

# Position Classification Standard for Recreation Specialist Series, GS-0188

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## SERIES DEFINITION

This series includes positions where the paramount requirement is for a general knowledge of the goals, principles, methods, and techniques of the broad field of recreation in evaluating recreation needs and in planning, organizing, advising on, and administering recreation activities and programs which promote the physical, creative, and social development of participants.

This standard supersedes the standard for the Recreation Specialist Series, GS-0188, which was issued in March 1970 and August 1971. It will be used to classify nonsupervisory positions in the series, including those positions which: (1) have a few full-time employees engaged in only one-grade interval work, but which function primarily as nonsupervisory planners and performers of the two-grade interval recreation specialist work such as is covered in this series; or (2) oversee the work of up to 2 full-time employees engaged in two-grade interval work while performing two-grade interval recreation specialist work as overall recreation specialty area managers. Those positions which fully meet the definition of a supervisor as contained in the General Schedule Supervisory Guide will be classified on the basis of that guide.

## CROSS SERIES COMPARISONS

Positions in the [Sport Specialist Series, GS-0030](#), [Music Specialist Series, GS-1051](#), [Theater Specialist Series, GS-1054](#), and [Art Specialist Series, GS-1056](#), have been classified previously by cross-series comparison to the narrative classification standard for the Recreation Specialist Series, GS-0188, in the absence of more appropriate classification standards. Such positions may now be classified according to the grade criteria in this standard until classification standards for any one or all of these four series have been developed and issued. In the event cross-series comparison leads to use of the [Primary Standard](#) to evaluate a position factor that fails to meet the lowest, or exceeds the highest, level of an FES factor described in this standard, instructions for using the Primary Standard and for recording evaluations judgments in [The Classifier's Handbook](#) should be followed.

## EXCLUSIONS

Within a typical recreation program in the Federal service, several series of positions from various occupational groups may be involved. These may include not only several types of positions responsible for planning and implementing specialized aspects of overall recreation programs, including GS-0188 Recreation Specialists, but important support positions. As an indication of the variety of these occupations, approximately sixteen series in nine occupational groups provide positions for recreation programs in the Federal Government.

Several of these types of positions are so closely related to, and so frequently confused with, the Recreation Specialist Series that the basis for their exclusion from this series must be clearly defined. Specifically, the following types of positions are excluded from this series:

1. Positions that involve work as specialists exclusively responsible for sports activities, for example, of a military base, not including minor sports activities of the recreation center and the athletic activities of the dependent youth activities center. Such positions have paramount knowledge requirements which apply to positions in the [Sports Specialist Series, GS-0030](#). In some circumstances, such requirements also apply to positions responsible for urban sports programs or for the sports activities of a school.

Directors of such sports programs must know the physical and psychological factors in individual and team sports, and the nature, purpose, and organization of individual and team sports activities. In military settings, such knowledge plays a direct and very important role in troop welfare and morale; is continually used in the training of necessary coaches and officials; is the key to the success of activities directed toward developing and teaching athletes in the skills, techniques, and rules of individual and team sports; is frequently applied to the planning, organization, and conduct of intramural, State, national, and international competitions and tournaments; and bears heavily upon the success of team relationships and of public relations with officials, the press, competitors, and the general public. In essence, these Sport Specialists are responsible for developing individual athletes and teams of athletes with expert level skills who can compete in highly competitive sports activities. They are, so to speak, community coaches and sport experts, and their positions reflect education and experience requirements accordingly.

It is acknowledged that many youth activities programs are highly oriented toward individual and team sports. Also, certain competitive sports may fall within outdoor recreation programs (e.g., water skiing and rifle teams). However, specialists in charge of these two recreation areas of specialization are not exclusively concerned with sports. Rather, they must possess and apply a basic knowledge of the goals, principles, methods, and techniques of the broader field of recreation, including not only sports, but a great variety of other leisure time activities. This requirement is typical of positions in the Recreation Specialist Series, GS-0188.

2. Positions that primarily involve work as specialists responsible for programs which involve planning and carrying out music workshops; producing, directing, or conducting musical productions and concerts; composing and/or arranging music; interpreting and providing musical background for dance forms; and serving as instructor or specialist regarding the skills and techniques of the conductor, composer, and arranger. Such positions are properly within the [Music Specialist Series, GS-1051](#), when they have paramount knowledge requirements characteristic of that series. (Music specialist positions often exist within the framework of broad recreation programs and may function under the administrative guidance of a recreation specialist.)

It is recognized that some recreation specialists, particularly those in broader based and diversified recreation centers, may arrange for concerts or other musical performances, for musical recording facilities and sessions, and for musical instruments to be used by participants in informal practice and jam sessions. On the whole, however, a knowledge of

music sufficient to be able to instruct or direct individuals or groups in a variety of competent vocal and/or instrumental activities is not required.

Although in some cases, a person may happen to bring highly specialized and expert musical knowledges and skills to a job such as that involving management of a recreation center program, this background is incidental to the primary requirement of a knowledge of the principles and techniques of recreation. In such situations, therefore, the position should be allocated to the appropriate program specialization in the Recreation Specialist Series, GS-0188, and the candidate selected on the basis of GS-0188 qualification requirements.

3. Positions that primarily involve work as specialists responsible for programs which involve planning, producing, staging, rehearsing, and/or performing in theatrical performances and for serving as a specialist in the direction, technical production, interpretation of performance techniques, and coordination of stagecraft aspects of dance, music, and/or theater productions; or which have concerns in the area of theater arts administration, management, and promotions. Such positions are properly within the [Theater Specialist Series, GS-1054](#), as they have paramount knowledge requirements characteristic of that series. (Theater specialist positions often exist within the framework of broad recreation programs and may function under the administrative guidance of a recreation specialist.)

It is recognized that some recreation specialists, particularly those in broader based and diversified recreation centers, may provide facilities for plays and other theatrical performances, and may authorize and schedule skits or other small, amateur theatrical events. On the whole, however, this is a recreation service which does not require a knowledge of the theater arts sufficient to be able to instruct or direct individuals or groups in expert level and full-scale performances.

Although in some cases a person may happen to bring theater specialist knowledges and skills to a job such as that involving management of a recreation center program, this background is incidental to the primary requirement of a knowledge of the principles and techniques of recreation. In such situations, therefore, the employee's position should be allocated to the appropriate program specialization in the Recreation Specialist Series, GS-0188, and the candidate selected on the basis of GS-0188 qualification requirements.

(It is a practice that most agency managers prefer to place any area of the performing arts which deals extensively with copyrighted materials under the technical direction of a GS-1000 Group Specialist. This relates to the risk of litigation and other complicated legal problems stemming from the recently revised copyright law, which problems can be greatly aggravated if, for example, such matters as copyright clearances are placed in the hands of a recreation "generalist.")

4. Positions that primarily involve work as specialists responsible for planning and carrying out arts and crafts programs which relate to, and whose paramount requirement is, a knowledge of the theories and techniques of the several original and creative forms of art (e.g., painting, drawing, and sculpturing). Such positions are properly within the [Art Specialist Series, GS-1056](#), as they have paramount knowledge requirements characteristic of that series.

Many activities of a typical arts and crafts program may also include several industrial arts and handcrafts (e.g., automotive mechanics, macrame, simple pottery made from molds, and weaving). These relate more closely to the hobby arts and basic handcrafts side of the broad field of arts and crafts, aiming toward the manual production of more or less standard results through the skillful use of the hands. Such activities do not require Art Specialist knowledges, skills, and abilities.

When arts and crafts programs combine both highly original and creative arts and industrial arts and handcrafts, the less original and creative activities (e.g., industrial arts such as auto mechanics and woodworking) are usually the responsibility of volunteer part-time, or contract instructors, and do not require the expert knowledges, skills, and abilities of an art specialist. It therefore follows that the arts and crafts program manager is personally and directly responsible for those activities which do require fine arts originality and creativity and the application of the theories and techniques of these art forms, while also responsible for broadly overseeing the standard industrial arts and handcrafts activities of the overall program. The fine arts knowledges, skills, and abilities are therefore paramount, in which case the program manager position will be classified as Art Specialist, GS-1056. (Art specialist positions often exist within the framework of broad recreation programs, and may function under the administrative guidance of a recreation specialist.)

It is recognized that some recreation specialists, GS-0188, particularly those in broader based and diversified recreation or community centers, may schedule and oversee some basic hobby and handcraft activities. On the whole, however, a knowledge of art sufficient to be able to instruct or direct others in expert level, original, and creative painting and drawing, for example, is not required.

Also, although in some cases a person may happen to bring art specialist knowledges and skills to a job such as that involving management of a recreation or community center, this background is incidental to the primary requirement of a knowledge of the principles and techniques of recreation. In such situations, therefore, the employee's position should be allocated to the appropriate program specialization in the Recreation Specialist Series, GS-0188, and the candidate selected on the basis of GS-0188 Series qualifications.

