

AQUATIC FACILITY GUIDELINES

7 Personnel



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Authors: Robyn Cockburn and Trish Amos, Lumin

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The Aquatic Facility Guidelines have been developed for use by aquatic managers. They provide detailed information covering the management and operation of an aquatic facility.

This document is a companion document to the Facility Management Manual which can be found on the Sport NZ website and the NZ Recreation Association website:

<http://nzrecreation.co.nz/index.php/facilities-home/facilities-guidelines>

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1 Introduction

The success of any swimming facility relies upon good staff. Staff are the primary interface with customers and their ability to perform their tasks and the relationship they build with customers will have a major impact on the customers impression of the facility.

Having the correct recruitment and selection process, managing staff effectively, identifying and providing relevant training, having an effective organisational structure and protecting and looking after staff presentation are all part of ensuring the facility has effective, dynamic and engaged staff.

1.1 Legislation

Facility managers have a responsibility to meet the legal obligations relating to conditions of employment. The most significant Acts managers need to be aware of are the Employment Relations Act 2000 and the Holidays Act 2003. A list of employment related Acts can be found in Chapter 9 – Legislation and New Zealand Standards. If there are any concerns relating to legal requirements surrounding employment, employers should seek advice from employment specialists.

2 Recruitment and Selection

Selecting the right staff for the right position is a constant challenge for managers. Having a good recruitment and selection process will go a long way to ensuring the correct person is appointed to a particular position.

Sources for recruiting staff vary according to the type of job and level of position. Proven sources for recruitment are:

- Junior lifeguards – local swim schools, secondary schools, and community newspapers
- Senior lifeguards/Team Leaders – NZ Recreation Association (NZRA) vacancy service.

2.1 Person specification and job description

A person specification should detail qualifications and/or experience considered necessary or desirable to do the job and might also cover experience, knowledge and background, physical requirements (e.g. ability to swim and good eyesight for a lifeguard), personality factors (e.g. able to be a team member), and any special skills for the position.

Certain legal requirements must be observed as you are not permitted to discriminate against applicants on grounds of gender, marital status, sexual orientation, family status, religious belief, and ethnicity. If the applicant does not hold citizenship status or residency they must produce a work permit for you to sight.

A job description is necessary in all cases, and should be formalised in writing. A prospective employee has the right to know in advance exactly what is expected of them, and the expected standards. A job description should include:

Job title	A realistic title
Primary objectives	Why the job is required
Accountability	To whom they are responsible
Authority	What they are authorised to do
Person specifications	Work experience, minimum qualification and education levels expected
Duties	Listing what must be done, the emphasis on key tasks, and the performance standard required for each task.

A job description is the factual basis for further appraisal.

The minimum qualifications to be employed as a lifeguard are Pool Lifeguard Practising Certificate and Comprehensive First Aid.

2.2 Shortlisting applicants

When selecting staff it is important that due consideration is given to the selection process. Identifying what the job requires and the person specifications is essential before commencing any selection process.

If a large number of applications are received, shortlisting applicants is recommended. This can be done by rating the applicants against the critical factors identified in the person specifications. The recommended number of shortlisted applicants is five.

If shortlisting results in too many applicants consider:

- Reviewing the short list criteria e.g. focus on essentials only
- Conducting a short preliminary interview. This can be carried out by the appointing manager, usually over the telephone. It is an opportunity to get more detail about the candidate's interest in the job, clarify their experience and, if appropriate, get an indication of their salary expectations
- Advising candidates that drug and alcohol tests will be undertaken
- Conducting work tests e.g. exercises that are relevant to the job
- Using work samples e.g. a copy of work relevant to the job.

It is important to appoint a person with the appropriate skills and experiences to ensure the work is performed to the expected level.

Once a shortlisted has been created:

- Write to all unsuccessful applicants advising them of their non-selection. It is easier to do this immediately rather than waiting until the process is completed, especially for those applicants who do not have the necessary skills or qualifications to be considered for the position
- Arrange the formal interview. This can be carried out by phone and followed up with an email or letter confirming the time, date and location.

2.3 Interviews

Interviews are best conducted by at least two people. This can provide a check and verification of the decision if required.

During the interview:

- Ask all candidates the same core questions
- Ask questions which find out what the candidate has done, not what they know or would do
- Use questions which determine:
 - What was the situation, or
 - What action did they take?
 - What was the result?
- Assess the answers against a series of indicators – what the desired answer would be or expected illustration of a skill or competency
- Use follow-up questions and gently probe when there is insufficient information or hesitation
- Document responses.

Do not ask questions which:

- Require only a "yes" or "no" response
- Are unrelated to the core requirements of the position
- Are discriminatory (i.e. ones that focus on the gender, ethnicity, or disability of the applicant) unless these are relevant to the position.

2.4 Work tests

Consider using work tests when evidence of a level of competency in a particular skill is required, e.g. deep-water recovery or computing skills. Some tips for setting up work tests include:

- Identify what is to be tested
- Establish how the test will be evaluated, e.g. time, accuracy, model answers
- Design the work test
- Prepare clear instructions
- Prepare all equipment required
- Test with a couple of people first
- Administer in a consistent way
- Provide feedback to applicants on results.

2.5 Qualifications

The minimum qualification for lifeguards is the Pool Lifeguard Practising Certificate. This certificate is valid for two years before renewal is required. It is important to check that qualifications are valid at the time of interview. Qualifications are an indication of competency at the time the qualification was awarded and it is the potential employer's responsibility to ensure the qualification is still valid. Checking with the Register of Recreation Professionals and sighting evidence of current qualifications is essential.

