

JOB DEMANDS ANALYSIS (COGNITIVE FOCUSED)

Job title	Head Lifeguard	Division	City of Beaumont	Business	Community Services
Shift schedule	8am-4:30pm / 1pm-9:30pm	Shift	8.5 hours	Breaks	2 x 15 mins, 1 x 30 mins

JOB DESCRIPTION (include details of crew)

The Head Lifeguard is responsible for supervising and ensuring the safety of the general public when at the aquatic center and using its amenities. They are also responsible for providing education, completing pool water testing as per Alberta Health Standards and reporting pool chemistry concerns to Building Operators, completing incident investigation, etc. There are 2 full time Lifeguards that will supervise the casual workers (3-8 per shift). The position can be split into the below tasks (detailed task descriptions can be found on page 15).

TASKS OF THE JOB

ESSENTIAL TASKS OF THE JOB (% of time each task is performed)

- Programming (40-80%)** - Reviewing lesson grids, printing rosters and class materials, reviewing documents for programs and classes, leading lessons and assisting other instructors, ensuring all required equipment is available and ready for lessons/programs.
- Risk Management (Public) (10-30%)** – Incident response and investigation, completing water testing and sampling for pool chemistry, reporting water quality concerns to building operators and following their instructions, acting as the lead responder when on shift.
- OH&S (20-30%)** - Ensure staff are working safely, monitoring the use of PPE, creating procedures when necessary to ensure safe work (incident reporting, chemical handling, etc.), completing hazard assessments, reviewing toolbox topics.
- Staff recruitment, onboarding, training, and management (50-90%)** – Assisting with the hiring process as needed for new staff, ensuring onboarding is completed, training new staff for protocols and procedures, providing mentorship and supervision for casual staff, completing Lifeguard and Instructor audits, providing staff first aid re-certification, creating and managing shift schedules.

NON-ESSENTIAL TASKS OF THE JOB

None identified.

PSYCHO-SOCIAL/ COGNITIVE DEMAND	DESCRIPTOR	TASK #	COMMENTS
Sensory – visual	Near visual acuity	1-4	Assisting with orientation, use of computers for incident reporting, scheduling, and emailing. Using online safety systems, actively supervising pool area and recognizing general public in distress, etc.
	Far visual acuity	1-4	Actively supervising pool area and recognizing general public in distress, instructing lessons, completing audits and equipment checks.
	Depth perception	1-4	Actively supervising pool area and recognizing general public in distress, instructing lessons, completing audits and equipment checks. Monitoring water conditions (have to be able to see to the bottom of the pool).

	Color perception	1-4	Water testing – monitoring reagent reactions, reading signage posted around the pool area, use of computer.
	Written materials	1-4	Completion of forms and documentation, creation and review of signage, reviewing training packages, monitoring emails, etc.
	Visual displays	1-4	Use of computer for onboarding, incident reporting, document review and creation, answering emails, etc.
	Pictorial materials	1-4	Diagrams and pictures used on training documents, on chemicals used for cleaning or testing pool chemistry, etc.
	Watching people or events	1-4	Supervision of staff, monitoring pool areas, providing training for new staff, leading lessons and programs.
Sensory – auditory	Verbal speech	1-4	Communicating with other Lifeguards and Instructors, communicating with general public.
	Sounds	1-4	Listening for alarms, patrons in distress, radios, or whistles. Communicating with other individuals.
Other senses	Touch	1-4	Touching writing utensils, keyboard/mouse, whistle, first aid supplies, etc.
	Smell	2,3	Smells may be an indicator of emergency or chemical imbalance.