5. Mixed positions that involve Music Specialist, GS-1051, and Theater Specialist, GS-1054, duties and responsibilities in a recreation program setting, with no one of the two knowledge requirements being paramount. Such positions should be allocated to the [General Arts and Information Series, GS-1001](#).
6. Positions that primarily involve work as recreation therapists or creative arts therapists on medically oriented rehabilitation teams in such Federal institutions as Veterans Administration hospitals. This work requires the application of professional knowledge of the concepts, principles, and practices of recreational therapy, or of art, dance, music, or psychodrama therapy, and the use of appropriate modalities to promote the physical and/or mental rehabilitation of patients. These positions are properly within the [Recreation/Creative Arts Therapist Series, GS-0638](#).

It is possible that some nontherapeutic recreation positions exist in medical settings in the Federal service. Also, there is a kinship or common ground between recreation therapist and recreation specialist positions. However, this does not extend for nontherapeutic recreation specialist positions to the requirement of primary importance in recreation therapist positions, i.e., the ability to serve as a coequal on the therapy team dedicated to the medical rehabilitation of the patient. The nontherapeutic recreation specialist generally provides leisure time recreation activities which are primarily diversional in nature and which are not structured within a medical therapy-team framework. Therefore, the mere fact that recreation services are provided in a hospital or other medical environment does not automatically place all such recreation positions in the recreation therapist series. Where such services are not therapy oriented and are more or less diversional in nature, positions will remain in the Recreation Specialist Series.

7. Positions that primarily involve work as business and operational managers of recreational facilities such as bowling alleys, golf courses, swimming pools, and clubs, including positions engaged full time in contracting for revenue-producing commercial entertainment and handling all business management aspects of such services. Facilities managers and entertainment managers such as these typically must possess a thorough knowledge of the business practices and methods appropriate to the enterprise managed, as opposed to specialized knowledge of the techniques and principles of recreation. Such positions are properly within the [General Business and Industry Series, GS-1101](#).
8. Positions that primarily involve work which provides *support and assistance* to recreation specialists in carrying out recreation activities and services, when such work requires a *practical knowledge* of one or more recreational activities such as recreation center or community center activities, youth activities, or senior citizens activities, and *skill* in the maintenance and use of related recreation materials and equipment. Such positions are properly within the [Recreation Aid and Assistant Series, GS-0189](#).

It should be noted that in the trainee level of the Recreation Specialist Series, GS-0188, employees complete assignments which are frequently similar to those which can be performed satisfactorily by recreation assistants, GS-0189. The difference between the two lies in the basic requirements for each: The Recreation Assistant, GS-0189, is required to have only practical knowledge of one or more recreation activities in independently completing assigned work. On the other hand, trainee Recreation Specialists, GS-0188, are required to bring to their work a basic knowledge of the principles and techniques of recreation and to apply such knowledge to assignments designed to equip such employees with increasingly broader and more refined knowledges, skills, and abilities in the field of recreation.

9. Positions that primarily involve work as an instructor in an industrial art, a trade, craft, or any other activity offered within a recreation program. Such positions may be subject to the Classification Act or excluded from coverage depending upon the particular requirements of the individual recreation program. In making General Schedule/Federal Wage System determinations users should apply the criteria in the [Introduction to the Position](#)

[Classification Standards](#), Section IV, Determining Coverage by the General Schedule and the Federal Wage System.

For positions determined to be classified under the General Schedule, users should refer to applicable criteria in classification standards for the [Education Group, GS-1700](#). (See especially the standard for the [Training Instruction Series, GS-1712](#).) For jobs which are excluded from coverage of the Classification Act, users should refer to the applicable criteria in the job grading standards for the Federal Wage System. (See especially the criteria for training leader in the job grading standard for [Leader, WL](#).)

10. Positions that are primarily concerned with planning, advising on, and coordinating the use of land, water, and related resources to provide opportunities for the creative use of leisure time outdoors, with due regard to protecting and enhancing the quality of the outdoor environment for the enjoyment of people are classified to the [Outdoor Recreation Planning Series, GS-0023](#).
11. Positions that function as overall managers of broad recreation programs with two-grade interval work in multidisciplinary constituencies (e.g., librarians, GS-1410, recreation specialists, GS-0188, art specialists, GS-1056, theater specialists, GS-1054, music specialists, GS-1051, sports specialists, GS-0030, and golf club and bowling alley managers, GS-1101), with paramount requirements for managerial/administrative knowledges, skills, and abilities which are not appropriately classifiable to any one of such series or to any other series, and which requirements are clearly defined under selective placement factors or qualification requirements. In such cases, positions will be allocated in the [Miscellaneous Administration and Program Series, GS-0301](#). Candidates for positions in this category may come from any or all of the specialty areas in the overall recreation program, not necessarily from the GS-0188 Series.

## OCCUPATIONAL INFORMATION

Recreation specialists apply a knowledge of the values and uses of recreation and of the interests and attitudes of the population served in planning and carrying out recreation programs. They evaluate recreation needs and stimulate and maintain participant interest in appropriate recreational activities.

Recreation specialists are employed in a variety of recreation programs. They provide recreation for:

- members of the armed services and their dependents;
- residents of Department of Justice correctional institutions;
- residents of the District of Columbia;

- students in boarding schools and other educational facilities administered by the Bureau of Indian Affairs, Department of the Interior;
- (in nontherapeutic, strictly diversional settings), patients and staff of hospitals and homes, or of other Federal medical facilities.

Recreation programs consist of:

- a variety of specialized activities in a particular area of interest, such as, sports, music, or theater, which are geared toward the special interests and needs, and the levels of physical, creative, and social development of participants;
- diverse activities in a general recreation program carried out under the auspices of a civilian community center or a military recreation center; or
- diverse activities for a particular group, such as, young people, senior citizens, prisoners, or the physically and/or mentally disabled.

Many of the more specialized recreation activities, such as, music, theater, art, sports, recreation or creative arts therapy, and library services require highly specialized knowledges, skills, and abilities which fall into other classification series. Thus, not all recreation activities and services are the inherent responsibility of recreation specialists in this series.

Also, as the work assignments of individual recreation specialist positions may differ from one to the other, they may require different knowledges, skills, and abilities, depending on the kind of recreation program or activities involved. However, regardless of their subject-matter specialization, all recreation specialists must possess:

- a basic knowledge of the goals, principles, methods, and techniques of recreation;
- a good understanding of the interests and motivations of individuals and groups;
- the program planning and leadership skills needed to devise and carry out recreation programs that will stimulate and sustain the interest of participants and so challenge their participation that they may benefit from the physical, psychological, and social values to be derived from recreational activities.

### *Developments and Trends in the Recreation Specialist Occupation*

Since this standard was last revised, the field of recreation in the Federal service has changed considerably, particularly in military settings. By way of illustrating these changes and the extent to which they have made program planning and management more complex, the following comparisons are made between past and present concepts, objectives, problems, and needs of military recreation centers.

**PAST**

Troops were a "captive audience." With less money, fewer privileges, less mobility, and less sophistication, they relied upon the recreation center for a variety of run-of-the-mill activities. They "took" whatever was offered in recreation center activities.

Budgets were generous and did not demand the justification of recreation center programs for financial support. Recreation center directors did not need to approach the financial side of activities and services with great skill and practicality, being charged simply to "give the troops what they need" in recreation. The old concept was: **PROVIDE AN ATTRACTIVE PROGRAM AT ANY COST.**

Program offerings were heavily oriented toward "fun and games," and served only the lower ranking, single males.

**PRESENT**

With the volunteer army which is higher paid, has more privileges and mobility, and is more sophisticated in recreation interests, recreation center programs must be more attractive and meaningful. Offerings must meet individual interests and needs and provide constant variety.

Budgets are increasingly geared toward cost effectiveness, and the financial need for individual activities must be supported. Program creativity now must be balanced with the practical skill of business and facilities management. The program must generate income locally from quasi-recreational services (e.g., receptions, exhibitions, and meetings) and from commercial services (e.g., vending machines and electronic games) to be used for inadequately budgeted, but important recreation activities. The new concept is: **PROVIDE AN ATTRACTIVE PROGRAM THAT IS COST EFFECTIVE AND, INsofar AS POSSIBLE, FINANCIALLY SELF-SUFFICIENT.**

The horizons of the average young military personnel are wider, and the social aspects of military programs are more definitive. Program offerings must cover the broad spectrum of cultural, educational, social, and creative activities, including those which promote racial awareness and ethnic understanding, and those which aid mental health and drug and alcohol abuse programs. They must now take the family approach, serving as community centers for military personnel of all ranks (including officers and an increasing number of military females,) spouses, and retired personnel, and their wives, and dependent children over 19.

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(continued)

**PAST**

Staffs and physical and financial resources with which to accomplish programs were readily available and quickly replenished.

Program decisions regarding such matters as discipline were relatively simple (e.g., the center had military police on hand for big events and the rules set down by the base commander were clear-cut and irreversible).

Recreation centers operated as "islands unto themselves," with only limited contacts with, and little use of, the resources of the adjacent civilian community.

**PRESENT**

Cost considerations continue to impact adversely upon full-time human and physical resources, so there is a growing need to better utilize the increasingly limited resources provided and to augment such resources through such means as volunteer services and funds generated in-house.