Further information

<http://www.nzrrp.co.nz>

2.6 Reference and police checks

The purpose of reference checking is to confirm information gathered about the applicant. After the A minimum of two verbal references should be obtained, preferably including one from the applicant's last place of work, before an offer is made.

- Prepare the questions in advance
- Ensure that the person has 15 minutes available to talk
- Confirm information from the interview – particularly where it relates to an essential competency, skill or knowledge
- Document the comments received.

If applicable, sight work visas, or permanent residency permits before any offers are made.

To protect customers, it is important that all staff working with the public, especially children, undertake a police vetting process. Only organisations approved and registered with the Police Vetting Service can request a police check. Vetting can only be carried out with the signed consent of the person to be vetted, using the request and consent form which is available on the police website.

Further information

www.police.govt.nz/advice-and-organisations/police-vetting

2.7 Making an offer

Contact the preferred candidate and make the offer verbally, then confirm the offer in writing. Information sent with the formal offer should include a position description including salary details, annual leave, general employment terms and conditions, hours of work and start date. Copies of organisational and/or union collective agreements should also be provided.

2.8 Employment contract

Every employee must have a written employment agreement, which can be either an individual or collective agreement. The agreement or contract must contain mandatory clauses such as position title, duties, hours, pay etc. For a full list of mandatory and optional clauses refer to the Department of Labour website (see link below).

The contract must also specify the type of contract. Contracts can be full-time, part-time, fixed-term or casual contracts. The employment rights for full-time and part-time workers are the same, however the entitlements to the quantity of annual leave, sick leave etc. will be prorated according to the hours worked. Full-time work is usually considered to be 35 – 40 hours per week. Anything less than this is considered part-time.

There is no legal definition to casual work, but in general it refers to working as and when required depending on demand. If a contract is for casual work, this must be made clear to the employee and work entitlements agreed to.

Fixed term contracts are used when the employment is to be undertaken for a specific period of time. This can be to provide cover for a staff member on extended leave, or the work is a one-off project or seasonal. As with casual work, it must be clearly understood that the term of employment is for an agreed fixed period of time.

Further information

www.dol.govt.nz/er/starting/relationships/agreements

2.9 Advising unsuccessful candidates

Notify the unsuccessful candidates once the employment offer has been accepted. This should initially be done by phone followed by written confirmation, and should occur within a reasonable timeframe after the interview. If there are delays in getting an acceptance, the other candidates will need to be advised that an offer is under consideration.

When advising unsuccessful candidates, it is considered good practice to provide feedback on the interview generally and their skills and experience specifically.

Templates:

- Job description pool lifeguard
- Shortlist matrix
- Interview questions – Lifeguard
- Interview questions – Aquatic receptionist

2.10 Key roles and responsibilities

Key roles of a lifeguard

The role of a lifeguard should not be confused with that of a lifesaver. A lifeguard is a member of a team trained in accident prevention, aquatic rescue and first aid, education, risk management and customer relations. A lifesaver, however, is someone who responds to an emergency situation after it has happened.

A lifeguard is primarily concerned with the concentrated observation of the pool water and its immediate surroundings. In addition, the role facilitates safe practices and customer behaviours that promote leisure and aquatic sport in a safe, enjoyable environment.

The ability to anticipate and prevent accidents, rather than undertake a rescue, is important. Serious accidents have a lasting physical and psychological effect on both the victim and the rescuer.

A lifeguard must be familiar with the details of services offered by the facility. An understanding of where to find information, if not known, is essential. A lifeguard must help promote all aspects of the facility, and its services to the customers.

Continuous interaction with customers of all ages and abilities is part of a lifeguard's job, so they need to be good communicators. They are the experts who influence customers' perceptions of the facility, especially its standards of professionalism and safety.

Administratively, a lifeguard will have responsibility for daily functions associated with the facility operation, such as the allocation of water space for different groups or activities. A lifeguard may also be required to fulfil other tasks such as customer service, cleaning and maintenance activities. Training and development in these areas should be provided to staff as early as possible and expectations clearly articulated.

3 Training and Development

Ongoing staff training and development and ensuring staff qualifications are valid is an essential aspect of staff management. Building training sessions and refresher courses into standard workplace practice is important.

3.1 Induction

First impressions are critical. In the first two or three weeks a new member of staff has to become part of a team, and they must be given:

- A clearly defined job which they regard as their own
- A full briefing on health and safety and a copy of key documents such as EAPs and NOPS
- Facility familiarisation
- A feeling of belonging to a group or team
- Clear and regular information on relevant matters
- Clear lines of communication
- An opportunity to do their best
- An understanding of the goals and philosophy of the organisation and their role.

Six key steps to induction include:

- Ensure preparation for their arrival is made. Introduce them to other staff and arrange a full tour of the workplace
- Establish friendly contact to make them feel at ease. Explain the functions of the facility and their particular area of operation. Outline their duties and responsibilities, and if possible, assign a “buddy” for induction and training
- Explain important rules and regulations such as attendance rules and records, safety practices, and special rules or legal requirements about the work of the facility
- Explain personal conditions and procedures, remuneration (rate, how, where, and when they will be paid), deductions and overtime, and holiday, sickness entitlements, etc.
- Ensure they know what to do, what standards must be maintained, and the importance of the work performed
- Check back frequently and evaluate whether they are being properly trained, fully occupied and committed, and fully accepted as a staff member.

Case study: Rotorua Aquatic Centre Induction

Rotorua Aquatic Centre has worked in conjunction with Skills Active to create a thorough induction, which incorporates all the required information needed for the job. This process is not just a one-day overview; it encompasses all the duties that are undertaken for the role and takes up to a month to complete. During this time the staff member is allocated a mentor to assist them through the process. At the end of the induction the team member also receives credits for completing the induction.