PSYCHOSOCIAL DEMANDS		TASK #	COMMENTS
Degree of Self-Supervision Required			
The extent of self-supervision required in the course of duties. Where this demand is rated high (requires the worker to be predominantly self-supervised) and the demand for Performance of Multiple Tasks Required and/or Accountability and Responsibility is also high, the worker may be expected to exercise good problem solving and judgement.			
Ranking	1. No self-supervision required (fully supervised)		
	2. Occasional self-supervision required (supervisor frequently provides work direction)		
	3. Frequent self-supervision required (supervisor occasionally provides work direction)		
	4. Predominantly self-supervised throughout the shift (may contact supervisor to obtain work direction as needed)	1-4	Head Lifeguards are predominantly self-supervised when working. They may contact the Team Lead Aquatics if needed for emergencies or support.

Degree of Supervision Exercised			
The extent of work direction and/or supervision provided to other workers.			
Ranking	1. No supervisory responsibility		
	2. Provides work direction only to one or more workers		
	3. Provides work direction and some elements of managing work performance with the exclusion of disciplinary action	1-4	The Head Lifeguards are responsible for supervising casual staff members, providing training, and may assist with auditing work performance, but are not required to perform disciplinary action.
	4. Has full supervisory responsibility for other employees		

PSYCHOSOCIAL DEMANDS		TASK #	COMMENTS
Deadlines (Time Pressures)			
The extent to which work tasks are expected to be completed within a given time period or the extent to which a fast work pace is required because of the nature of the work or work volume. Low rating implies low demand to complete tasks according to a timeline whereas a high rating implies that many of the work tasks must be completed under time pressure.			
Ranking	1. Worker is not exposed to time pressures because the work is self-paced, without rigid time constraints.		
	2. Time pressure is low: there is occasional pressure to meet deadlines or work within time constraints, the volume of work and the work pace are moderate.	3,4	There are timelines that are followed for testing pool chemistry, submitting reporting and completing audits. Following training and onboarding timelines.
	3. Time pressure is moderate: there is frequent pressure to meet deadlines or work within time constraints and/or the volume of work is high, and the work pace is moderately fast.	1,2	Working within program and lessons to ensure all content is completed before the end, creating plans for programs and lessons before they take place, responding to incidents and completing required reporting/documentation.
	4. Time pressure is high: the majority of work is performed under rigid time constraints and the volume of work is high (assumes that the work pace is high, or the worker must extend the workday to manage the volume of work)		

Attention to Detail			
The extent to which work tasks require attention to, or concentration on details of information. A high demand implies that insufficient attention to detail will result in work errors and/or inefficiencies. The appropriate demand level is based on a combination of the intensity of the demand and the occurrence of the demand. The intensity of attention/concentration considers: the effort required to discriminate details and the degree of monotony (it does not reflect the extent of attention/concentration required due to external environmental stimuli).			
Ranking	1. Attention to or concentration on details is not required.		
	2. Attention to detail or concentration is required for some tasks, although not at an intense level.		
	3. Significant attention to detail or concentration required for many tasks or intense attention to detail or concentration required for some tasks.	1-4	Ensuring that reporting is detailed and no information is missing - error would result in inconvenience in most areas (adding additional information to reporting for example). Monitoring pool areas and leading classes/programs – ensuring that activities are completed safely. If something is missed or disregarded it could lead to injury for staff or public.
	4. Intense attention to detail or concentration is required for most of the shift.		

PSYCHOSOCIAL DEMANDS		TASK #	COMMENTS
Performance of Multiple Tasks Required			
Refers to the responsibility for performing and/or monitoring more than one task or function at a time and for judging when tasks or functions require attention. It requires the ability to prioritize simultaneous tasks and manage time effectively (juggle various tasks efficiently). It does not reflect the performance of sub tasks concurrently within ONE task assignment or activity.			
Ranking	1. Not responsible for <i>concurrent</i> multiple tasks. Responsible for performing one task at a time until completion or further direction from supervisor.		
	2. Some responsibility for multiple tasks, but with very clear guidelines or cues about when to perform each task.		
	3. Responsible for multiple tasks, with some time management skill and judgement required to determine priorities.	1-4	The Lifeguard will have multiple tasks to complete during the day and can determine priorities based on deadlines and scheduled activities. There may be interruptions from staff and public that require priorities to be adjusted.
	4. Constantly responsible for multiple <i>concurrent</i> tasks and/or functions and must exercise a high degree of judgement to determine when to attend to each task.		