The more relaxed behavior code and the current concept of providing individualized, rather than group activities for the troops, demand greater diplomacy and a more psychology-oriented approach to behavior and disciplinary matters within the center.

Bicomunity relations are now very important in promoting mutual cooperation in recreation center activities and in creating a friendly civilian community into which to extend recreation center activities. The civilian community is also an important source of volunteer services.

## **VOLUNTEER MANAGEMENT ASPECTS OF RECREATION**

Many recreation programs are heavily dependent upon volunteers for successful accomplishment of a considerable number of recreation activities and services. The variety and volume of activities and services available to the participant community are also influenced substantially in many cases by the availability of volunteer support.

A volunteer is any person who, acting as a private citizen, offers his/her services gratuitously under circumstances not involving an employee-employer relationship; and whose services will not be used to displace any employee and will not include the assignment of duties subject to the Classification Act of 1949, as amended. Therefore, although volunteers cannot be considered subordinate personnel, as such, to whom the classic supervisory services such as performance ratings are given by recreation program managers, the attraction, selection, training, and management of this type of work place special responsibility upon such program managers and impact heavily upon the factor of complexity in their jobs. Public relations aspects of overall programs become considerably more complex for, in order to attract and hold volunteers, the recreation specialist must be exceptionally adept and diplomatic in all dealings with such persons. Furthermore, great care must be taken that volunteers are properly oriented as to

program policies and procedures; are promptly assigned to well organized, appropriate, and meaningful activities; are frequently and openly appreciated for services rendered, and are supported by the recreation program specialist as full-fledged members of staff in their work with participants. Another complicating factor is the turnover rate in volunteer staff, with the ever-present need for alternative plans and contingency arrangements for back up support. Important recreation activities cannot be canceled simply because a volunteer does not show, so alternative planning is a crucial task. On the whole, the turnover rate among volunteers requires a continuing recruitment, training, and management effort which complicates the scheduling of recreation activities and creates responsibility for minimizing the adverse effects such turnover has upon participant interest and achievement.

For these reasons, credit should be given where the responsibility for management of volunteers in recreation is present to a significant extent. In doing so, the size of the volunteer staff is a key factor for, in any recreation specialty area where the range of activities is more or less the same, the larger the volunteer staff required to handle the greater volume of this range of activities, the more difficult and responsible the managerial task. Given the assumption that when all other things are equal, it is more difficult to manage a large body of volunteers than a small one, such "greater difficulty" should be measured and credited.

To illustrate the dimensions of this special element in the recreation specialist occupation, below is an example of those types of volunteers used in a military dependent youth activities program, followed by a definition of the training and management processes involved (*Note: Many of these types of volunteers, and other types, are also used in outdoor activities, community activities, and other recreation program speciality areas.*):

<b>Types of Youth Activities</b>	<b>Type of Volunteers Used</b>
<p><i>Sports (Group, Individual, Competitive, &amp; Noncompetitive)</i></p> <p>Baseball Basketball Golf Tennis Judo Karate</p>	<p>Coaches Officials Drivers Food Sellers Equipment Maintenance Personnel Fund Raisers</p>
<p><i>National Youth Groups</i></p> <p>4-H Boy Scouts Girl Scouts Camp Fire Girls Other</p>	<p>Leaders Instructors Administrators Graphic Artists Drivers Monitors</p>
<p><i>Outdoor Activities</i></p> <p>Camping Hiking Biking Swimming Hayrides Other</p>	<p>Instructors Lifeguards Guides Monitors</p>
<p><i>Cultural/Educational</i></p> <p>Tours Field Trips Recreational Reading Book Reviews Story Hours Music/Theater/Dance Other</p>	<p>Tour Leaders Guides Discussion Leaders Instructors Storytellers Drivers Monitors Technicians Judges</p>
<p><i>Social Activities</i></p> <p>Teen/Preteen Clubs Dances Parties Picnics Other</p>	<p>Chaperones Attendants Equipment Checkout Clerks Equipment Maintenance Personnel</p>

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<b>Types of Youth Activities</b>	<b>Type of Volunteers Used</b>
<p><i>Special Interests</i></p> <p>Sewing                      Photography                      Bicycle Repairs                      Stamp Collecting                      Other</p>	<p>Instructors                      Group Advisors</p>
<p><i>Handcrafts</i></p> <p>Ceramics                      Macrame                      Leatherwork                      Papier-mache                      Origami                      Other</p>	<p>Instructors                      Judges</p>
<p><i>Community Services</i></p> <p>Fairs &amp; Festivals                      Achievement Contests                      Special Events                      Other</p>	<p>Fund raisers                      Administrators                      Committee Members                      Chairs                      Judges                      Monitors/Moderators                      Food Services Personnel</p>
<p><i>Youth Services</i></p> <p>Guidance Counseling                      Drug &amp; Alcohol Counseling                      Job Placement</p>	<p>Counselors                      Social Workers                      Clerical Assistants</p>
<p><i>Public Relations</i></p> <p>Radio &amp; TV Spots                      Newspaper articles                      Announcements                      Flyers</p>	<p>PR Specialists                      Graphic Artists                      Clerical Assistants</p>

*Training and Management Processes.* Recreation Specialists in charge of program specialty areas obtain and utilize volunteers by the following means:

- \*Recruitment -- the process of locating and attracting volunteers.
- \*Placement -- the process of matching volunteer resources with substantive or technical tasks to be performed.
- \*Orientation -- the process of informing volunteers of broad program direction, procedures and goals and of rules and procedures relating to specific activities.
- \*\*On-the-Job-Training --the continuing process of training and guiding volunteers in the substantive and operational aspects of those program activities to which assigned.
- \*\*Transition Training -- the process of expanding the horizons of outstanding volunteers so that they may move into different areas of service as needed.

\*Given to all volunteers    \*\*Given to selected volunteers

*Volunteer Validation Criteria.* Any attempt to provide a fair system for recognition of the responsibility for recruitment, training, and management of volunteers must include criteria for determining which types are genuine volunteers and which are not. Otherwise, a simple count of heads could result in greatly inflated statistics and an exaggerated evaluation of the volunteer management responsibility of a single recreation specialist position. To avoid this possibility, only so-called "validated volunteers" can be counted in determining the size of volunteer staffs. The definition of a validated volunteer is:

1. The volunteer is an uncompensated member of the recreation staff, although he/she may be reimbursed for expenses connected with the activities for which services are rendered. (His/her services will not be used to replace any employee.)
2. The volunteer has a regular assignment which recurs periodically. (This eliminates one-time performers.)
3. If the volunteer is not available, the activity in which such volunteer would serve, would have to be canceled, or it would be necessary to pay someone to assist.
4. The volunteer-applicant is subjected to all of the selective recruitment, placement, and orientation procedures required to select and prepare a volunteer to serve in a substantive area. (This eliminates fund raisers, emergency substitutes who function more or less as "babysitters," drivers, and the like.)

In military settings, special duty military personnel may be counted as volunteer staff if they meet number 3 of the criteria, above. (This eliminates cleanup crews, manual labor details, and the like.)

To further insure against inflated sizes of volunteer staffs, a validated volunteer serving in more than three distinct types of activities (e.g., crafts, athletics, and music; not, e.g., embroidery,

knitting, and sewing) in a recreation specialty area can be counted only three times. This decision is based on the fact that (a) a single volunteer seldom brings more than three sets of skills to a specialty area; and that (b) once a volunteer has been oriented to the broad and basic processes and procedures of the specialty area and is well known to the recreation specialist, management responsibility for such a volunteer tends to drop sharply.

*The Factor Level Impact of Volunteer Management.* To take into account the volunteer management responsibilities of a recreation specialist position, the factors of Complexity and Personal Contacts are given appropriate level ratings where such management responsibility warrants.

There are instances where circumstances so limit the number and reliability of available volunteers, regardless of the need, that exceptional program planning skills and abilities are required to assure adequate and meaningful recreation activities and services despite the lack. This problem is typical at small, isolated military installations, in many overseas military communities, and in Federal prison and correctional institutions. In such cases, the degree of difficulty in recruiting and keeping volunteers, or their limited availability as a program resource, should be indicated as an environmental element impacting the complexity of program management responsibility.

## **PROGRAM MANAGEMENT GUIDE**

*The Importance of Program Management Responsibilities in the use of this Standard.*

The attraction, training, and management of volunteer workers is only one of several circumstances which can contribute significantly to the responsibility of a recreation specialist for the management of a recreation program. In combination, these elements are the key to the identification of the appropriate levels of Factor 4 (Complexity) and Factor 5 (Scope and Effect) in the classification of many positions in this series. It is most important, therefore, that the dimensions of program management responsibilities in the field of recreation and the several elements affecting such responsibilities in many nonsupervisory recreation specialist positions be fully defined and understood.

This section addresses the managerial responsibilities which exist in many (but not necessarily all) of the nonsupervisory positions covered in this standard. These managerial responsibilities include major decisions affecting the basic content and character of the recreation program, basic program planning and evaluation activities, decisions on organizational and program services improvements, decisions which have an impact on relationships with other groups, and decisions substantially affecting the economy of operations.

