

LIFE GUARDS COMPETENCY FRAMEWORK

LEVELS	1	2	3
TYPICAL DESIGNATIONS	Lifeguard	Senior Lifeguard	Lifeguard Supervisor
(These are a guideline and therefore not limited to)			
KNOWLEDGE AND SCOPE OF WORK	Undertakes and performs lifeguarding duties at either designated municipal pools or beaches through established team efforts by utilising skills and knowledge to maintain the safety of the public in terms of accepted standards and procedures.	To supervise and control the Lifeguard service at either designated municipal pools or beaches, in conjunction with the direct line manager, by effectively utilising expertise, skills and resources available to ensure a safe, pleasant and harmonious recreational environment.	Performs the full range of activities required of a lifeguard and supervises the number of staff allocated to beaches or municipal pools; and manages all the operations and administration associated with the efficient and effective running of the lifeguard services at beaches or municipal pools.
EXPERIENCE	No experience required. Grade 12.	Minimum of 2 years professional lifeguard experience. Grade 12.	3 - 5 years' relevant experience to which 2 years supervisory experience. Grade 12.
QUALIFICATION	Valid Level 2 First Aid certificate or have obtained one within 6 months of appointment; Valid Lifeguard Award or equivalent with current annual retest; Valid Code A motorcycle licence (where applicable); and Valid EB driver's licence (where applicable).	Valid Advanced First Aid Certificate or equivalent; Valid Advanced Lifeguard Award or equivalent with current annual retest; OHSACT Training; Valid appropriate Law Enforcement Qualification (Peace Officer) or willingness to attend relevant training; and Valid Code EB vehicle driver's licence.	Valid Advanced First Aid Certificate or equivalent; Valid Advanced Lifeguard Award or equivalent with current annual retest; OHSACT Training; Valid appropriate Law Enforcement Qualification (Peace Officer) or willingness to attend relevant training; Valid Code EB vehicle driver's licence; and

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CORE PROFESSIONAL COMPETENCIES			
COMPETENCY LEVELS	1	2	3
1. Community and Customer Focus Ability of focus on the customer and provide a high-quality service that is tailored to meet differing needs in the communities served.	Understands the range of clients to be served; Maintains clear communication with clients regarding mutual expectations and ensures client satisfaction; Takes personal responsibility for providing excellent service quality; and Answers basic questions politely and helpfully.	Demonstrates competencies from level 1; Understands the client's issues, seeks information about their current and future requirements; Monitors client satisfaction; and Addresses less complicated problems promptly, without being defensive.	Demonstrates competencies from level 1 and 2; Takes specified actions to implement the client service vision; and Implements client satisfaction feedback to ensure provision of quality service.
	2. Problem Solving Gathers information from a range of sources and analyses data to identify problems and issues in order to make effective decisions.	Identifies sources of information and uses them; Obtains as much information as is appropriate on all aspects of a problem; Able to distinguish and separate relevant and important information; Takes in information quickly and accurately; Reviews all the information gathered to understand the situation and draw logical conclusions.	Demonstrates competencies from level 1; Takes a systematic approach to gathering information; Gathers different versions of events to build up a picture of a situation; Carries out research to identify relevant facts that are not immediately available; Identifies inconsistencies in information; Checks information to make sure it is correct;
	For Lifeguards at a beach: Surf Proficiency Award (SPA) Instructor's Certificate or equivalent; Valid Inflatable Rescue Boat (IRB) Driver's certificate; and Valid Skipper's Licence.	For Lifeguards at a beach: Supervisory Skills Training Course Certificate or equivalent.	Valid Skipper's Licence.