Skills Active has developed a core skills qualification (National Certificate in Recreation and Sport Level 2) that covers the requirements of an induction programme.

Template: Staff induction manual – Selwyn Aquatic Centre

3.2 Training plans

Good training will have clearly defined targets and be relevant to those involved. It will be geared to individual abilities and be assessed regularly to ensure it is accomplishing what is required.

Knowledge and skills training will depend on each pool facility. For example, for a lifeguard the following are important:

- Configuration, size, and depth of each pool and specific training that reflects the activities
- Whether there are features or additional equipment requiring supervision
- Ancillary functions or duties for lifeguards.

All staff need a thorough knowledge of the facility's Normal Operating Procedures and Emergency Action Plans and training plans should include regular opportunities for staff to refresh their knowledge of these.

Case study: Rotorua Aquatic Centre Training

Rotorua Aquatic Centre provides a dynamic and thorough training and development strategy, which enables the centre to have a strong succession plan. Using visual management they know what training each staff member has received and further development that is required.

A full days' training is provided for the pool lifeguards and front of house staff at least every 9 weeks. (This is a contractual requirement). The team has developed a simple training plan for the year with this in mind. This is the minimum training necessary for the team to be able to provide a safe, dynamic and knowledgeable service. To supplement this training, at the end of an early shift the Team Leaders have 30 minutes to up-skill and inform their teams. This training is dependent on what the teams want to know and learn and is planned by the Team Leaders in conjunction with the Operations Coordinator.

All training provided is put into personal "Training Passports" to ensure the staff know what they have done and for audit purposes (PoolSafe).

Templates: Lifeguard training plan
Training activity sample
Staff training records
Staff qualification register

Case study: Splash Garden Training Programme

Prior to starting work, new seasonal employees complete a training programme that qualifies them to be lifeguards and gives them skills in first aid, health and safety, and customer service. This training also contributes towards National Certificate in Aquatics (Level 3).

The 10 days of training takes place over a three-week period. The length, structure and content of the programme was developed after analysis of a drowning at the pool showed a need for extended training in customer service and prevention. Nearly every trainee completes the training programme and achieves the lifeguard qualification.

Learning culture ‘Each one, teach one’

A key factor in the success of the training programme is the use of trainers who are staff and have been in the same situation as the current trainees, have similar backgrounds and therefore relate well to the students.

There is also a buddy system operating during the three on-site days where trainees can ask questions of more experienced workers and experienced workers can practise and refine what they do and demonstrate any interest in further training themselves.

Part of the learning culture is also about more effective ways to get the job done. Trainers focus on team-building and communication skills with trainees so they learn to think for themselves and problem solve together. Trainers actively seek and act on feedback from participants.

The nature of the work at Splash Garden means lifeguards must work positively and co-operatively which the training emphasises.

A community workforce

As a community-focused workplace, locals are employed who have first-hand experience of the customers’ issues and a sense of loyalty and sensitivity to their community. Staff identify with the community and relish the opportunity to play an important role in it. As one new trainee put it, “It’s a really important task to keep the community safe.”

Teaching strategy and approach

The overall training programme is set out in a workbook given to all new trainees. Sessions are group-based and alternate between theory (learning principles, using workbooks, holding discussions) and practice (working in the pool). All trainees are able to see session outlines, expected learning outcomes, and details of scheduled practical and written tests in advance. Their workbook contains an evaluation form on each presenter and session enabling trainees to give anonymous feedback to training staff at the end of the programme.

The instructors’ backgrounds enabled them to understand the trainees’ experience of previous training, creating a culture of respect for the trainees and pacing instructions to the abilities of the participants. These practices motivate the trainees to learn. Instruction is reinforced with practice, particularly in groups, enabling instruction through participation.

4 Managing Staff

4.1 Managing performance and development

Systems for managing performance and development supports the retention of staff by providing a framework that sets out performance expectations, identifies development and training opportunities, and provides an opportunity for staff to receive feedback on their performance.

Establishing a team adds value to the process and systems of facility management. Effective teamwork is reflected in the quality of strategic and operational decisions, the ability to turn decisions into actions and, ultimately, in the quality of the facility's performance.

Teamwork is imperative in a pool environment to ensure the safety and security of users while providing a welcoming environment. Teamwork applies to all facility staff from frontline reception to pool staff to management. Teamwork is effective when a group has the ability to work together, train together and adapt to new demands and situations.

The Facility Manager's effectiveness is determined largely by the effectiveness of staff. Staff must be capable and their training planned so that their potential is developed.

Providing constructive feedback to staff outside of the performance management system is essential in developing good working relationships. Feedback should always be motivating and encouraging, and can be used to reinforce positive actions and behaviours as well as addressing areas requiring improvement.

Annual performance reviews are often aligned to a salary review. Do not rely on annual processes to either praise or identify issues with performance. Best practice is to address these immediately rather than wait until the annual review. This helps both the staff member and organisation to maintain a good working relationship and a safe environment.

Undertaking exit interviews with departing staff can provide facility managers with additional information concerning the organisational structure, culture and environment. Good interviews can help improve all aspects of the organisation and are an opportunity to transfer knowledge and experience to other members of the team.

4.2 Organisational structure

The organisational structure of a workplace describes the relationships within an organisation in terms reporting and management, the relationship of individuals and teams, and areas of responsibility. The structure depends on the size and complexity of the facility, and the roles required to be undertaken by staff e.g. plant management, supervision, front of house. An aquatic facility's structure can be complex as staff work in shifts and need to cover all areas of responsibility in terms on plant management, lifeguarding and general management. Staff may be split into operational teams, or they may all operate as one team.