Many elements in recreation program management (whether or not the manager functions as a supervisor) are the direct results of the changing needs and interests of present-day urban and military communities and of the increasingly limited financial support given to many of the recreation programs which seek to meet such needs and interests. This ever-widening span of

recreation participant requirements in the face of decreasing direct financial support has, in most cases, placed additional burdens upon recreation program managers. The only means of providing satisfactory recreation activities and services under such circumstances is through the skillful management and manipulation of available financial, physical and human resources, and the innovative planning for alternative solutions. Program support must be constantly augmented and improvised, placing a special emphasis upon program and financial management skills far beyond that which would be emphasized in well-supported recreation programs. This requirement increases in importance as leisure activities become more important to the welfare and morale of community members. A case in point is the recreation program in the military setting.

In the largely volunteer and highly technological military establishment of today, the cost of training one soldier, sailor, or airman is enormous. If recruitment and enlistment levels are low, the long and costly process of recruitment and training becomes more so. Attractive and satisfying broad-based recreation programs, as a major element of the morale and welfare of troops, are therefore critically important in this process. Yet, such programs must meet this increasing challenge in the face of the harsh realities of rising costs and decreasing direct financial support.

This additional dimension to military recreation programs requires expert abilities in managing the money and the facilities provided and in manipulating and augmenting such resources in various ways. Such skill must be combined with a keen understanding of the psychology of motivation in planning and managing programs which attract and satisfy not only participants, but the large number of qualified and competent volunteers which is often necessary to provide recreation activities and services for which funds are not allotted and cannot otherwise be generated. By way of example, some large dependent youth activities programs use volunteers which would cost \$100,000 or more annually at minimum wage rates, a cost which would be much higher if one considers that many volunteers are trained professionals who would normally be paid well above minimum wages.

For the military recreation center specialist, the fact of less assured program resources is further complicated by the dramatic change in the community served. In years past, although individuals in the ranks came from all strata of society, military life was an equalizing and homogenizing influence, particularly as such life was more self-contained and isolated from civilian life. Also, such other factors as similarity in military status, the more limited range of ages and specialized military roles, the tendency of those in the lower ranks to be unmarried, lower pay, stronger military regulations affecting behavior and discipline, and the existence of few private automobiles combined to make up a community which required only the more common types of activities and services from the recreation center. With less mobility, the troops tended to participate without the need for special incentives. This combined with the need to serve only the lower ranking, single males of the military community, resulting in basic programs of a limited scope and variety.

This is no longer a true picture of the military community to be served. There is greater integration with and easier access to the civilian world, made possible by the private automobile and the more relaxed approach toward requirements for military service. Also, the volunteer

military establishment creates a broader age span, there is a large number of married personnel among the lower ranks, and female members of the military are increasing. Higher pay, the greater range of military job specializations, and the increasing awareness of and interest in leisure activities are additional factors impacting upon the need for substantially more varied recreation programs and for more specialized and individualized services such as leisure counseling. This need is further intensified and complicated by the changing role of recreation in the military setting. Specifically, programs must now serve all ranks (including officers), their wives, retirees and their wives, dependent children, and authorized civilians in an era in which emphasis is upon making each tax dollar benefit the widest possible segment of our society.

Briefly, the military community to be served by recreation centers today is broader, more diverse, and more sophisticated and selective in its interests and needs. If these are not satisfied by base facilities, many of the family units behind the military personnel become dissatisfied, and troops, married and unmarried, can and often do seek satisfaction in civilian communities which, due to the automobile, need not be directly adjacent. This costs such troops dearly, both financially and in terms of morale, with concomitant adverse affects upon military programs and enlistment levels.

A CAUTION AGAINST OVEREMPHASIZING NUMERICAL SIZE  
OF A RECREATION PROGRAM

In program management occupations, the problems of sizing the programs involved requires careful study to insure against inflexible criteria based solely or primarily on numbers of cases, numbers of inquiries, numbers of persons, and the like. THE TENDENCY TO MEASURE THE WORK OF AN OCCUPATION AND OF POSITIONS WITHIN IT ON THE BASIS OF NUMERICAL CRITERIA ALONE SHOULD BE AVOIDED. However, the numerical measurement of the work of a program or a position serves well as a logical AND IMPORTANT *first step* in determining the scope and complexity of some programs or positions, but it should be only one of several elements in the evaluation criteria, *not the sole consideration and not necessarily the most important*. Other elements such as nature and variety of activities and significantly impacting environmental circumstances should be given equal consideration in measuring complexity, scope and effect, and other job factors.

Among the armed services of the Department of Defense, the sizes of Air Force and Navy installations tend to be smaller than those of Army facilities. However, Air Force and Navy installations also tend to have a greater variety of environmental elements which generally counterbalance smaller size by impacting significantly such factors as complexity. EACH RECREATION SPECIALIST POSITION SHOULD BE CAREFULLY EVALUATED ON ITS OWN INDIVIDUAL MERITS, USING ALL CRITERIA PROVIDED IN THIS STANDARD.

In the Recreation Specialist Series, there is no single range of sizes based on number of recreation program participants which can apply to all types of programs in the various user agencies. For example, the ranges of participant populations for small, medium, moderately large, large, and very large military recreation centers and outdoor recreation programs are much larger than those for similar size programs in military youth activities centers and in Department of Justice correctional institution recreation programs. The soldier, sailor, or airman in military recreation centers tends toward a predominance of self-directed activities whereas children, youths, and incarcerated persons require recreation activities and services which are, for the most part, highly organized and which demand a great deal of direction from recreation specialists. Many activities of outdoor recreation programs are also self-directed and many are family-oriented, with adult family members taking a leading role in planning and conducting activities (e.g., camping, boating, and fishing). Safety and security considerations also tend to be heavier in youth activities and in recreation programs in Federal institutions, and there is more interaction between the recreation specialist and participants on a one-to-one or small group basis in these two types of programs than in military recreation centers or outdoor recreation programs. Therefore, youth center and Federal institution participant populations for a particular size program tend to be fewer than those for a military recreation center or an outdoor recreation program of the same size category.

In general, the number of participants in a recreation program specialty depends upon several interrelated factors which must be identified and carefully assessed in reaching a determination as to the size of the program overall. In no case will size of the user community alone determine program size.

The following are guides to the determination of recreation program size, volume and variety of activities, and impacting environmental elements. These guides are not absolute, nor do they necessarily contain all the factors which can significantly influence the size, scope, and complexity of a recreation program. Each position to be classified should be studied carefully to insure against giving too much weight to the size rankings included in this standard without proper regard to the two other elements which also impact upon the complexity and scope and effect of all but trainee recreation specialist positions. Size should be documented, fully explained, and based on an overall annual average.

#### A. *Program Constituency* (Participant Population)

For ease in the use of this section of the standard, it is important to explain at the outset the breakdown of services to the youth segment of recreation programs in both military and urban communities. The typical (but not fixed) pattern in military communities is (1) dependent children through 5 years of age are served through child care centers (which are not included as a specialty area in this standard); (2) dependent youth between 6 and 19 are served through *youth activities* and *outdoor activities* (which are specialty areas in this standard); and (3) dependent youth over 19 are served through the military *community activities* and *outdoor activities* (which are specialty areas in this standard), along with military personnel of all ranks, their dependent wives, and other eligible adults. The typical pattern in urban communities is (1) children through 5 years of age are served through child care centers (which are not included as a specialty area in this standard); and (2) youth of 6 years of age and over (the majority between 6 and 19) are served in the various all-purpose neighborhood centers, recreation centers, and community centers (under the *community activities* specialty area of this standard).

1. *Military Recreation Center Programs*, referred to in this standard within the specialty area of "Community Activities," serve communities of troops of all ranks and dependent wives. The size of the program community served is based on 100 percent of the total of troops (including officers), all dependent wives, and all dependent children over age 19. Also, where facilities, command policy, and other circumstances permit the use of recreation center programs by military retirees and their wives, and by authorized civilians, such personnel will be added to participant population figures.
2. *Military Outdoor Activities Programs* serve military personnel of all ranks, dependent wives, and eligible retired military personnel and their dependents within a 40 mile radius.

In determining the size of a military outdoor activities program, the formula is:

- a. 100 percent of total troop strength (including officers) and of dependent wives, military retirees and their dependents who have ID base privileges; authorized civilians such as base civilian employees; and special military such as command reserve personnel.
- b. Any other eligible persons, based on local policy, such as, other military retirees and dependents within a 40 mile radius, personnel of other bases some distance from but served wholly or partly by the post, and the general public. Local policy, the size and scope of the base outdoor recreation facilities, whether the adjacent civilian communities have a variety of outdoor recreation facilities, the existence of other equipped military bases in the area, and other similar circumstances govern the extent to which a wider participant community than 2.a., above, is possible and permitted.