	Identifies and links causes and effects; Identifies what can and cannot be changed; Takes a systematic approach to solving problems; Remains impartial and avoids jumping to conclusions; Refers to by laws and procedures as necessary, before making decisions; and Makes good decisions that take account of all relevant factors.	Takes account of all information however small it is; Analyses information carefully to make sure it has not been misunderstood; Makes sure that decisions are made using as much reliable information as possible; Assesses and takes account of risk when making decisions; Finds new ways of solving problems; and Considers the views and motives of everyone involved when drawing conclusions.	Analyses information to identify possible problems in the future; Clearly identifies the main issues in complex problems and focuses on them; Considers different options and thinks through 'what if' scenarios; Produces imaginative responses to complex problems; Makes balanced decisions that rare in proportion to the problem being faced; Exercises good judgement, making fair decisions; and Tests widely for possible reactions to controversial decisions.
3. Negotiation and Influencing	Sells the benefits of a decision or situation to others; Backs up arguments with facts; Uses logic and reason to persuade and influence others; and Presents powerful arguments.	Demonstrates competencies from level 1; Handles objections by acknowledging issues and suggesting alternatives; involves people who have positive attitudes to get commitment from others; Sets clear negotiating aims and outcomes; Understands the negotiating position of others and considers them; and Makes sure that everyone involved is satisfied with agreements that have been reached.	Demonstrates competencies from level 1 and 2; Identifies important players in a situation; Achieves a general agreement at all levels; Develops logical arguments, selling the benefits to everyone involved; Focuses on important elements of complicated issues to sell the viewpoint to others; and Tailors arguments to include the points that will have the most influence on the others involved.
4. Resilience	Shows resilience, even in difficult circumstances; Prepared to make difficult decisions and has the confidence to see them through.	Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.	Demonstrates competencies from level 1; Stays calm and focussed under pressure; and Responds constructively to adverse situations and has calming influence on others.
5. Communication	Communicates ideas and information effectively, both verbally and in writing. Uses language and a style of communication that is	Demonstrates effective oral and written communication; and Communicates effectively with colleagues and clients.	Demonstrates competencies from level 1; Organises and presents own perspective in logical manner; Adapts communication contents to the audience; and
			Demonstrates competencies from level 1 and 2; Structures written documents in a logical framework;

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<p>appropriate to the situation and people being addressed, ensuring a common understanding.</p>		<p>Uses terminology appropriate to the audience.</p>	<p>Captures complex issues clearly and concisely; Conveys alternative view points; Organises discussions in logical manner; and Responds to questions with accurate and complete answers.</p>
<p>6. Ethics and Professionalism The ability to identify and deal with ethical issues and conflicts of interest.</p>	<p>Alert to potential conflicts of interest and follows procedures to deal with conflicts; Understands and follows municipal policies and legislation; Understands resources available in municipality to resolve ethical issues; and Able to identify risks involved in alternative courses of action.</p>	<p>Demonstrates competencies from level 1; Identifies and evaluates risks involved in alternative courses of action; and Recommends appropriate course of action to supervising lifeguards.</p>	<p>Demonstrates competencies from level 1 and 2; Recognises potential conflicts of interest under applicable professional standards; Fosters a culture of ethical behaviour; Makes preliminary decisions and recommendations on difficult ethical issues; Recommends a course of action based upon evaluation of relevant facts, issues and risks; and Advocates for a recommendation and is able to demonstrate how that recommendation will achieve desired objectives.</p>
<p>FUNCTIONAL COMPETENCIES</p>			
<p>1. By Law Enforcement and Emergency Response Ability to pre-empt or respond to high risk situations.</p>	<p>Attends to problems situations as required; Responds to emergency calls / signals promptly and effectively; Recognises unusual activity and intervenes appropriately; Understands policies and regulations governing lifeguarding; Assesses emergency situations and calls for support as necessary; and Maintains control over individuals transgressing any by-laws.</p>	<p>Demonstrates competencies from level 1; Initiates self-directed activity either at beaches or municipal pools; Controls emergency incidents using standard operating procedures; and Exercises judgement in stressful conditions.</p>	<p>Demonstrates competencies from level 1 and 2; Plans and co-ordinates life-guard activities during high risk periods; and Maintains confidence and self-control under duress.</p>

