

**COMPETENCY MODEL FOR
OPEN WATER LIFEGUARD
CLASS CODE 2420**

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

- 8. Safety Focus
- 10. Physical Capability
- 20. Job Knowledge
- 23. Equipment Operation
- 27. Personal Risk
- 33. Interpersonal Skills
- 34. Customer Service
- 51. Program Responsibility

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.

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 Area

1. Knowledge of principles and practices required to oversee the safety of patrons using open water facilities, including monitoring and responding to unsafe wind, surf, and inclement weather conditions; facilitating advanced search and rescue (SAR) methods to execute rapid, data-informed interventions; and identifying structural hazards at facility buildings, sufficient to ensure the safety of oneself and others while performing general Open Water Lifeguard duties.

10. PHYSICAL CAPABILITY – Strength, endurance, flexibility, and/or coordination.

Level of Competency Required by Job:

Level 1: Sitting and/or standing for extended periods of time.

Level 2: Awkward body position and/or precise motions required; and/or repeated lifting, carrying, and/or manipulation of objects; and/or walking for extended periods of time.

Level 3: Continuous or extreme exertion of physical effort.

Examples of Behavioral Indicators:

- Sits and may occasionally stand or walk for entire workday (except breaks).
- Walks for the duration of the workday.
- Repetitive motion required to perform task.
- Repeatedly lifts and carries heavy objects.
- Exerts maximal effort for extended periods of time.

Performance Levels:

Satisfactory

Performs tasks requiring physical capability satisfactorily and without undue physical stress or harm.

Superior

Performs tasks requiring physical capability correctly with relative ease. May be asked to perform the most physically demanding tasks or be sought by co-workers for assistance.

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 general open water lifeguarding techniques, including scanning and surveilling the area, recognizing and responding to hazards, and communicating via radio, sufficient to assist persons in distress at open water facilities.
2. Knowledge of emergency first aid procedures and practices, including rescue breathing, oxygen administration, cardiopulmonary resuscitation (CPR), and transferring care of patients to advanced life support (ALS) resources, sufficient to render care in a variety of emergency medical situations in an open water environment.
3. Knowledge of open water facility reporting requirements, including documenting and maintaining accurate records of rescues, first aid treatments, safety incidents, equipment inspections, and facility attendance sufficient to ensure proper documentation and recordkeeping in accordance with departmental policy.

23. EQUIPMENT OPERATION – Operates specialized equipment in performance of job duties.

Level of Competency Required by Job:

Level 1: ***Operate equipment based on on-the-job training.***

Level 2: Operate equipment based on attendance at a training program and practice.

Level 3: Operate equipment for which in-depth, complex training was required and which may require certification.

Examples of Behavioral Indicators:

- Operates equipment proficiently.
- Operates equipment with strict adherence to safety procedures.
- Understands the operation of equipment used on the job and correctly answers questions about it.
- Willingly participates in any training necessary to maintain up-to-date knowledge of equipment operation.

Performance Levels:

Satisfactory

Operates equipment safely and with a high degree of proficiency.

Superior

Operates equipment with extreme proficiency and correctly answers questions about its operation. Trains and/or coaches others in the operation of equipment.

Equipment Operation Areas

1. Knowledge of the safe and proper operation and maintenance of rescue boats and other authorized emergency vehicles, including adhering to all posted safety standards regarding vehicle operation, employing all possible safety precautions during emergency responses (e.g. sirens, lights, off-road driving), monitoring rescue boat hull integrity, and conducting routine in- and out-of-water cleaning and inspections sufficient to effect rescues of other vessels or multiple victims, provide backup for other open water facility staff, and ensure the safe and effective operation and operability of open water facility vehicles.
2. Knowledge of equipment used to rescue patrons at open water facilities, including rescue floatation devices such as cans, fins, boards, and tubes and personal protective equipment (PPE) sufficient to select the appropriate equipment required to enact safe and effective rescues.
3. Knowledge of standard practices and etiquette required when operating marine band and department radios, including using designated duty station identifiers and the NATO phonetic alphabet, sufficient to communicate effectively via radio.

27. PERSONAL RISK – Continues to perform job activities despite possibility of harm to self.

Level of Competency Required by Job:

Level 1: Risk encountered in unforeseen emergency circumstances. Realistically evaluate chance of success and own capabilities prior to engaging in dangerous activities.

Level 2: Hazards of the job are known and training is provided on actions necessary in case of an emergency. Continued preparedness and willingness to perform actions necessary for the job.

Level 3: Personal risk and danger are well known, defining characteristics of the job; the purpose for which the job exists requires courage and risk to personal safety.