Based on the above, these two specialty areas in recreation are sized as follows:

<b>Size</b>	<b>Participant Population</b>
Small	up to 2,000
Medium	2,500 to 7,000
Moderately Large	7,500 to 18,000
Large	18,500 to 44,000
Very Large	44,500 or more

### 3. *Youth Activities Programs:*

*Military:* Includes dependent youth, usually ages 6 to 19, officially designated as the responsibility of the post commander for recreational activities. (This number reflects actual number to be served, not number of participants multiplied by number of activities in which each participant is involved.)

Where this age span does not apply, use the age group authorized by local policy. Also, where official policy states that dependent youths of retired military personnel, of authorized civilian employees, and of other civilians will be served, such numbers will be covered in the total.

*Urban:* Includes the number of youths by name (age 6 and over) who participate in recreation programs within a calendar year.

These two types of youth activities programs are sized as follows:

Size	Participant Population
Small	up to 650
Medium	700 to 2,000
Moderately Large	2,200 to 6,000
Large	6,200 to 12,000
Very Large	12,000 or more

4. *Community Centers*: This urban recreation facility serves citizens of all age groups, although the majority of participants tend to be between 6 and 19 years of age. The smallest of these centers in size of urban area served is known as a Neighborhood Center. The next larger size, which serves an area larger than the immediate neighborhood, is known as a Major Recreation Center. The third and largest type is designated as a Community Center and serves every phase of community life in a very large urban area, with some programs offered to citizens citywide. All, however, provide recreation activities and services to the designated community" and, therefore, fall within the speciality area category referred to in this standard as "Community Activities."

Based on 1977 national statistical norms adjusted for urban recreation programs, urban community centers are sized as follows:

Size	Participant Population
Small	up to 2,600
Neighborhood Centers	
Medium	2,700 to 4,800
Moderately Large	5,000 to 14,000
Major Recreation Centers	
Large	15,000 to 27,000
Very Large	28,000 or more
Community Centers	

5. *Federal Institutions*: These are covered in this standard under the speciality area category "Institutional" and include such facilities as correctional institutions, prisons, and Indian boarding schools:

<b>Size</b>	<b>Participant Population</b>
Small	up to 300
Medium	315 to 700
Moderately Large	715 to 1,100
Large	1115 to 1500
Very Large	1515 or more

It should be noted that the size categories of Federal institutions are necessarily in smaller numerical ranges than the numerical ranges for the same size categories for recreation programs in other settings. The special characteristics of recreation programs in most institutional settings justify this difference. For example:

IN PRISONS AND CORRECTIONAL INSTITUTIONS, the complications affecting the planning and management of recreation programs in closed environments for particularly difficult types of participants can justify higher levels for such factors as Complexity and Scope and Effect than appear to be indicated in many of the illustrations given in the factor levels of this standard. In the case of a Department of Justice position so affected, the position description and any grade level evaluation should clearly indicate the circumstances which support such higher factor levels.

IN BOARDING SCHOOLS, the student population of most schools is less than 400 and all schools have less than 1,000 students each. On a direct comparison with the above size criteria for institutional settings, Department of Interior positions appear to range from small to moderately large size only. However, most of these schools also provide some recreation services to the adjacent community due to such factors as isolation from other recreation facilities. These services may be counted on an actual participant basis, increasing the size of the overall program. For example, a school with 400 students but with 350 other persons participating in community recreation activities and services provided would be ranked as moderately large rather than medium. Furthermore, this two-faceted program complicates program planning and administration. This and various other possible environmental elements in the boarding school setting can justify higher levels for such factors as Complexity and Scope and Effect than appear to be indicated in many of the illustrations given in the factor levels of this standard. In the case of a Department of Interior position so affected, the position description and any grade level evaluation should clearly indicate the circumstances which support such higher factor levels. However, care should be taken not to include audience participation in such activities as movies and live performances to the community participant population of a boarding school. Only those who take part in such recreation activities as games, crafts, and social events are to be counted.

- B. *Variety and Volume of Activities*: Program size based on participant population is, at best, a very limited guide for measuring the complexity and scope and effect of recreation specialist positions. The variety and volume of program activities provide more important and meaningful indications of the extent to which the participant community's recreation interests and needs are being met, and must be considered in any attempt to "size" a recreation program.

The impact of variety and volume of recreation activities and services upon program complexity and scope and effect can be assessed within the context of the particular specialty area program involved, as impacted by the following program categories:

1. *Basic Program*: Those typical and conventional activities normally found in each program specialty area, regardless of participant population and environmental elements. Each basic program is generally defined by management and must be provided before other activities can be added to the schedule. The framework of a basic program at operating level is usually the result of two or three management levels, including the operating program level. (For example, Headquarters, Department of the Army, issues regulations which stipulate basic categories of community and social recreation, skill development, youth, and other recreation activities to be planned and provided to Army communities worldwide. At each command level, these broad, basic requirements are further refined to reflect broadly the needs of the military communities within the command, consistent with available command resources. At the installation level, the morale support officer and the recreation specialists for the several recreation program specialty areas then plan the specific components of the local basic program, influenced by such factors as availability of resources, participant interests and needs, environmental elements, and policies of the post commander.)
  - a. *Essential minimum basic activities*: Those activities of a basic program which are necessary to provide a minimally effective program. (Any recreation program with activities fewer than the essential minimum is therefore ineffective.) As with the method for setting the framework of a basic program, the determination of the essential minimum activities within a basic program may also be the result of several levels of management decision. However, as a general rule, most of the specific basic activities are determined at the operating program level, based on program mission, nature and needs of the community to be served, and the realities of available resources. (For example, recreation specialists at the military installation level select the minimum activities for the basic program, bearing in mind agencywide program objectives of maximum military readiness, the promotion of troop morale, and mission related skill development through activities designed to satisfy basic human and social interaction needs.)
  - b. *Other basic activities*: Those activities which exceed the essential minimum within the basic category, but which still fall within the agency's definition of basic recreation activities. (For example, in a youth activities program which lists 5 social development activities as basic, and which requires (as essential minimum) that at

least 3 of the 5 be provided within a year's program, the addition of one or both of the 2 other basic activities would meet this definition.)

2. *Enhanced Program*: A program which offers a number and variety of activities above the basic program requirements. In other words, an enhanced program provides (a) essential minimum basic activities, (b) other basic activities, and (c) activities which exceed these various basic requirements of the recreation specialty area. Usually, the availability of resources and community interests are the keys to the decision to enhance a program.

Most recreation programs can be identified in terms of the following:

- An essential minimum basic program with a limited variety of typical and conventional recreation activities,

*and*

- with a limited volume of each basic activity, as measured by such things as number of teams for a specific sport or the number of special interest group activities;

*or*

- with the volume of several of these basic activities well above limited, as reflected by program schedules.

- In addition to the essential minimum variety of typical and conventional (basic) activities,

- the program involves several other basic activities which go beyond essential minimum requirements;

*and/or*

- the volume of the more popular basic activities is well above average for the community served.

- The program as a whole is enhanced, exceeding the typical and conventional basic program for the recreation specialty area involved, in both variety and volume of activities.

NOTE: Program size as reflected by the number of participants should be compared with program size as represented by the variety and volume of basic program activities, and by activities beyond those of a basic program. In making this comparison, balanced and realistic perspectives of Factor 4 (Complexity) and Factor 5 (Scope and Effect) should emerge. For example, a program which provides a large participant population with a volume of strictly basic

activities is less complex and has less impact upon the community than a program serving the same or a smaller size constituency with a large number of activities above the basic program requirements.

### *C. Environmental Elements*

Each recreation program should also be appraised from the standpoint of the impact of unusual environmental elements on the complexity of program operations and/or on the scope and effect of such recreation activities upon the community served. To insure against distortions, extreme care is required in weighing each such element against program offerings and the variety and volume of activities involved in a program. Position descriptions should reflect these environmental circumstances where they appropriately impact upon a job factor. (By the way of example, a youth activities program for a moderately large community which has easy access to a large variety of recreation opportunities for children and youth in an adjacent community and which has no environmental elements significantly affecting program planning and management, can be rated Complexity Level 4-2. On the other hand, a smaller youth activities program in an isolated setting in which the full burden of youth development and recreation activities rests in the program, can be rated Complexity Level 4-3. Quite simply in this case, the larger program in terms of size of community involves only basic activities under conditions of minimal demands for services, whereas the smaller size, isolated community exerts heavy demands for an enhanced program.)

The following are environmental elements which appear most often in recreation specialist positions and which can influence complexity and scope and effect, as well as other factors. It is recognized that significantly impacting environmental elements which are not on this list may exist. In such cases, they should be included in the position(s) involved and appropriately considered as they impact one or more factor levels.

#### *Military and Institutional Environments:*

1. Use of substantial numbers of validated volunteers.
2. The presence of multiple military commands, with demands upon recreation programs and with attendant complications in program administration.
3. Extreme isolation or remoteness (due to mission as in the case of a prison or a top secret military base, or geographic location as in the case of an Indian boarding school), with such resulting complications as the need for a greater variety of services and lack of volunteers.
4. Extreme climatic conditions with adverse effects upon community morale.
5. Mission places exceptional demands upon the recreation program for various activities and services (e.g., a 24 hour alert readiness air base or a maximum security prison).