PUBLIC SERVICE ORIENTATION COMPETENCIES			
<p>1. Interpersonal Relationships</p> <p>The ability to establish and maintain productive relationships with people within and outside of the Municipality.</p>	<p>Able to establish rapport and gets on with others;</p> <p>Communicates effectively; and</p> <p>Acknowledges contributions of others.</p>	<p>Demonstrates competencies from level 1;</p> <p>Relates to people at all levels of the municipality;</p> <p>Shows confidence in engagement with internal and external stakeholders; accurately captures others expectations, ideas and concerns; and</p> <p>Encourages and considers inputs of others.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Convinces others of ideas without suppressing their views;</p> <p>Acknowledge merits in others arguments and to incorporate in proposals where it is warranted;</p> <p>Negotiates skillfully in tough situations with both internal and external stakeholders; and</p> <p>Wins concessions without damaging relationships.</p>
<p>2. Communication</p> <p>The capacity to listen attentively, grasp issues, present information in a clear manner and respond appropriately to verbal and written communication of others.</p>	<p>Demonstrates effective oral and written communication; and</p> <p>Communicates effectively with colleagues and clients.</p>	<p>Demonstrates competencies from level 1;</p> <p>Organises and presents own perspective in logical manner;</p> <p>Adapts communication contents to the audience; and</p> <p>Uses terminology appropriate to the audience.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Structures written documents in a logical framework;</p> <p>Captures complex issues clearly and concisely;</p> <p>Conveys alternative view points;</p> <p>Organises discussions in logical manner; and</p> <p>Responds to questions with accurate and complete answers.</p>
<p>3. Service Delivery Orientation</p> <p>The ability to explore and implement new ways of delivering services that contribute to the improvement of municipal processes in order to achieve municipal goals.</p>	<p>Committed to excellence; and</p> <p>Keeps commitments and promises in undertaking tasks and meeting deadlines.</p>	<p>Demonstrates competencies from level 1; and</p> <p>Professional in interaction with general public and stakeholders.</p>	<p>Demonstrates competencies from level 1 and 2;</p> <p>Engages effectively with general public; Understands and articulates community needs; and</p> <p>Manages community expectations within financial, technical and capacity constraints.</p>
<p>4. Client Orientation and Customer Focus</p> <p>Understands the service needs of a client / customer (internal or external) and actively</p>	<p>Displays a customer focus;</p> <p>Is reliable and delivers on time;</p> <p>Establishes rapport with customers; and</p> <p>Responds to client needs timely.</p>	<p>Demonstrates competencies from level 1;</p> <p>Maintains clear communication with clients regarding mutual expectations and monitors client satisfaction;</p>	<p>Demonstrates competencies from levels 1 and 2;</p>

focuses on anticipating, meeting and exceeding the needs in a timely and appropriate manner.				Takes personal responsibility for providing excellent service quality; Corrects problems promptly, without being defensive; and Supports others to take personal responsibility to deliver excellent customer service.		Understands the client's issues and seeks information about their current and future requirements; Takes specific and sustained action to implement the client service vision; Ensures provision of quality service; and Sets the climate and creates a culture to attain client focused outcomes (i.e. performance management, resource allocation etc.).	
PERSONAL COMPETENCIES							
1. Action and Outcome Orientation The display of high work ethic in setting and achieving challenging goals, meeting deadlines and keeping promises. It manifests itself in one's ability to stay focused on task, to be energetic, persistent and reliable.		Shows enthusiasm to take on new projects; Willing to take on new challenges; and Is a self starter.		Demonstrates competencies from level 1; Drive to meet deadlines; and Initiates contact with others.		Demonstrates competencies from level 1 and 2; Relentlessly pursues project objectives; Pushes self and motivates others for results; and Sets challenging goals.	
2. Resilience The ability to respond constructively to pressure / stress situations and the ability to persist goals despite obstacles and setbacks.		Accepts criticism about performance in stride, while maintaining work standards; Shows emotional resilience and handles difficult situations effectively; and Continues to attempt to improve, despite setbacks or other constraints.		Demonstrates competencies from level 1; Stays calm and focussed under pressure; Shows emotional resilience and handles difficult situations effectively; and Responds constructively to adverse situations and has calming influence on others.		Demonstrates competencies from level 1 and 2; and Plans and initiates new ways forward.	
3. Change Readiness The ability to innovate and challenge the status quo and the ability to cope with change driven by others.		Shows a willingness to learn; and Copes effectively with change.		Demonstrates competencies from level 1; Open to new ideas and ways of doing things; and Looks for better ways of doing things.		Demonstrates competencies from level 1 and 2; and Promotes change as an opportunity rather than a threat and acts as a role model in mobilising team members towards change.	
4. Cognitive Ability The ability to gather information, analyse issues and deal with complexity and ambiguity. Shows		Shows strong analytical reasoning; Strong attention to detail; and Works within a relatively structured environment.		Demonstrates competencies from level 1; Demonstrates logical, consequential thinking; and Develops new ways to solve problems.		Demonstrates competencies from level 1 and 2; Deals effectively with ambiguity and uncertainty;	