Exposure to Distracting Stimuli			
Exposure to visual, auditory or other sensory stimuli in proximity of the worker such that it could be distracting during the performance of work duties. Auditory stimuli may include verbal conversations of colleagues in an open office area, phones ringing, alarms, pagers, motors, and noises that are loud, sudden or unpredictable in occurrence. Visual stimuli may include movement of people, vehicles, objects, and noticeable changes in illumination.			
Ranking	1. Little or no distracting visual, auditory, or other sensory stimuli.		
	2. Minor degree of distracting stimuli present during some tasks or portions of the shift.	1-4	If working in the guard office, there is minor distracting stimuli. Most distractions would come from being in an open work environment (other workers) or interruptions from other lifeguards on duty. The degree of exposure will change based on the environment that the Lifeguard is working in.
	3. Moderate degree of distracting stimuli during some tasks or portions of the shift.	1-4	When in the pool area they are exposed to sudden or unpredictable whistles, noise and movement of general public in the facility, etc. The degree of exposure will change based on the environment that the Lifeguard is working in.
	4. High degree of distracting stimuli is present for most of the shift or for any portion of a shift where it is essential to work effectively despite distracting stimuli (i.e., very noisy, busy environment with multiple stimuli).		

PSYCHOSOCIAL DEMANDS		TASK #	COMMENTS
Need to Work Cooperatively with Others			
The degree to which a worker must work co-operatively with others. This may include team projects, shared job duties, management interaction with staff, etc. This rating considers the extent to which one must have good communication skills, good teamwork and interpersonal skills, be open minded, diplomatic, or have good negotiation skills.			
Ranking	1. Not required to work co-operatively with others, other than to receive direction from supervisors.		
	2. Infrequently required to work co-operatively with others, although may be in proximity to others.		
	3. Required to work in co-operation with others for some tasks.		
	4. Most work requires close co-operation with others.	1-4	Working with general public. Supervising other Lifeguards and Instructors, providing onboarding and training, leading programs and lessons.

Exposure to Emotional Situations			
Exposure to situations where the worker may face emotionally stressful circumstances (i.e., a paramedic with a dying patient or attending a traumatic accident), or exposure to situations in which a client or the public may be emotionally distressed and the worker is required to interact with the individual in order to complete a job requirement. Exposure to emotionally distressed clients may be in person or over the telephone.			
Ranking	1. No exposure to emotionally stressful circumstances or emotionally distressed individuals in the normal course of duties.		
	2. Infrequent exposure (approx. monthly) to emotionally stressful circumstances or emotionally distressed individuals with whom the worker must interact to complete job requirements.	1-4	May experience emotionally distressed individuals if there is an incident, when leading lessons or programs (specifically for children), or if there are concerns from other staff members. Support can be provided as needed by other staff and leadership.
	3. Frequent exposure (approx. weekly) to emotionally stressful circumstances or emotionally distressed individuals with whom the worker must interact to complete job requirements.		
	4. Very frequent exposure (approx. daily) to emotionally stressful circumstances or emotionally distressed individuals with whom the worker must interact in order to complete job requirements.		

PSYCHOSOCIAL DEMANDS		TASK #	COMMENTS
Exposure to Confrontational Situations			
Exposure to situations where, in the course of their duties, workers may be directly confronted by an individual or may encounter confrontational situations requiring any action on their part. The confrontation may be in person or over the telephone. The client or public may be verbally or physically aggressive or abusive, insistent, hostile, loud, threatening, disruptive, or may refuse to follow instruction. (In the comments, indicate security and safety measures in place.)			
Ranking	1. No exposure to confrontational situations in the course of duties.		
	2. Occasional exposure (up to weekly) to confrontational situations in which assistance is immediately available.	1-4	May experience loud or disruptive individuals when leading lessons or programs (specifically for children) or if there is an incident. Support can be provided as needed by other staff and leadership.
	3. Occasional exposure to confrontational situations (up to weekly) where assistance is not immediately available.		
	4. Frequent exposure (up to daily) to confrontational situations or hostile people whether or not assistance is available.		