NOTE: Elements 3, 4, and 5 require recreation programs slanted toward individual attention and a more varied and frequently changing schedule of activities designed to minimize loneliness, counteract boredom, and prevent physical and emotional strain.

6. Requirement for servicing the recreation needs of an ill-equipped adjacent civilian community such as a tribal community near a boarding school or a nearby Federal prison camp, with emphasis on mutual cooperation in the development of new, and improvement of existing, recreation facilities for both communities.
7. Easy access to highly undesirable environmental influences in the adjacent community, as reflected in the post commander's official reliance upon on-post recreation programs as the important alternative.
8. Geographic dispersion of the program, as in the case of dependent youth activities in several satellite centers running simultaneously or a very large outdoor recreation program with facilities scattered over a large area.
9. Recreation is an adjunct to a psychology-oriented educational program designed to motivate participants toward self-directed change. In such a change environment, recreation plays a key role in the social education and development of constructive recreational interests and skills among participants. (For example: (a) In an Indian school, the recreation program includes the implementation and monitoring of student government activities. (b) In a correctional institution, recreation is an integral part of the education department, with the requirement that recreation planning be fully coordinated with and a reinforcement of broader educational program objectives.)
10. The community served is in an overcrowded, confined social environment, creating special problems in recreation program planning and management.
11. A strict system for control of leisure/recreational tools and facilities, especially potentially dangerous tools, creates additional program planning and management problems.
12. Security procedures require a strict observance of the communications channels within the community in scheduling and carrying out recreation activities, a system which complicates planning and administration of the program. (For example, in a maximum security prison, the Lieutenant of the Watch cannot provide guards for a proposed activity at the time planned. Special arrangements must be made for such necessary support at the proposed time or the activity must be rescheduled.)
13. The recreation facilities are such that the recreation needs of other military bases in the area are serviced, and/or such facilities are open to and frequently used by military personnel from beyond the immediate area.
14. Under negotiated cooperative agreements with such organizations as the Heritage Conservation and Recreation Service and state outdoor recreation agencies, provides

outdoor recreation services and facilities to the general public (not restricted to members of the adjacent community).

15. In an occupation subject to irregular tours of duty, this position has a highly unusual work schedule which completely removes the employee from normal, onsite supervision and places greater responsibility for program planning and administration (e.g., a mobile facility serving several remote military training areas under a variety of frequently changing schedules and conditions).
16. The community served (e.g., an institute of advanced learning or a military installation with a highly technical mission) places exceptional demands for an enhanced variety of recreation activities.
17. The installation's advanced training and other mission conditions result in a combination of permanent, part-time and transient personnel, including foreign students who are not allowed to have automobiles and who present special cultural and ethnic problems, which complicate recreation program planning and management, and which intensify demands for services.
18. The program exists in a foreign setting with personnel to be served located in widely scattered areas, with limited access to the services of American volunteers on a sustained basis, with severe limitations in allotted financial, physical, and human resources, and/or with heavier than usual demands for recreation services due to lack of such services or their much higher cost in the adjacent foreign community, all of which complicate program planning and management.
19. The program manager must be cognizant of host country laws, regulations, policies, and customs affecting program planning and administration.
20. Although the size of the participant community is relatively small, the program entails responsibility for 2 (or more) recreation specialty areas (e.g., youth activities center and the community recreation center), with consequent effect upon program planning and management responsibilities.
21. The types of participants involved (e.g., prisoners or older adults) greatly complicate program planning and management. In the case of aged participants, for example, additional services such as transportation must be provided and planning must take into account the physical and/or mental limitations of each person involved.
22. There are abnormal problems severely affecting program funds, and/or the size and adequacy of facilities and equipment, which complicate program planning and management.

*Urban Environment:*

1. Use of substantial numbers of validated volunteers.
2. Deep-seated and persistent adverse social and economic pressures on the participant community, with high potentials for such social ills as crime and delinquency if social services, including recreation, fail to meet the needs. In such circumstances, the motivation of participants is extremely difficult and must be constantly reinforced, with individual attention the key. (This element also applies to Department of Interior boarding schools.)
3. Requirement to share the use of recreation program facilities with the school community which is either adjacent to the center or shares the same building. Some circumstances necessitate special planning and collaboration to assure full use of facilities, to minimize schedule conflicts, and to provide leisure time recreation activities which are compatible with and complement school recreation services.
4. Work is with special population(s) (e.g., delinquent youth or geriatric participants), with consequent special program planning and management.

*Assessing the Value of Program Management Responsibility*

Each of these three major components of Program Management Responsibility (e.g., program constituency, variety and volume of activities, and environmental elements) must be studied separately and as a whole in determining their influence on a specific recreation specialist position and in developing position descriptions which can be assessed against the factor-level descriptions of this standard. It is important to bear in mind that, after determining the size of the program, the evaluator will find that the other two major components lend themselves less precisely and less easily to definition of weighting. Care should be exercised in determining the real effect of special environmental elements on the recreation program and the extent to which the program responds positively and meaningfully to such elements. Also, the variety and volume of recreation activities above the essential minimum basic program activities should be assessed over a substantial time span to assure that the program provides competent guidance and good management and is not simply excessive activities and participants in a program which has little direction and limited results.

In many cases, a program which services a small population can involve a high level of program management responsibility as the result of environmental elements which impact the variety, volume, and scope of recreation activities provided. The numerical size of a program is only the base and must be assessed in terms of the extent to which it is impacted by these more definitive factors.

## TITLES

One basic title is authorized: Recreation Specialist. This title applies to those positions which involve:

- responsibility for the overall direction and management of a recreation program composed of a variety of subordinate specialized programs in several occupational series, including GS-0188. (See item 11, Exclusions.) In such positions, management must designate GS-0188 knowledges, skills, and abilities as paramount. Otherwise, GS-0301 series applies.
- work not included in one of the specializations described below.
- work which involves two or more of the GS-0188 specializations described below when no one specialization predominates.

The prefix "Supervisory" should be added to the title of those positions involving supervisory duties and responsibilities which meet the definition of a supervisor as contained in the [General Schedule Supervisory Guide](#).

Many recreation specialist positions also require intensive knowledge and skills in one of the five specializations described below. Such positions are to be identified by adding the appropriate parenthetical designation to the basic title. The five title specializations for positions within the occupation are defined as follows:

*Institutional* -- Positions in this specialization also require a knowledge of the special recreational needs of residents of Department of Justice penitentiaries and correctional institutions, or of persons in such other types of Federal institutions as Bureau of Indian Affairs boarding schools. Also included in this specialization are those few full-time positions in Federal hospitals, homes, and other medical facilities that are responsible for recreation activities of an entirely diversional nature as opposed to medically prescribed and rehabilitation team-oriented recreation therapy and creative arts therapy activities. Recreation activities within these settings range from standard and adapted sports to hobbies and handcrafts, a variety of social activities, and cultural and educational projects designed to meet social and educational rehabilitation and/or development goals.

Regarding the matter of parenthetical designations in the titles of recreation specialist positions located in Department of Justice prisons and correctional institutions, diversional programs of Federal medical facilities, and Bureau of Indian Affairs boarding schools, the designation "Institutional" will be used for all such positions except those in boarding schools. As boarding school positions are involved in youth recreation activities, the designation "Youth Activities" may be used; however, the size of such school recreation programs will be based on the sizing criteria for Federal Institutions.

*Outdoor Activities* -- Positions in this specialization also require a knowledge of the principles and techniques of developing and promoting the sound use and conservation of natural resources for outdoor recreation activities. (By way of comparison, positions in the [Outdoor Recreation Planning Series, GS-0023](#), typically are concerned with long range planning, developing and protecting natural resources to assure recreational opportunities for the general public.) In a typical community activities may include, for example, water sports (fishing, swimming, boating, and water-skiing); horseback riding; camping, hiking and biking; archery, skeet shooting, and hunting; roller skating and ice skating. These and other outdoor recreation activities involve a variety of settings and facilities which can exist in widely scattered locations, e.g., they occur in parks, campsites, cabin/cottage/dormitory/picnic areas; water-based recreation areas such as lakes and beaches; pavilions and recreation lounges; hunting blinds and preserves; rifle, trap, and archery ranges; shooting sports centers; riding stables, ski slopes; roller and ice skating rinks; rails and travel camps; garden plots and nature centers; vehicle racing facilities; etc. Training in outdoor recreation safety and conservation is also involved in this specialization with the broad objective of assuring outdoor recreation activities and services which are not only personally satisfying, but which are in harmony with and conserve the natural resources used.

*Community Activities* -- Positions in this specialization are found in military recreation centers and in urban community centers. In addition to the primary requirement of a knowledge of the principles and techniques of recreation, these positions also require ability to organize and direct, within the resources of a military recreation center or a civilian community center, a wide variety of activities designed to meet a range of community interests and needs. Such activities must encourage creative self-expression, promote constructive use of leisure time, and facilitate cultural and social growth and enjoyment. Activities include, but are not limited to, casual sports and various physical fitness activities; social dances and social dance lessons; parties and picnics; bridge, chess, billiards, and ping-pong lessons, games, and tournaments; sight-seeing tours and travel; movies and TV; lectures and discussion groups; sewing and knitting lessons; reading and educational activities such as creative writing and language instruction; hobby and special interest clubs; exhibits, contests, and games of chance; and various programs and activities designed to promote ethnic awareness and racial understanding include festivals, exhibits, contests, and dinners.

