Superior

Acknowledges stress, but appears to be unaffected by it. Concentrates extra effort on accomplishing the task at hand. Assists others with effective coping.

**20. JOB KNOWLEDGE** – Knows information required to perform a specific job. Includes both widely available courses of study (for example, chemistry, human resources management, graphic arts) and City-specific information (parking regulation and ticketing practices; purchasing procedures; provisions of the City Charter).

Level of Competency Required by Job:

Level 1: Knowledge is concrete, factual, and/or procedural and may be defined by the organization. Situations in which it is applied are quite consistent.

**Level 2: Knowledge is substantive and may be defined by an external trade, field, or profession. Situations in which it is applied vary and, as such, require breadth and depth of understanding.**

Level 3: Knowledge is abstract, conceptual, and/or complex and may be supported by a well-defined academic discipline or authoritative sources (e.g., laws, ordinances, government guidelines/regulations/codes). Situations in which it is applied may vary greatly or be novel.

Examples of Behavioral Indicators:

- Performs work correctly/avoids technical (job content related) errors.
- Answers technical questions about work accurately.
- Asks few technical questions about the performance of routine work activities.
- Offers advice (“coaching”) to new employees regarding their work.
- Develops training programs for other employees.
- Sought out as a source of information by others.

Performance Levels:

Satisfactory

Sufficient job knowledge to perform work correctly independently. Answers technical questions about work correctly.

Superior

Expertise in technical job information sufficient to serve as a resource to others. May develop training manuals/ programs and/or give internal and/or external presentations related to work.

## **Job Knowledge Areas**

1. Knowledge of the various types of aquatic activities and sports, such as water polo, aquacise, adaptive swim, synchronized swimming, and Junior Lifeguard in order to coordinate and promote the programs, services, and activities offered by the Department of Recreation and Parks to the public.
2. Knowledge of the policies, procedures, and rules of the Department of Recreation and Parks Municipal Recreation Programs (MRP), including the rules, regulations, and policies concerning the use of aquatic facilities, such as general pool rules, lap swim rules and etiquette, and permit requirements, in order to support programming needs of the aquatic facility and ensure the safety of patrons in and around water.
3. Knowledge of the use and care of maintenance equipment used at aquatic facilities, such as pool water brushes, vacuums, and pool covers, in order to perform proper maintenance and cleaning of aquatic facilities.

**28. SUPERVISION** – Ability to assume direct responsibility for all aspects of the performance of a work group, which requires knowledge and/or ability in the areas of:

- Planning and goal setting
- Creating a safe and positive work environment
- Establishing standards and training employees
- Motivating employees and teambuilding
- Performance Management (assigning, monitoring, facilitating, reviewing and evaluating work, and providing feedback)
- Supporting and developing employees through delegation and participation
- Taking disciplinary action including progressive discipline
- Provisions of employees' MOU's and handling grievances
- Legal requirements including EEO, ADA, FLSA, FMLA, and Workers' Compensation provisions
- Civil Service Commission Rules and Policies related to the management of employees
- Administrative Code provisions related to the management of employees
- Budget processes sufficient to request and justify expenditures in a correct and timely manner

Level of Competency Required by Job:

Level 1: Supervises small workgroup of employees performing the same or highly related work.

**Level 2: Supervises a larger workgroup of employees performing various types of work.**

Level 3: Supervises employees including provision of coaching and advice to subordinate supervisors.

Examples of Behavioral Indicators:

- Plans, assigns, and monitors work progress.
- Trains employees to do work.
- Evaluates work and gives positive and negative feedback.
- Displays knowledge of legal requirements including applicable Federal and State laws, Administrative Code provisions, Civil Service Commission Rules and Policies, and MOU provisions.

Performance Levels:

Satisfactory

Proficiency in supervision sufficient to supervise a workgroup in terms of task orientation, interpersonal concerns, and personnel administration.

Superior

Proficiency in supervision sufficient to serve as a resource to others and/or represent department position in a public forum.



**30. FISCAL MANAGEMENT** – Develops and justifies budget proposals in a way that garners support; monitors expenditures for compliance; systematically adjusts expenditures when warranted.

Level of Competency Required by Job:

Level 1: Identify equipment and services with demonstrable cost-effectiveness for improving operations and prepare detailed budget requests that provide ample justification for purchase. Ensure money is spent for intended purpose.

**Level 2: Identify staffing needs, needs for equipment and services, and other expenditures that are necessary to fulfill the mission of a function or segment of the organization. Provide ample, compelling justification. Ensures that money is spent for intended or highly related purpose.**

Level 3: Consider the mission of the entire organization and current priorities in determining which budget proposals to submit. Provide compelling arguments for the proposals submitted that include reference to proposals omitted. Use money for intended purpose unless priorities or other circumstances change.

Examples of Behavioral Indicators:

- Identifies expenditures that will be cost-effective in their contribution to accomplishing work.
- Conducts research to determine the best available option for purchase.
- Tailors justification for budget request to the specific need and current circumstances.
- Uses money for its intended purpose.
- Makes adjustments to expenditures in accordance with price increases, changing priorities, and City policy.

Performance Levels:

Satisfactory

Recognizes the critical role of the budget process in City functioning. Knows the budget cycle and makes timely submissions for all desired expenditures.

Superior

Provides convincing justifications that reflect essential organizational functions, demonstration of cost-effectiveness, and consideration of current political/economic/social climate.

## 47. WRITTEN COMMUNICATION – Communicates effectively in writing.

### Level of Competency Required by Job:

Level 1: Write notes/e-mails. Completes forms with some open-ended responses (sentences).

**Level 2: Write letters, articles/reports, and/or detailed descriptions of activities/occurrences.**

Level 3: Write lengthy reports, instruction manuals, in-depth analyses/reviews of complex issues and/or articles for publication. Reviews the written work of others.

### Examples of Behavioral Indicators:

- Writing includes the necessary information to convey the intended message.
- Sufficiently few errors in spelling, punctuation, grammar to not interfere with the intended message or distract the reader.
- Little editing or re-writing needed to produce a final product.
- Composes materials efficiently.
- Information is presented in a well organized manner.
- Tone and degree of formality are appropriate to the purpose and audience.

### Performance Levels:

#### Satisfactory

Writes material that clearly communicates the necessary information; needs little editing.

#### Superior

Precisely uses words and organizes information in a way that enhances presentation of the message. Virtually no editing needed.

**55. COMMUNITY RELATIONS** – Communicates/Interacts with members of the public in a way that elicits positive response and participation.

Level of Competency Required by Job:

Level 1: Interact with members of the public, usually one-on-one, to meet their immediate need.

**Level 2: Interact with several to many members of the public at a time to present information, persuade, solicit input, and/or one-on-one in varied situations, some of which may be likely to arouse hostility.**

Level 3: Interact with large segments of the community and/or community leaders in varied situations, some of which involve addressing sensitive issues or in which hostility may arise.

Examples of Behavioral Indicators:

- Speaks in a manner clearly understood by community members.
- Listens actively to what community representatives say and conveys understanding.
- Responds fully and accurately to questions raised.
- Effectively addresses the issues/resolves the situation at hand.
- Achieves the desired objective of the interaction.
- Obtains participation from community members.
- Elicits a favorable reaction from members of the community.

Performance Levels:

Satisfactory

Listens carefully to concerns and responds to all of them. Speaks in a manner appropriate to the audience. Maintains pleasant/positive demeanor.

Superior

Conveys information fully and responds thoroughly to all concerns. Draws community members into the interaction if needed. Receives a positive response from members of the community.