4.3 Team structure

Staff may consist of full-time, part-time and casual staff working in teams to cover full operational hours of the facility. Each team will need personnel to cover specific functions such as reception, lifeguarding duties and plant room and rotate to cover the early/late shift. Consider mixing the teams up every six to twelve months to give opportunities for succession planning of staff.

When putting teams together and creating rosters, key considerations are:

- The minimum number of staff required
- Areas of cover required
- Events, programmes, facilities that will impact on staffing levels
- Staff relationships with each other – who works well together.

Template: Staff roster

Case study: Wellington Regional Aquatic Centre

Have three teams, made up of six full time staff members. Part time staff are rostered on depending on operations at the facility, and casual staff are called on to fill in when/if required.

Each team is managed by a Duty Manager and an Assistant Duty Manager.

Teams rotate to cover the early shift, late shift, training and time off.

Rosters cover a three week period and are forward rotating.

Each team has staff to cover all operational areas e.g. reception and lifeguard.

Case study: Naenae Pool

Operate two teams – an administration team (programming, retail, administration) and an operations team (day to day delivery).

The operations team is made up of four Shift Supervisors who report to the Operations Manager and administration staff, seven part-time lifeguards and 20 casual lifeguards.

Facility and Operations Manager work Monday – Friday 8am – 5pm

Shift Supervisors work on a fortnightly rotation roster (Tuesday – Saturday / Sunday – Thursday, two weeks of early shift, two weeks of late shift.

Lifeguards work set shifts each week with casuals filling in gaps as required over weekends, school holidays and covering leave.

During summer, one shift supervisor becomes a Summer Pool Team Leader.

4.4 Managing performance issues

Where staff are not performing to the agreed expectations of management, it is important to act quickly before any issues escalate. Any action taken must be according to employment legislation and it is recommended that advice is sought from employment relation specialists or HR Advisors before any action is taken, to ensure correct procedures are followed.

Key steps required when dealing with performance management concerns are:

- Reminders of expectations and discussion of expectations
- Support through counselling and up-skilling
- Verbal warnings
- Written warnings
- Termination.

All practicable steps to turn unsatisfactory performance around should be undertaken.

4.5 Employee assistance programmes

Employee assistance programmes can help staff manage personal issues that may impact on their work performance, health and well-being. They are generally short term counselling and referral services.

Counselling should also be made available to any staff involved in a serious harm incident.

4.6 Drug testing

In the interests of both customer and staff safety it is essential that staff are not under the influence of drugs or alcohol while on duty. A drug and alcohol policy should be established as part of employment conditions and made clear to all staff at the time of their employment.

Any staff member that displays behaviours indicating they may be under the influence of drugs and/or alcohol may be subject to drug and alcohol testing. The member concerned must be given an opportunity to explain their behaviour first. It is important that the testing is confidential and follows correct procedure.

Examples of behaviours or actions that may indicate someone is under the influence can include (but are not limited to):

- Strong smell of alcohol or cannabis on the person
- Repetitive, unexplained absence or lateness
- Repeated concerns about, or unexplained poor performance
- Continual minor accidents
- Fighting or arguments in the workplace
- Going to locker, lunchroom, bathroom more than necessary or normal
- Dilated pupils, blurred vision, droopy eye-lids, bloodshot eyes, slow and slurred speech, slow gait, high energy levels, disorientation
- Changes in alertness, attention span, short term memory
- Changes in personality or behaviour
- Feigning sickness or emergencies to get out of work early
- Increased health issues or complaints about health
- Unusual or out of character on-site behaviour.

5 Staff Presentation and Protection

5.1 Lifeguard's image

It is important to be aware of the image that staff create. Appearance and behaviour are critical factors. The attitude customers have towards staff will be enhanced by their own conduct and appearance and by the facility's presentation. The simple action of picking up rubbish or tidying equipment conveys to customers that staff are proud of their facility. It also indirectly encourages desirable behaviour from customers.

5.2 Uniform

Lifeguards must be clearly identified and wear distinctive clothing which makes them easily recognisable in the event of an emergency. The international lifeguard colours of red and yellow are recommended as they are instantly recognisable and offer high visibility.

Clothing provided should be functional and not restrict a lifeguard's ability to perform routine work or rescues in any way, especially if entry into the water is required. Suitable footwear, such as sports shoes, should be worn. Jandals and open shoes are not considered appropriate, especially in emergency response situations or when handling chemicals.

UV resistant uniforms are available for lifeguards in outdoor pools; similarly cold/wet weather uniforms should also be considered for outdoor facilities.



5.3 Protection

Staff in outdoor pools should be provided with suitable sun protection, including sunglasses, sun hat and a broad spectrum sunscreen. In addition to improving personal safety and reducing tiredness, this shows a responsible attitude and example to customers. In a stationary lifeguarding position, such as a lifeguard chair, the addition of an umbrella will assist in the reduction of ultraviolet radiation.

Staff can be exposed to infectious material or body fluids when dealing with an incident or emergency. Protective equipment should always be on-site and used when necessary including:

- Disposable aprons
- Gumboots (of various sizes)
- Gloves (of various sizes).

Personal protective equipment (PPE) also needs to be provided for staff handling chemicals in the plant-room. It is important that the PPE is correctly fitted and worn, and is regularly checked and replaced if faulty or degrading.

Other personal protective gear should be allocated to staff and carried with them at all times (see section 5.4).

It is recommended that prior to starting duty, all staff ensure that any cuts or open wounds are covered up to reduce possible cross contamination.

There are five key rules for personal safety:

- Always wear gloves (double glove when practicable)
- Cover all cuts
- Use barriers when carrying out CPR
- Do not share personal items
- Wash hands thoroughly after each incident or event.