<p>long-term thinking, follows through in a logical manner, aware of consequences and implications. Is able to see the 'Bigger Picture'</p>			<p>Able to balance detail orientation with big picture thinking; Looks beyond the obvious and does not stop at the first solution; and Probes deeply and considers consequences and risks attached to actions.</p>
<p>5. Learning Orientation The willingness and motivation to learn, acquire knowledge, develop insight and focus on continuous self improvement.</p>	<p>Shows willingness to learn new things and acquire knowledge; Engages in regular external activities; and Seeks ongoing support for own limitations (e.g. from coach or mentor).</p>	<p>Demonstrates competencies from level 1; Understands own strengths and weaknesses and takes action to close knowledge / skills gap; and Learns from experience – does not repeat mistakes.</p>	<p>Demonstrates competencies from level 1 and 2; Remains abreast of changes in the industry; and Promotes best practice.</p>
<p>MANAGEMENT / LEADERSHIP COMPETENCIES</p>			
<p>1. Team Orientation The capacity to promote a cooperative climate, understand group dynamics and apply appropriate facilitation techniques in working with others to achieve a shared goal.</p>	<p>Cooperates and works well with other team members; Actively participates in team activities; and Shows consideration towards others.</p>	<p>Demonstrates competencies from level 1; Shows initiative and confidence in dealing with others; Able to work in a multi-disciplinary team; and Shares information and collaborates easily with others.</p>	<p>Demonstrates competencies from level 1 and 2; Fosters a strong sense of team belonging; Contributes towards positive climate within team; and Involves and empowers team in setting and achieving goals.</p>
<p>2. Direction Setting The ability to create a clear sense of common purpose and vision for others with a view to obtaining buy-in and commitment to the goals.</p>	<p>Has a clear sense of his / her own and team goals.</p>	<p>Demonstrates competencies from level 1; and Sets out work for others in a well-planned and organised manner.</p>	<p>Demonstrates competencies from level 1 and 2; Good at establishing clear direction; and Sets out team goals providing clear sense of purpose.</p>
<p>3. Coaching and Mentoring The ability to assess skills, performance, and potential of subordinates and to encourage their development with the view of optimising their talent.</p>	<p>Shares knowledge and information and experiences with peers; Shares knowledge and information with peers and subordinates; Articulates tasks and expectations and sets realistic standards; and Anticipates mistakes and freely offers assistance without being overbearing.</p>	<p>Demonstrates competencies from level 1; Shares knowledge and information with peers and subordinates; and Able to identify own development needs.</p>	<p>Demonstrates competencies from level 1 and 2; Has strong subject matter knowledge; Recognises the need for and provides individuals with guidance and direction on how to handle new or difficult situations; Able to identify appropriate training interventions for staff; and Able to understand the underlying causes for poor performance and to provide the appropriate support.</p>

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<p>4. Impact and Influence</p> <p>The ability to inspire a positive attitude in others and be able to influence others effectively.</p>	<p>Makes positive impact and comes across as confident professional.</p>	<p>Demonstrates competencies from level 1; Commands respect from peers and managers; and Able to engage and convince various stakeholders.</p>	<p>Demonstrates competencies from level 1 and 2; Influences others effectively using a number of techniques; Able to convince, persuade and influence others; and Commands respect from peers and subordinates.</p>
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