*Senior Citizens Activities* -- Positions in this specialization also require a knowledge of the special recreation needs and interests of senior citizens, and the ability to plan and carry out recreational activities and services designed to appeal to and meet the needs of older people, to foster their constructive use of leisure time, and to promote a sense of purposeful and pleasant community involvement. Within the resources of a community center which caters to all age groups in the area, or as a specialized program within a recreation department, a variety of recreation activities may be offered, including special physical fitness programs, table games, outings, music and singing, dances and parties, hobbies and hand crafts, and special interest groups and projects.

*Youth activities* -- Positions in this specialization also require a knowledge of the special recreational interests and needs of young people and the ability to plan and carry out recreational activities and services specifically designated to appeal to the interests, to meet the needs, to

foster the constructive and meaningful use of leisure time, to improve the mental and physical well-being, and to promote the social and cultural development of youth. Leadership abilities, self-reliance, team attitudes, sportsmanship, self-esteem, and a sense of social responsibility are some of the more specific goals of a youth activities program.

This specialization also includes positions that work with young people in the community who are not using their time in a constructive manner due to such factors as severe environmental handicaps. The chief aim of activities for such a group of youths is to redirect their interests and rechannel their energies into worthwhile pursuits. Youth recreation programs include (1) self-directed activities for individuals and groups, such as, recreational reading, swimming, billiards, badminton, chess, etc.; and (2) directed activities organized and administered by youth activities staff and/or validated volunteers, including (a) individual, group, and team sports, both competitive and noncompetitive; (b) national youth groups such as Boy Scouts, Girl Scouts, and 4-H clubs; (c) tours, field trips, and camping; (d) teen and preteen clubs; (e) hobbies, special interests, and handicrafts; (f) parties, dances, and other social and special interest activities; (g) lessons in various subjects; (h) community service projects, special events, and achievement contests; and (I) youth employment services. Generally, all youth programs include such basic activities as a variety of sports, some special interest activities, hobbies and handicrafts, and social development activities such as scouting.

## GRADING OF POSITIONS

1. The GS-5, GS-7, GS-9, and GS-11 benchmark descriptions in this standard reflect a pattern in which recreation specialists progress from trainee to program and planning and managerial assignments. These criteria recognize that recreation planning and management functions are the essential ingredient of recreation specialist work.

The designation of this occupation as one which normally progresses at two-grade intervals between GS-5 and GS-11, does not preclude the classification of individual positions to intermediate grade levels, i.e., GS-6, GS-8, or GS-10. Such intermediate grades are to be used where the work assignment, the organizational setting, and the career path in which the position is located make such grade levels appropriate; or where such factors as complexity and scope and effect are affected by special circumstances.

2. Some positions in this series involve substantial and continuing responsibility for supervising the work of full time recreation specialists, recreation facility managers, instructors, recreation aids and assistants, and other recreational support staff. Such supervisory duties should be evaluated by reference to the [General Schedule Supervisory Guide](#), as applicable. In some instances, the recreation specialist duties of the position, as evaluated by this standard, will be grade-controlling.
3. Many recreation specialists who do not meet the criteria for classification as supervisors are nevertheless responsible for guiding and directing the work of others to some degree. Frequently, these responsibilities involve directing the work of volunteers and/or part-time, contract, or temporary staff. In such situations, the extent to which responsibilities of this

kind impact upon the grade level of a recreation specialist position can be taken into account in such factors as Complexity and Personal Contacts in developing the FES position description. Although the General Schedule Supervisory Guide may be used as a broad reference in the FES evaluation of these quasi-supervisory positions, the guide will not be used for determining the grade levels of such positions, nor will the positions be titled "supervisory."

4. This standard does not include factor level guides for positions that provide line or staff policy direction or program guidance and review to programs at lower organizational echelons. Such factor level guides are not included because they are few in number and because of the individualized and diverse nature of the work assignments.
5. This standard provides factor level descriptions and benchmarks for evaluating typical, nonsupervisory recreation specialist positions at grades GS-5 through GS-11. Positions should be evaluated on a factor-by-factor basis, using the factor level description or one or more of the OPM benchmark descriptions for Recreation Specialists, GS-5 through GS-11, to the extent possible. The fact that a benchmark description is not provided for a specialization at a certain grade level does not prevent placing a position in that specialization and grade.

The instructions for using the Factor Evaluation System in the [Introduction to Position Classification Standards](#) and [The Classifier's Handbook](#) provides more complete instructions for evaluating positions, including situations where individual factors might clearly fall above or below the Factor Level Descriptions in this standard.

## GRADE CONVERSION TABLE

Total points on all evaluation factors are converted to GS grades as follows:

Grade	Point Range
GS-5	855-1100
GS-6	1105-1350
GS-7	1355-1600
GS-8	1605-1850
GS-9	1855-2100
GS-10	2105-2350
GS-11	2355-2750

## FACTOR LEVEL DESCRIPTIONS

### FACTOR 1, KNOWLEDGE REQUIRED BY THE POSITION

Factor 1 measures the nature and extent of information or facts which the worker must understand to do acceptable work and the nature and extent of the skills needed to apply those knowledges. To be used as a basis for selecting a level under this factor, a knowledge must be required and applied.

#### *Level 1-5 -- 750 points*

- Knowledge such as would be acquired through successful completion of a baccalaureate program with major study appropriate to the field of recreation or its equivalent in experience, training, and/or independent study (e.g., study or experience, in such major areas as recreation, natural resources or outdoor recreation, recreation administration, recreation leadership, recreation services, recreation management, and public or community recreation) and skill in applying and adapting this knowledge in carefully controlled, closely directed settings designed to equip the employee with the more mature and more complex knowledges, skills and abilities required for higher levels of performance and greater degrees of responsibility within the occupation. This knowledge serves as a foundation for undertaking actual work in some field of recreation, such as, the planning and execution of urban community center activities, leisure programs for children and young people, recreation for the older citizen, or recreation for institutionalized persons.

#### *Level 1-6 -- 950 points*

- Knowledge gained through experience which enables the employee to competently and independently carry out continuing recreation projects or programs through proper application of the principles, concepts, and techniques of recreation to the specific needs of the projects or programs at hand.
- Skill in the application and utilization of the principles, concepts, and techniques of recreation in performance of recreation activities which are substantially more difficult, complex, and responsible than those of Entry-Level 1-5.
- Skill in the effective management and utilization of the financial, physical, and human resources of recreation programs.

#### Illustrations:

At this level, recreation specialists plan, implement, and carry out the recreation activities and services of:

- *a major segment of a moderately large to very large recreation program specialty area* such as the special interest activities of a large military recreation center or the senior citizens program of a very urban large community center.
- *all activities and services of a small to large recreation program specialty area* such as an entire program for a boarding school for up to 1,000 students or for a Federal correctional institution for 250 to 1,300 inmates; or a moderately large military recreation center program serving several thousand.

In various work settings at this level, the volume and variety of program offerings and the needs and interests of the participating community range from fairly basic (i.e., typical, conventional, and well-established) for the specialty area involved, to those less typical and conventional (i.e., somewhat broader and more varied than a basic range of activities) and which are faced also by some complicating environmental elements (e.g., the need to provide a change environment

through recreation activities designed to promote the development of socially and educationally handicapped participants).

### *Level 1-7 -- 1250 points*

- Knowledge of a very wide range of the principles, concepts, and techniques of recreation such as would be gained through extended graduate study and/or through unusually broad and comprehensive experience in planning and conducting recreation programs which far exceed those of a typical and conventional nature.
- Skill in applying this knowledge to complex recreation activities and to exceptionally difficult matters relating to program planning, program management, and utilization of resources, and to problems of attracting and dealing with a wide range of types and large numbers of people, including program participants, higher levels of recreation program management, agency personnel, volunteer and contract workers, paid staff, and others in such a manner as to insure the highest possible levels of program effectiveness.

### Illustrations:

Knowledges and skills requirements of this level are generally found in recreation specialist positions responsible for planning, implementing, and carrying out *all activities and services of the larger to the very largest program specialty areas*. Many programs in this size range are managed by supervisory recreation specialists (I. e., such managers are responsible for supervision of full-time, paid subordinate staffs of at least 3 two-grade interval positions, and, therefore, are not covered by this standard, but will be classified according to the General Schedule Supervisory Guide).