Examples of Behavioral Indicators:

- Performs CPR on or administers other first aid to co-worker.
- Calmly responds to a member of the public who is voicing threats.
- Rescues unconscious co-worker by moving him/her to a safe place before calling 911.
- Enters area well known for illegal activity to enlist the support of community members.
- Enters a burning building to rescue a trapped victim.
- Responds to co-worker's call for assistance in dangerous situations.

Performance Levels:

Satisfactory

Accepts personal risk to the extent it is a job requirement, and performs necessary job duties despite threat to personal safety.

Superior

Displays courage in fulfilling dangerous job responsibilities. May exhibit heroism by taking actions indicating that the safety of co-workers or members of the public was placed before personal safety.

33. INTERPERSONAL SKILLS – Interacts effectively and courteously with others.

Level of Competency Required by Job:

Level 1: Interact with members of the workgroup, supervision, and/or the public in a cordial, service-oriented manner.

Level 2: Interact across department lines and with appointed City officials, and/or members of the public, at times under adversarial circumstances, in a cordial, respectful manner.

Level 3: Interact with appointed and elected City officials, department heads, representatives of external organizations, and/or the media in a cordial, effective manner.

Examples of Behavioral Indicators:

- Works well with others toward mutual objectives.
- Does not arouse hostility in others.
- “Disagrees without being disagreeable.”
- Elicits acceptance/cooperation from others.
- Affords all individuals respect, regardless of their role or status.
- Effectively addresses concerns of politicians or others who may have their “own agenda.”

Performance Levels:

Satisfactory

Behaves in a courteous, respectful, cooperative manner toward co-workers, other City employees, and members of the public.

Superior

Facilitates positive interpersonal relations within/among workgroups and toward members of the public. Adept at finding similarities and grounds for cooperation/mutual benefit.

34. CUSTOMER SERVICE – Interacts with recipients of services (internal or external customers) in a way that provides accurate, timely, and effective information and service.

Level of Competency Required by Job:

Level 1: ***Interact with customers in person, over the telephone, or through email (and/or other electronic media) in order to provide information or assistance. Listen to customer concerns; explain/reconcile information and provide alternatives if possible; facilitate resolution by making referral and/or following-up as necessary.***

Level 2: Promotes positive customer service. Serves as a model of providing exemplary customer service.

Level 3: Develop customer-oriented procedures; identifies changes in procedures to enhance customer service and ensures they are implemented.

Examples of Behavioral Indicators:

- Carefully listens to (or reads) customer statement of the issue.
- Provides direct, informative, accurate responses to customer.
- Suggests options if available.
- Maintains a positive attitude in the face of customer complaint or frustration.
- Remains focused on the issue presented by the customer and directs the customer back to the issue if necessary.
- Asks the customer if their concerns have been fully addressed.
- Ensures organizational policies and practices are customer-focused.
- Ensures all employees recognize their responsibility for customer service and are properly trained for it.

Performance Levels:

Satisfactory

Displays knowledge as well as courtesy and patience when interacting with customers. Ensures customers' issue is correctly identified and remains focused on it until it is resolved.

Superior

Seeks further information or advice to resolve difficult issues. Solicits feedback on the effectiveness of service. Makes suggestions for improving service and facilitates changes needed to implement.

51. PROGRAM RESPONSIBILITY – Directs all aspects of an ongoing multi-faceted program/function to ensure resources are continually available and actions are continually taken at proper times to accomplish its objectives.

Level of Competency Required by Job:

Level 1: **Plan, coordinate, and direct the operation of a multi-faceted program/function.**

Level 2: Plan, coordinate, and direct the operation of a large-scale, multifaceted program/function or several smaller-scale programs/functions.

Level 3: Plan, coordinate, and direct the operation of a very large-scale, multi-faceted program/function or multiple programs/functions.

Examples of Behavioral Indicators:

- Plans and directs the day-to-day and long-range operation of the program(s)/function(s).
- Secures necessary resources for successful performance.
- Clearly designates roles/responsibilities/accountability.
- Monitors the processes and products of the operation to ensure they meet standard; makes adjustments when needed.
- Addresses failure to perform or other problems in a timely and effective manner to minimize negative impact.
- Audits the processes and products of the operation to identify opportunities for improvement.

Performance Levels:

Satisfactory

Ensures sufficient staff and resources are available to continually accomplish objectives of the program/function. Directs staff and establishes personal responsibility/accountability.

Superior

Continually seeks to improve the program/function to maximize productivity and minimize use of resources.