5.4 Equipment

Lifeguards should carry items for essential first aid and emergency supplies at all times. These basic first aid supplies will provide protection from cross infection when performing resuscitation or elementary first aid. The most convenient way for staff to carry their first aid and emergency supplies is by use of a bum bag. Lifeguards should always ensure they replace items after use and check the contents before commencing every shift. Personal equipment includes:

- A whistle
- Plasters
- Antiseptic wipes
- Resuscitation pocket mask
- Pair of disposable gloves
- Pen and notebook.



Further information

Facility Management Manual <http://nzrecreation.co.nz/index.php/facilities-home/facilities-guidelines>

6 Problem Solving

Problems can be an everyday occurrence, especially in areas where there are significant customer interactions. The ability of management and staff to identify and solve problems will affect the impact problems have on the organisation.

Open and clear communication between staff, and with customers makes the ability to identify, analyse, and solve problems easier. It is also important, once a solution has been agreed and implemented, to undertake a review. This ensures all the correct and appropriate actions have been implemented and reduces the chances of the problem occurring again.

Clearly identify the following:

- Current situation and what caused it
- Desired outcome (if things are going well what would be happening)
- Any criteria that need to be met (timing, cost)
- Options
- Preferred and selected solution.

Case study: Rotorua Aquatic Centre – Staff

Staff turnover is very high within the aquatics industry, so to combat this we have worked on maximising staffing engagement in a number of ways. Creating a staff “Wailing Wall” (Frustrations and Positives) enabled the team to identify why staff were not engaged fully and what could we continue to do to create an enjoyable and positive environment.

Creating a New Idea programme has been instrumental in keeping staff engaged and motivated. Not only do the staff get to improve their work place and the customer experience, they get rewarded for their new ideas. Each month we pick the best idea for the month and reward the person who made the suggestion. This has helped with staff engagement and improved the facility and customer experience.

Case study: Rotorua Aquatic Centre – Customer

Using Lean tools and methodology we proactively solve customer frustrations. Using an Ishikawa Diagram (Fish Bone) we easily see our customer frustrations and idea suggestions. We then use the ‘5 whys’ to get to the root cause of the frustration and assist in implementing the new idea.

7 Qualifications

Industry training is designed to develop skills and qualifications of staff. It is seen as an investment in both the organisation and providing competent, confident and committed staff.

7.1 Skills Active

Skills Active is the industry-training organisation covering sport, fitness, outdoor recreation, community recreation and Ngā Mahi a Te Rēhia.

Skills Active oversees the establishment of national qualifications, monitors workplace assessment, provides accreditation and moderation processes, and works with workplaces and employers to maintain industry education and training.

Skills Active manages and maintains the Register of Recreation Professionals (NZRRP), which is a register of qualified people working in the recreation, sport and fitness industry. This register is updated regularly and is based on confirmation of achievement from trained assessors. The register enables managers to check and confirm the currency of employee Pool Lifeguard Practising Certificate status.

ActiveCV is another service offered by Skills Active and can be used by individual staff members. It helps staff to manage sport and recreation qualifications in one place, receive notifications about qualifications that are due to expire, view industry vacancies, keep an online logbook etc. It also provides staff with an e-portfolio with qualifications, work history, goals and personal statements.

Further information

Skills Active www.skillsactive.co.nz

Register of Recreation Professionals www.nzrrp.co.nz

7.2 Workplace training and assessment

Staff employed at an aquatic facility can be assessed on the job by registered facility based assessors or roving assessors. Assessors are trained by Skills Active to undertake workplace-based assessment.

Further information

Skills Active www.skillsactive.org.nz

NZ Qualifications Authority www.nzqa.govt.nz

7.3 Pool lifeguard qualifications

The minimum age of a pool lifeguard is 16 years. Training to become a lifeguard is undertaken in two stages involving lifeguard training and assessments followed by on-job validation. Lifeguards who hold the Pool Lifeguard Practising Certificate should consider working towards the National Certificate in Recreation and Sport – Aquatics Level 3.

Further information

Skills Active www.skillsactive.org.nz



7.4 Career pathways



Skills Active Qualifications Pathway

The following qualifications are available through Skills Active.

Your Learning Support Advisor can help you choose which qualification is appropriate for you. For more information on any of these qualifications please visit our website:

www.skillsactive.org.nz

	Aquatics	Recreation & Sport	Fitness
FOUNDATION	Recreation and Sport (Core Skills) L2		Fitness Foundations L2
	Aquatics L3 - Pool Lifeguard - Swim Education - Pool Operations	Recreation & Sport L3 - Recreation Coordinator	
TECHNICAL	Coaching & Instruction L3		
		Group Fitness L3	
		Sport Officiating L3	Exercise Consultant L3
		Park Ranger L3	Personal Training L4
	Business Administration and Computing L3		
	Sales L3		
	Recreation & Sport L4 - Programme & Events		
LEADERSHIP	Business (First-Line Management) L3/4		
	Adult Education and Training L4		
	PROPOSED Facility Operations L4		
	Facility Management L6		

7.5 Training providers

The following organisations can provide training and assessment for staff in the areas of first aid, lifesaving, water treatment and swim teaching:

- Skills Active
- NZRA
- Water treatment; Opus Environmental Training Centre
- First Aid; St John, Red Cross
- AUSTSWIM Aotearoa
- Swimming NZ