Adaptability & Flexibility			
Ability to work effectively in the midst of change and rigid constraints. Adapts to changing needs, conditions and work responsibilities.			
Ranking	1. No need for flexibility required, work follows a structured routine		
	2. Occasional need for flexibility required, most work demands follow a structured routine.		
	3. Frequent need for flexibility required to respond to changing work demands, few work demands follow a structured routine.	1-4	Adapting to schedule changes if staff calls in sick, pool/mechanical issues, emergencies/incidents, changes to lesson or program schedules related to reduced staff or pool/mechanical issues.
	4. Constant flexibility to respond to changing work demands, work does not follow a structured routine to manage the volume of work or work demands.		

PSYCHOSOCIAL DEMANDS		TASK #	COMMENTS
Problem Solving & Analysis			
The ability to work effectively at solving problems and analyzing situations and information.			
Ranking	1. No analytical thinking or problem solving required in the normal course of duties.		
	2. Analysis of information needed to solve problems that have limited to minimal level of difficulty. E.g., may involve the selection of pre-defined alternatives according to standard practices.		
	3. Analysis of information needed to solve problems that have moderate to significant level of difficulty. E.g., the full extent of issues may not be readily apparent and require investigation and research.	1-4	Problem solving and troubleshooting for incident response (determining next steps, providing first aid, etc.), pool/mechanical concerns (submitting work orders, adjusting scheduling, etc.), taking corrective action as needed based on audit results for OH&S.
	4. Analysis of information needed to solve problems that have extensive strategic issues. E.g., issues may require independent judgement, substantial investigation or are highly complex.		
Reading Literacy			
The ability to comprehend English text.			
Ranking	1. No reading required in the course of duties		
	2. Minimal reading ability is required to recognize single words, short phrases, or names		
	3. Moderate reading ability is required, e.g., to follow written instructions	1,4	Reviewing training and onboarding packages, lesson and program material, sign-up information from the general public
	4. A high degree of reading literacy is required to read reports, manuals, or other documents with a high degree of comprehension	2,3	Reading reports and procedures of incident response and investigation, reviewing OH&S standards and information.
Written Literacy			
The demand rating for <i>written literacy</i> reflects the requirement to create English text. It is independent of the physical ability to produce text in a specific format, e.g., handwriting, typing, computer keyboarding.			
Ranking	1. No composing of English text is required in the course of duties		
	2. Required to compose text in which accurate grammatical construction and spelling are not essential, e.g., messages, forms, lists		
	3. Required to create memos or letters with accurate spelling, grammatical construction, and clarity		
	4. Required to create reports, complex documents or any communications that require a high degree of grammatical form and/or careful wording.	1-4	Writing reports for incident investigation and audits, creating schedules and program/lesson materials, creating safety procedures and signage for the facility, answering emails for programs. Hand and electronic writing required.

PSYCHOSOCIAL DEMANDS		TASK #	COMMENTS
Numerical Skills			
The demand for <i>numerical skills</i> refers to the requirement to process and analyze numerical information even if the calculation is performed electronically. Higher ratings reflect the need for abstract mathematical thinking.			
Ranking	1. No number manipulation required other than counting		
	2. Required to carry out basic arithmetic operations such as addition and subtraction	1-4	Completing water testing (using correct amounts of reagents), statistics (head counts for lessons and programs), scheduling for staff members (hours worked).
	3. Required to use more complex arithmetic operations such as division, multiplication, percentages, ratios		
	4. Required to use abstract mathematical formulae or carry out complex mathematical operations, e.g., accounting		

