

**COMPETENCY MODEL FOR  
RECREATION COORDINATOR  
CLASS CODE 2469**

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

- 8. Safety Focus
- 15. Tenacity
- 20. Job Knowledge
- 33. Interpersonal Skills
- 35. Teamwork
- 47. Written Communication
- 49. Project Management
- 55. Community Relations

On the following pages are descriptions of each competency, including a definition, the level of the competency required for the class (bold, italicized, 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.

**Recreation Coordinator (2469)**  
**Safety Focus Areas 2020**

1. Knowledge of Recreation and Parks, City and Division of Occupational Safety and Health of California (Cal/OSHA) safety practices, procedures and regulations such as those pertaining to the proper use of personal protective equipment (PPE), interaction with physical surroundings, and inspection of observable hazards (e.g., exposed electrical wires, hanging cords, etc.) in order to provide a safe recreation center environment and ensure compliance.
  
2. Knowledge of emergency procedures such as first aid (i.e. concussion protocols, CPR, AED, etc.) in order to provide proper training, respond appropriately to time-sensitive emergency situations, engage in proper reporting procedures and ensure the safety of all staff and patrons.

**15. TENACITY** – Persists in attempts to attain a goal; works through adversity.

Level of Competency Required by Job:

Level 1: Exert more effort or time to complete assigned work; continue to attempt to overcome difficulties encountered.

**Level 2: Use a different approach and/or solicit advice/assistance to ensure goal attainment.**

Level 3: Pursue goal over time, using different approaches, garnering additional resources as necessary, overcoming obstacles, and seeking new justifications when met with objections from others.

Examples of Behavioral Indicators:

- Repeats attempts to complete work/attain objective.
- Adjusts work plan as necessary to accomplish objectives.
- Secures additional resources when needed to attain goal.
- Defends goal when confronted with objections.
- Uses another means of attempting to obtain objective when the first attempt is ineffective or fails.

Performance Levels:

Satisfactory

Continues to pursue objective in the face of ineffective actions or failure. Exerts the necessary time and effort to ensure goal accomplishment.

Superior

Employs multiple means and repeated attempts to achieving a goal. Overcomes obstacles by personal persistence, seeking assistance, gaining support, and/or acquiring additional resources.

**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.

**Recreation Coordinator (2469)  
Job Knowledge Areas 2020**

1. Knowledge of principles, practices and methods related to the organization, implementation, marketing and evaluation of cultural and recreational activities such as camps, classes, special events and sports leagues in order to facilitate programs at recreation facilities under the direction/supervision of the Director in Charge.
2. Knowledge of properties, uses and types of facilities and equipment utilized in community recreation work such as gyms and sports fields in order to organize activities.
3. Knowledge of basic methods, rules, techniques and supplies related to instruction/teaching a variety of recreational activities such as sports leagues, dance, fine arts, camps, special events, arts and crafts, senior citizen programming, teen programming, and preschool activities in order to provide successful programming under the direction/supervision of the Director in Charge.
4. Knowledge of practices and procedures for the use computer programs utilized to perform specialized recreational work such as Rectrac, Microsoft Word, Excel, PowerPoint, Publisher, Google Gmail, Drive and Docs in order to effectively monitor recreation facility program registration, process documents, schedule events, create promotional materials (e.g., spreadsheets, flyers, brochures, slideshows, presentations, etc.), record, locate and/or share information and communicate with a variety of groups including staff members, patrons and members of the community.
5. Knowledge of relevant Recreation and Parks, City, State and Federal policies, rules and regulations such as reporting procedures for sexual harassment incidents or other specialized issues/needs in order to inform the Director in Charge/management and assist in seeking proper resolution.

**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.

**35. TEAMWORK** – Interacts effectively with others to achieve mutual objectives; readily offers assistance to others to facilitate their goal accomplishment.

Level of Competency Required by Job:

Level 1: Work effectively as a member of a work unit or project team. Readily offer assistance to others when they have too much work or have too little.

**Level 2: Work effectively as a team member in which different people have different roles/responsibilities and perspectives. Identify points for collaboration with co-workers; readily offer and request assistance.**

Level 3: Work effectively as a part of an interdependent team (your work gets done only if the work of the whole team is done; evaluation of team performance is more relevant than individual performance).

Examples of Behavioral Indicators:

- Discusses work-related matters with co-workers.
- Offers and requests assistance readily.
- Offers and is receptive to suggestions.
- Identifies problems with workflow that will prevent team from accomplishing its goals.
- Provides constructive criticism and feedback to team members to improve overall functioning of team.
- Assigns credit to team for accomplishments.

Performance Levels:

Satisfactory

Cooperates with co-workers and fulfills responsibilities as a member of a project team. Maintains a focus on common objectives and offers and requests assistance readily.

Superior

Sees the team as a whole; acknowledges that performance of the team is what in reality is evaluated by others. If anyone fails, everyone on the team fails.

## 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.

**49. PROJECT MANAGEMENT** – Anticipates and plans for all aspects of a multi-faceted, discrete endeavor to ensure resources are available and actions are taken at proper times for successful completion.

Level of Competency Required by Job:

**Level 1: Plan, coordinate, and oversee accomplishment of multi-step projects involving other employees.**

Level 2: Design, plan, coordinate, and manage large, multi-faceted projects involving employees from various segments of the organization representing different perspectives.

Level 3: Design, plan, secure approval and resources, and manages large-scale, complex projects involving many employees representing a large number of diverse segments of the organization and perspectives, which may at times be in conflict.

Examples of Behavioral Indicators:

- Establishes project plans that gain management acceptance.
- Establishes realistic timeline and estimates of resources needed.
- Assembles appropriate team with complementary skills to efficiently execute all portions of a project.
- Secures necessary resources for successful project completion.
- Clearly designates roles/responsibilities/accountability.
- Addresses failure to perform or other problems in a timely and effective manner to minimize negative impact.

Performance Levels:

Satisfactory

Establishes acceptable project plan; assembles team with required skills; establishes personal responsibility/accountability. Ensures the necessary time and resources are available.

Superior

Designs efficient project plan to maximize benefits and minimize use of resources. Designates precise mix of people to best accomplish the project. Completes on time, with resources allocated.

**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.