Further information

www.skillsactive.co.nz

www.nzrecreation.org.nz

www.opus.co.nz/services/environmental/environmental-training

www.stjohn.org.nz

www.redcross.org.nz

www.austswim.co.nz

www.swimming.org.nz

8 Templates and Worksheets

- 8.1 Pool Lifeguard role description
- 8.2 Shortlist matrix
- 8.3 Interview questions – Lifeguard
- 8.4 Interview questions – Aquatic receptionist
- 8.5 Staff induction manual – Selwyn Aquatic Centre
- 8.6 Lifeguard training plan
- 8.7 Training activity spinal scenario
- 8.8 Staff training records
- 8.9 Staff qualification register
- 8.10 Staff roster

8.1 Pool lifeguard role description

Key responsibilities	
Customer service	<ul style="list-style-type: none"> • Provide clear and accurate information to customers about the facility services and programmes • Provide effective customer care and consideration ensuring a positive, welcoming, helpful and courteous manner at all times to all customers • Proactively develop and maintain positive relationships with facility customers and user groups • Encourage and respond positively to customer feedback, seeking assistance from team leaders when required.
Facility identity	<ul style="list-style-type: none"> • Actively commit to working as part of the “facility team” to ensure a cooperative and friendly work environment • Attend and participate in team meetings and contribute constructively to discussion which promotes a good work environment • Show respect for all facility team members.
Equipment management and facility presentation	<ul style="list-style-type: none"> • Proactively maintain a clean, hygienic, well-presented facility taking personal responsibility for, and pride in, the work done to achieve this • Carry out all cleaning and maintenance duties according to procedure and to meet specified standards • Assist in the delivery of programmes and events by providing effective set up and set down of equipment used in programme provision.
Pool lifeguarding	<ul style="list-style-type: none"> • Carry out pool lifeguarding according to organisational protocols and standards.
Health and safety	<ul style="list-style-type: none"> • Take all reasonable and practical steps to ensure the safety of customers and other team members • Report all hazards according to organisational protocols and standards • Cooperate fully in meeting the health and safety requirements of the facility • Through effective supervision and education, ensure customers use facility equipment, services and activities safely • Identify and respond to emergencies according to Emergency Action Plans • Carry out water testing and record test results • Carry out plant monitoring and assist with adjustments and maintenance as required • Use protective equipment when required by pool standards.
Training	<ul style="list-style-type: none"> • Maintain personal levels of competence sufficient to carry out unassisted first aid and water based rescue techniques in any area of the pool • Attend all scheduled in-house training on request.

Key responsibilities	
Administration	<ul style="list-style-type: none"> • Carry out administration duties according to procedure to meet specified standards and those requested by the team leader and necessary in the effective management of the facility • Accurately record water test and plant check results • Provide efficient and accurate reception service, including fee collection, retail sales, stock control, dissemination of information, reconciliation and preparation for banking of all money received.

8.2 Shortlisting matrix

Name			
Skill 1 <i>0 - 3</i>			
Skill 2 <i>0 - 3</i>			
Skill 3 <i>0 - 3</i>			
Qualifications <i>0 - 3</i>			
Experience <i>0 - 3</i>			
Total			
Comments			
Rank			

8.3 Interview questions: Aquatics Receptionist

Panel Chair:

- Thank you for coming to the interview. Invite each panel member to introduce themselves
- We have set aside approximately 30 minutes for the interview and then 10 minutes for you to ask us questions
- The interview is a behavioural interview that involves questions about your past performance so we can learn about your abilities and skills needed for the job
- We will be taking notes during the interview and taking turns asking questions
- Do you have any questions about the process before we start?
- Happy to proceed?

Scoring Scale

- 0 Did not meet expectations – inadequate response
- 1 Requires development - response was not detailed enough, superficial (could do the role but will require development)
- 2 Met expectations - response answered the question and covered off most of the positive indicators (can do the role and will benefit from development)
- 3 Exceeded expectations - response covered a lot of relevant detail and answered the question fully (can do the role)
- 4 Outstanding: response was detailed and covered a broader aspect of the competency than required (can do role and more).

Panel Member	Question	Score
	<p>Understanding and fit for the role</p> <p>To ensure we are not talking past each other, would you take a few minutes to tell us what you understand the role to be?</p> <p>Given this, what interests you in the role – why did you apply? <i>(Digging deeper: What do you believe you would bring to this role?)</i></p> <p>Can you tell us about your experience and skills for the job?</p> <p>If you were to get the role, what training needs would there be for you? <i>(Digging deeper: check for self-awareness, thinking about the role and him/herself in the role).</i></p>	
	<p>Team work</p> <p>From your experience, what do you think makes a good team? What do you contribute?</p> <p>When others in your team have disagreed with you, how do you manage this?</p>	
	<p>Customer focus</p> <p>Tell us about a time you went out of your way to ensure a customer received the best possible service from you. What was their reaction?</p> <p>Describe a situation where you have needed to engage with a customer who has not been happy about an issue. How did you handle this?</p>	

Panel Member	Question	Score
	<p>Time management</p> <p>Tell me about a time when you were able to complete several tasks successfully without supervision or support?</p>	
	<p>Other questions:</p> <p>Availability</p> <p>Rosters</p> <p>Working/covering at other pool locations</p> <p>Technical</p>	
	<p>TWO compulsory questions to add before the interview concludes</p> <p>Is there anything we haven't asked you that you think we should have asked you?</p> <p>Do you have any relationship or association either private or professional that may potentially pose a conflict of interest for you as an employee of this organisation?</p>	
	<p>Wrap up questions</p>	
	<p>Confirm salary expectations are consistent with proposed remuneration. This should have already been established BEFORE the person has been brought in for an interview – check anyway.</p>	
	<p>If you were successful when could you start?</p>	
	<p>We are interviewing [no.] people. The process to get to our preferred candidate will take about a week, and if you are the preferred candidate the next step will be reference checking. We hope to complete the process within two weeks.</p>	
	<p>The applicant that we select for appointment will be required to undergo a police check and a drug and alcohol test. Do you have any objections to either of these tests? (Ensure paperwork for police checking is completed).</p>	
	<p>Administration check: Application form is completed in FULL, signed. Referee details are current and correct.</p>	
	<p>Do you have any questions for us?</p>	