Verbal Communication			
The extent to which a job requires the ability to clearly comprehend and express ideas and information in spoken English. Higher ratings reflect the complexity of the content or the extent to which good communication skills are required.			
Ranking	1. Little or no requirement for communication skills: receives and relays concrete information only		
	2. Basic communication skills are required to comprehend and communicate information at a basic level within well-defined parameters e.g., communicate status of job or job task with supervisor		
	3. Moderate communication skills are required to comprehend and communicate information fluently e.g., to work crews		
	4. Highly developed communication skills are required to comprehend and communicate complex information and ideas or communicate effectively in complex situations e.g., explaining the design of a complex system, exchanging information with physicians regarding public health issues, policy discussions, conflict resolution	1-4	Communicating safety information, health standards, completing documentation and reporting, providing training and onboarding information.

PSYCHOSOCIAL DEMANDS		TASK #	COMMENTS
Memory			
The extent to which a job requires the ability to retrieve and recall information on demand that has been previously learned. Level of difficulty is dependent upon the complexity and amount of information, the context in which it must be recalled and how frequently the information is used.			
Ranking	1. Little or no need to remember information and apply to work tasks e.g., clear processes/instructions are available for carrying out job tasks.		
	2. Basic memory ability is required to recall a moderate amount of information that is applied to work tasks on a regular basis without rigid time constraints.		
	3. Moderate memory ability is required either because the amount of information to be recalled is moderate, the information is harder to remember because it is recalled infrequently, or because there are time constraints within which to recall the information.	1-4	Recalling procedures and protocol for incident response and audits. Recalling information and directions for lessons and programs, who is scheduled during the day/week.
	4. High memory ability is required to recall <u>many different pieces of</u> detailed information and/or sequences which may have to be recalled in demanding situations		

Computer Literacy			
The extent to which a job requires the ability to use computer technology.			
Ranking	1. Not required to use computers in the course of duties		
	2. Required to use computers for basic data input		
	3. Required to use one or more computer programs at a competent level e.g., most office workers using Word, GroupWise	1-4	Using programming, scheduling, and safety software's. Using basic Microsoft programs (word, outlook, excel, etc.). Use of computer for reporting, training, onboarding, document creation/review, etc.
	4. Extensive computer knowledge and problem-solving ability required e.g., IT support, computer programmers, key users		

WORK ENVIRONMENT	TASK #	COMMENTS
Work indoors	1-4	Working inside the recreation facility.
Work outdoors		
Temperature extremes		
Poor lighting		
Extreme wet or humidity	1-4	Humidity of pool environment. Wet environment when required to be in the pool.
Poor ventilation		
Noise hazards	1-4	Whistles, alarms, general public noise. Have access to hearing protection if needed but not required
Skin irritants	1-4	May be exposed to some minor cleaning and pool chemistry chemicals/reagents.

Working around operating equipment		
Respiratory hazards (e.g., dust, fumes, aerosols, vapours, oxygen deficiency)	1-4	May be exposed to some minor cleaning and pool chemistry chemicals/reagents. Exposure could increase if stored or mixed improperly.

JOB CONDITIONS	TASK #	COMMENTS
Driving vehicle		
Working alone		
Whole body Vibration/jarring		
Electrical hazards		
Operating heavy equipment		
Confined space		
Shift work		
Overtime	1-4	May be required to work later if responding to an incident.
Deadlines	1-4	Deadlines for making schedules, submitting audit and incident reports, creating program/lesson information.

FUNCTIONAL DEMAND		EXPOSURE	TASK #	COMMENTS
Mobility	Walking	Freq	1-4	Walking at a self-directed pace when observing the pool areas, providing instruction, completing audits and incident investigation, etc.
	Climbing	Occ	1-4	Using stairs within building (1-2 flights) and pools (3-4 steps). Using pool ladders to enter or exit deeper areas.
	Crawling	Rare	3	Crawling when completing slide checks for hard to access areas.
Whole Body Postures	Standing	Freq	1-4	Static and dynamic standing when observing the pool areas, providing instruction, completing audits and incident investigation, etc.
	Sitting	Occ	1-4	Sitting when completing onboarding, reporting, meeting with other staff members, reviewing documents for programs, etc.
	Whole Body Vibration			
Back postures	Back Bending	Occ	1-4	Bending forward when checking low level equipment, using ladders to enter pools, demonstrating movements in lessons, grabbing low level materials, etc. Bending back when checking higher equipment (slide) or reaching higher materials.
	Back Twisting	Occ	1-4	Twisting when monitoring pool areas, demonstrating movements during lessons, checking equipment, etc.

	Non-neutral Neck Positioning	Occ	1-4	Looking down when filling out paperwork, looking into pool from above, checking low level equipment, etc. Looking up when checking higher equipment and retrieving materials from higher shelves. Dynamic neck movements and twisting when monitoring pool area.
Lower Extremity Postures/ Movements	Squatting/Crouching	Occ	1-4	Crouching on pool edge when providing training and instruction, crouching to check low level equipment or complete incident investigations and audits.
	Kneeling	Rare	1-4	Alternative posture to crouching.
	Balancing	Rare	1-4	Walking on slippery surfaces and in water. Using ladders to enter and exit pools.
Upper extremity Posture/ Movements	Reach above Shoulder	Occ	1-4	Reaching for objects on higher shelves, reaching for ladder rungs when getting out of pool.
	Below Shoulder Reaching	Occ	1-4	Reaching for keyboard/mouse, equipment/material used in programs and lessons, signage and first aid materials, etc.
	Repeated Hand/Arm Movements	Occ	1-4	Dynamic hand and arm movements when typing/ mousing, using writing utensils, demonstrating movements in lessons, providing first aid, etc.
	Finger Dexterity	Occ	1-4	Using writing utensils, keyboard/mouse, providing first aid, setting up equipment for programs/lessons.
	Gripping	Freq	1-4	Power grip: Light grip on mouse, equipment used for programs/lessons, pool chemistry and cleaning supplies. Pinch grip: using writing utensils, smaller pool chemistry and cleaning supplies.
	Hand Vibration			

***Manual handling information has to be collected in person, which has not occurred at the time of this report, thus it could not be filled in.**

MANUAL HANDLING		WEIGHT (lbs) and EXPOSURE				TASK #	COMMENTS
		0- 11	12-22	23 -44	> 44		
Lifting (from)	Ground						
	Knee						
	Waist						
	Shoulder						
	Above shoulder						
Other	Carry						
	Push						
	Pull						

***Exposure Key: Rare = Rare (<5%), Occasional = Occ (6-<33%), Frequent = Freq (34-<66%), Constant = Con (67-100%)**

General equipment used

Janitorial cleaning supplies – mops, scrubbers, squeegee, etc.

Chemicals – water testing reagents, bleach, Indo 303, Clean and Perfect, Protocol K300i, window cleaner, drain and bug eliminator.

PERSONAL PROTECTIVE EQUIPMENT	TASK #	COMMENTS
Face and eye protection	2,3	Safety glasses are available as needed but are not required.
Fall Protection	N/A	N/A
Clothing	N/A	N/A
Footwear	1-4	Non slip footwear required. Boots for certain cleaning.
Gloves	2,3	Nitrile/latex gloves are available as needed but are not required.
Head	N/A	N/A
Hearing protection	1-4	Hearing protection is available as needed but is not required.
Respiratory protection	2,3	Masks are available as needed but are not required.

MANUAL HANDLING REFERENCE GUIDE

Definitions for manual handling level	
Limited	Exerting up to 5 kg (11 lbs) of force.
Light	Exerting up to 10 kg (22 lbs) of force.
Medium	Exerting up to 20 kg (44 lbs) of force.
Heavy	Exerting over 20 kg (44 lbs) of force.
Definitions for frequency	
Rare:	<5% of workday
Occasional:	6-<33% of workday
Frequent:	34-<66% of workday
Constant:	67-<100% of workday

Date of Analysis	December 15, 2025	Completed By:	Erin Kiefer, BSc., AE
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Revision Date			
Comments			