Criteria	Name 1	Name 2	Name 3
Understanding and fit for the role			
Team work			
Customer focus			
Time management			
TOTAL			

8.4 Interview questions: Lifeguard

Panel Chair:

- Thank you for coming to the interview. Invite each panel member to introduce themselves
- We have set aside approximately 30 minutes for the interview and then 10 minutes for you to ask us questions
- The interview is a behavioural interview that involves questions about your past performance so we can learn about your abilities and skills needed for the job
- We will be taking notes during the interview and taking turns asking questions
- Do you have any questions about the process before we start?
- Happy to proceed?

Scoring Scale

- 5 Did not meet expectations – inadequate response
- 6 Requires development - response was not detailed enough, superficial (could do the role but will require development)
- 7 Met expectations - response answered the question and covered off most of the positive indicators (can do the role and will benefit from development)
- 8 Exceeded expectations - response covered a lot of relevant detail and answered the question fully (can do the role)
- 9 Outstanding: response was detailed and covered a broader aspect of the competency than required (can do role and more).

Panel Member	Question	Score
	<p>Understanding and fit for the role</p> <p>To ensure we are not talking past each other, would you please take a few minutes to tell us what you understand the role to be?</p> <p>Given this, what interests you in the role? (<i>Digging deeper: What do you believe you would bring to this role?</i>)</p> <p>Can you tell us about your experience and skills for the job?</p> <p>If you were to get the role, what training needs would there be for you? (<i>Digging deeper: check for self-awareness, thinking about the role and him/herself in the role.</i>)</p>	
	<p>Team work</p> <p>From your experience, what do you think makes a good team?</p> <p>What do you contribute?</p> <p>When others in your team have disagreed with you, how do you manage this?</p>	
	<p>Customer focus</p> <p>Tell us about a time you went out of your way to ensure a customer received the best possible service from you. What was their reaction?</p> <p>Describe a situation where you have needed to engage with a customer who has not been happy about an issue. How did you handle this?</p>	
	<p>Time management</p> <p>Tell me about a time when you were able to complete several</p>	

Panel Member	Question	Score
	tasks successfully without supervision or support?	
	Other questions: Availability Rosters Working/covering at other pool locations Technical	
	TWO compulsory questions to add before the interview concludes Is there anything we haven't asked you that you think we should have asked you? Do you have any relationship or association either private or professional that may potentially pose a conflict of interest for you as an employee of this organisation?	
	Wrap up questions	
	Confirm salary expectations are consistent with our proposed remuneration. This should have already been established BEFORE the person has been brought in for an interview – check anyway.	
	If you were successful when could you start?	
	We are interviewing [no.] people. The process to get to our preferred candidate will take about a week, and if you are the preferred candidate the next step will be reference checking. We hope to complete the process within two weeks.	
	The applicant that we select for appointment will be required to undergo a police check and a drug and alcohol test. Do you have any objections to either of these tests? (Ensure paperwork for police checking is completed).	
	Admin check: Application Form is completed in FULL, signed. Referee details are current and correct.	
	Do you have any questions for us?	

Criteria	Name 1	Name 2	Name 3
Understanding and fit for the role			
Team work			
Customer focus			
Time management			
TOTAL			

8.5 Staff induction manual

This document is an exemplar of key topics to be covered with new staff as part of their induction process.

8.6 Lifeguard training plan

Term 1	Time	Topic
Tuesday, 4 Feb	9.30am - 12.30pm	Spinal scenarios
Tuesday, 11 Feb	9.30am - 12.30pm	Spinal scenarios
Tuesday, 18 Feb	9.30am - 12.30pm	Spinal scenarios
Tuesday, 25 Feb	8.30am - 12.30pm	Resuscitation Level 3
Tuesday, 4 Mar	8.30am - 12.30pm	Resuscitation Level 3
Tuesday, 11 Mar	8.30am - 12.30pm	Resuscitation Level 3
Sunday, 16 March	1.00pm - 4.00pm	Casual/PT lifeguard training
Tuesday, 18 Mar	9.30am - 12.30pm	Rescues and tows
Tuesday, 25 Mar	9.30am - 12.30pm	Rescues and tows
Tuesday, 1 Apr	9.30am - 12.30pm	Fire warden and extinguisher
Tuesday, 8 Apr	9.00am - 11.00am	Fire warden and extinguisher
Friday, 11 Apr	5.30pm - 8.30pm	Casual/PT lifeguard training
Tuesday, 15 Apr	9.00am - 12.00pm	Casual/PT lifeguard training
Tuesday, 15 Apr	9.00am - 11.00am	Fire warden and extinguisher

Term 2	Time	Topic
Tuesday, 6 May	9.30am - 12.30pm	First aid scenarios
Tuesday, 13 May	9.00am - 5.00pm	Non-violent crisis intervention
Tuesday, 20 May	9.30am - 12.30pm	First aid scenarios
Tuesday, 27 May	9.30am - 12.30pm	Chemical handling
Tuesday, 3 June	9.30am - 12.30pm	First aid scenarios
Sunday, 8 June	1.00pm - 4.00pm	Casual/PT lifeguard training
Tuesday, 10 June	8.30am - 4.30pm	Water quality - 20046
Tuesday, 17 June	9.00am - 5.00pm	Non-violent crisis Intervention
Tuesday, 24 June	9.00am - 12.00pm	Casual/PT lifeguard training
Sunday 29 June	5.30pm - 8.30pm	Lifeguard games
Tuesday, 1 July	9.00am - 5.00pm	Non-violent crisis intervention
Friday, 4 July	5.30pm - 8.30pm	Casual/PT lifeguard training

8.7 Training activity: spinal scenarios

Staff training plan

Tuesday training	
Location:	Date:
Duration: 9.00am – 12.00pm	Trainer:

Time	Activity
9:00am – 11:00am	<p>Circuit</p> <p>Beach/sand run X 20</p> <p>40 x burpees</p> <p>40 x body weight squats</p> <p>Swim proficiency test</p> <p> 200m freestyle in less than four minutes</p> <p> swim 66m breaststroke</p> <p> swim 66m sidestroke</p> <p> swim 66m survivor backstroke</p> <p> 33m conscious tow</p> <p> 33m unconscious tow</p> <p> tread water for five minutes</p> <p> retrieve a weighted dummy from bottom of deepest part of pool</p> <p>Suspected spinal injuries practices</p> <p> Conscious spinal injury : scenario - shallow dive (shallow end)</p> <p> Unconscious spinal injury: scenario - shallow dive (shallow end), not breathing</p> <p> Conscious spinal injury: scenario - slip on dive block (deep end)</p> <p> Unconscious spinal injury: scenario - slip on dive block (deep end), not breathing</p>
11:00am – 12:00pm	Debrief

8.8 Staff training records

Staff training record

Date	Staff A	Staff B	Staff C	Staff D
7.01.14	X	X		
14.01.14	X	X	X	
21.01.14	X	X		
28.01.14	X	X		
4.02.14	X	X	X	
11.02.14	X	X		
18.02.14	X	X		
25.02.14	X	X	X	
4.03.14				
11.03.14	X	X	X	
18.03.14				
25.03.14				
1.04.14				
8.04.14				
15.04.14				
22.04.14	X	X		
29.04.14	X		X	
6.05.14	X	X		X
13.05.14	X	X		
20.05.14	X			X
27.05.14				
3.06.14				
10.06.14	X		X	X
17.06.14				
24.06.14				
1.07.14			X	X
8.07.14				
15.07.14				
22.07.14			X	X
29.07.14		X		
5.08.14				
12.08.14			X	X
19.08.14	X			
26.08.14				
2.09.14		X	X	X
9.09.14		X		

First aid	Spinals	Tows	Swim Prof
		X	X
		X	X
		X	X
	X		X
	X		X
	X		X
X			X
X		X	
		X	
		X	X
		X	X
		X	X
X			
	X		
	X		
	X		
X			X
X			X
X			X
X			X
X			X
		X	X
		X	X
		X	X
		X	X
X			X
X			X

8.10 Staff roster

Day	Fri	Sat	Sun	Mon	Tues	Wed	Thu	Fri	Sat	Sun	Mon	Tues	Wed	Thu	Fri	Sat	Sun	Mon	Tues	Wed	Thu	Fri	Sat	Sun										
Date	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
Team 1	OFF	E	E	E	E	OFF	OFF	L	L	L	OFF	M	E	E	E	OFF	OFF	L	L	L	L	OFF	E	E	E	E	OFF	OFF	L	L	L			
	OFF	E	E	E	E	OFF	OFF	L	L	L	OFF	M	E	E	E	OFF	OFF	L	L	L	L	OFF	E	E	E	E	OFF	OFF	L	L	L			
	OFF	E	E	E	E	OFF	OFF	L	L	L	OFF	M	E	E	E	OFF	OFF	L	L	L	L	OFF	E	E	E	E	OFF	OFF	L	L	L			
Team 2	L	L	L	OFF	M	E	E	E	OFF	OFF	L	L	L	L	OFF	E	E	E	E	OFF	OFF	L	L	L	L	OFF	M	E	E	E	OFF			
	L	L	L	OFF	M	E	E	E	OFF	OFF	L	L	L	L	OFF	E	E	E	E	OFF	OFF	L	L	L	L	OFF	M	E	E	E	OFF			
	L	L	L	OFF	M	E	E	E	OFF	OFF	L	L	L	L	OFF	E	E	E	E	OFF	OFF	L	L	L	L	OFF	M	E	E	E	OFF			
Team 3	E	OFF	OFF	L	L	L	L	L	OFF	E	E	E	OFF	OFF	L	L	L	L	M	E	E	E	OFF	OFF	L	L	L	L	L	L	L			
	E	OFF	OFF	L	L	L	L	L	OFF	E	E	E	OFF	OFF	L	L	L	L	M	E	E	E	OFF	OFF	L	L	L	L	L	L	L			
	E	OFF	OFF	L	L	L	L	L	OFF	E	E	E	OFF	OFF	L	L	L	L	M	E	E	E	OFF	OFF	L	L	L	L	L	L	L	L		
PT	9-1pm				2-10pm	3.00-9.30pm	3.00-9.30pm	9-1pm	3.00-9.30pm			2-10pm	3.00-7.30pm	3.00-9.30pm	9-1pm	3.00-4pm			2-10pm	3.00-7.30pm	3.00-9.30pm	9-1pm				2-10pm	3.00-9.30pm	3.00-9.30pm	PDO					
						3.00-7.30pm							3.00-7.30pm																					
	3.00-7.30pm							3.00-7.30pm							3.00-7.30pm																			
				3.00-7.30pm							3.00-7.30pm																							
Casual		3.00-4pm	3.00-4pm						3.00-4pm	3.00-4pm						3.00-4pm	3.00-4pm																	
			10-5pm						10-5pm	10-5pm						10-5pm	10-5pm																	
		2-7pm							2-7pm	2-7pm						2-7pm	2-7pm																	