For those positions which are covered by this standard and which are typical of this level, the volume and variety of program activities and services involved, due not entirely nor always to size, but to the fact of several unusual environmental elements, place exceptional demands upon the knowledge and skills requirements of such positions. In any case, regardless of size,

programs at this level are enhanced in variety and scope and operate under circumstances which create uncommon program planning and management problems. Examples of such programs are:

- A military recreation center serving a large, diverse community under conditions of stringent and long-standing resource limitations requiring that large numbers of volunteers are attracted, trained, and managed. Program planning is complicated also by the fact of several commands with varying requirements, and by the highly fluid nature of certain segments of the community served.
- An outdoor activities program for a large U.S. military community overseas (approximately 19,000), with services also to personnel of other U.S. agencies and their dependents. The fact of smaller size within the large to very large range is offset by several environmental elements, the paramount one being the need to provide a wide range of outdoor recreational activities and services in several scattered locations under conditions in which land and facilities under control of the U.S. forces are not adequate to the need. To obtain the necessary resources, the specialist negotiates on behalf of the morale support officer with host country representatives and private property owners for land and water areas and outdoor recreation facilities and services to be used by participants located in the headquarters community and in 5 satellite communities located over a 30 mile radius from the headquarters. This requires a knowledge of the laws, policies, customs, and local, regional, and national regulations and restrictions which apply to the leasing, improvement, maintenance and use of the necessary properties and facilities, and to the procurement of equipment, supplies and services.

## **FACTOR 2, SUPERVISORY CONTROLS**

"Supervisory Controls" covers (1) the nature and extent of direct or indirect controls exercised by the supervisor (that is, how work is assigned); (2) the employee's responsibility for completion of such work; and (3) how completed work is reviewed.

Most nonsupervisory jobs in this series fall under levels 2-1, 2-2, or 2-3. Level 2-4 is included for those few positions which have considerable freedom from the usual supervisory controls in fulfilling responsibility for planning and carrying out very large specialized recreation programs that are complicated not only by program size but by several environmental factors and by an unusually wide variety and volume of recreation activities and services.

### *Level 2-1 -- 25 points*

At this trainee level, the supervisor provides employees with precise instructions as to the exact nature and objective of each specific assignment and the procedures to be followed for both recurring and nonrecurring tasks, such as, organizing recreation center cultural tours, or taking inventory of the recreation interests and needs of community center participants and of community facilities and services available for use in the program.

The employee carries out such assignments as instructed and refers to the supervisor those matters which instructions or clear-cut guidelines do not cover, particularly developments affecting approved recreation program plans and schedules. At this level, the supervisor is almost always available to assist in handling unforeseen problems or unusual situations, such as, transport and other logistical difficulties relating to field trips and tours, inconsistencies in recreation inventory data regarding community interests, and questions and needs which cannot be resolved by application of well-defined regulations and procedures. In any case, although the employee at this level is expected to keep assigned projects and scheduled activities ongoing insofar as possible, matters which require deviation from instructions given or from applicable guidelines, or which depart from approved assignment plans (e.g., conflicts in activities schedules, or breakdowns in support services for specific recreation activities) must be referred to the supervisor for action decisions.

The work is carefully controlled in all positions at this level, either through specific instructions accompanying each assignment, progress checks at various stages, thorough review of completed work in all but the most routine and frequently recurring assignments, or some combination of these. In developing tour plans, for example, the employee's arrangements are reviewed at various stages for completeness and suitability; and final plans are checked for adherence to instructions and to applicable guidelines and for compliance with recreation goals and objectives.

### *Level 2-2 -- 125 points*

Within the program specialty segment or overall program specialty area for which responsible, the employee is given broad, continuing assignments by the program supervisor who sets any deadlines or priorities required and prescribes any limitations in recreation activities. The supervisor also provides strong program guidance and leadership in new, unusual, or difficult recreation activities and services, and is available for advice and assistance as needed. However, as program size and type and the volume and variety of program offerings are fairly basic (i.e., small, typical, conventional, and well-established), the employee's work is relatively free of such unusual problems as lack of volunteer or part-time paid staff, the need to frequently adapt activities to participants' needs, or weaknesses in program guidance or leadership.

The employee is expected to use initiative and self-reliance in carrying out the day-to-day activities of the program area to which assigned, but the size, scope, and diversity of the program responsibility places natural limitations upon this freedom to act without supervisory controls (as in the case of (1) *a major segment of a moderately large to large size program specialty area* such as the leisure education/cultural segment of a moderately large military recreation center, or the cultural activities segment of a civilian community center serving 18,000; or (2) *all activities and services of a small to medium size recreation program specialty area* such as a limited-range, overall recreation program for a small correctional institution, or a small civilian neighborhood center). Also, it is understood that deviations from prescribed policy and procedures, unprecedented matters, problems having an impact upon overall program plans and policies, and matters involving other recreational specialty areas are referred to the supervisor for advice, decision, or any other assistance needed. (For example, in the case of the operation of a dependent youth activities center, limitations in the prescribed budget and special priorities

among the activities to be carried out within such budget are set by the supervisor. Changes in both the budget and the approved program offerings must be authorized by the supervisor.

However, the employee is free to adjust program schedules to include additional activities as needed, so long as the basic activities and other specified program offerings are carried out and the budget is not exceeded. When plans will exceed the budget, when proposed additional activities impact upon approved program offerings, and when unforeseen circumstances adversely affect the scheduled program, the supervisor must be consulted and will approve any actions to be taken.)

The supervisor assures that ongoing activities and the employee's own on-site procedures are consistent with broad program objectives and methods and are in compliance with any instructions given. When new activities or procedures are implemented, the supervisor will, for a time, give somewhat more review than usual.

### *Level 2-3 -- 275 points*

Within the program specialty segment or the overall program specialty area for which responsible, the employee is given a broad, continuing assignment by the supervisor who defines objectives and priorities of the program, but who does not approve specific activities or set specific deadlines, priorities, or limitations. However, unprecedented situations such as pressure from a youth council for dramatic changes in youth activities program content and direction are discussed with the supervisor who assists in reaching a proper decision. The size and/or the needs of the participant community are such that the volume and variety of program offerings exceed those of the smaller and more typical and conventional (i.e., basic) program; and the program in general is faced with certain unusual environmental circumstances, such as, the need to attract and utilize a number of volunteers, or the fact of extreme isolation of the community with consequent additional demands upon recreation services. This combination of program size, scope, and circumstances provides a program management setting which naturally results in the greater freedom of the employee to act without supervision except in unusual situations. Examples of settings which are typical of such program responsibility are (1) *a major segment of a large to very large recreation program specialty area*, such as, all leisure services of a large military recreation center or all cultural/educational/social activities for a large dependent youth activities center; or (2) *all specialties and services of a moderately large to large recreation program specialty area*, such as, a dependent youth activities center or an outdoor activities program; or (3) *an entire recreation program for a small to large closed environment institution*, such as, a Federal prison or correctional institution or an Interior Department boarding school in which the employee functions as the institution's top recreationist with authority for freely handling all aspects of program planning and execution except those involving unprecedented situations. In some few cases, positions responsible for (4) *all activities and services of a medium size recreation program specialty area* will fall in this level as the result of substantially enhanced programs and several environmental elements which combine to make it necessary that program responsibility be carried out with great freedom.

The employee plans and conducts the activities of the assigned area of program responsibility with little day-to-day supervision. Any problems requiring deviations from basic plans and

procedures are generally handled according to established practices in the program area and based on the employee's knowledges and skills in the recreation specialist field.

Completed recreation activities and specific program achievements are broadly analyzed for technical soundness in the light of the basic principles and techniques of recreation, for appropriateness in terms of participant interests and needs, and for general adherence to broader program policy and requirements. Such evaluation results in the broad determination of the extent to which the employee has innovatively and competently handled recreation problems and met recreation needs, and of the overall soundness of program decisions, actions, and results. The leisure services and resources activities of a military recreation center, for example, are given broad after-the-fact review in the interest of consistency with other segments of the program specialty area, and to insure that the needs and interests of the participating community have been and are being met as fully as possible within available resources. On the whole, a close, in-depth review of such recreation activities is not the general practice, the employee being free to adapt and refine broad operating procedures and general goals in order to appropriately set the course of the program in the recreation area to which assigned.

#### *Level 2-4 -- 450 points*

Within the program or program specialty area for which responsible, the employee follows overall objectives which are set by the supervisor and utilizes those resources made available by a higher program level. Recreation activities, program schedules, and other details of the program may be developed in consultation with the supervisor, but, as a practical matter, all these program planning steps are taken with considerable independence, except for those few unprecedented matters which require consultation with higher authority. (This level of independence is found in only a few positions in this series and is usually the result of an *overall program which is generally of such exceptional size, nature, and scope* that the top level supervisor must delegate the maximum authority to all or some key managers to carry out their program responsibilities in a self-directed manner. These circumstances could exist, for example, in a very large military youth activities center, or in the very largest multipurpose urban community centers.) It is important to bear in mind that circumstances other than program size also influence this level of supervisory controls. For example, the need to effectively attract, train, manage, and utilize large numbers of volunteers and several part-time or contract personnel, and the need to service several satellite communities with differing recreation needs are two of the several possible environmental elements which can combine to provide a program setting and operating circumstances which place heavy reliance upon the employee to work with exceptional independence. In some situations, recreation specialists in charge of programs of less than exceptional size will fall into this level due to the fact that they face such numerous and highly unusual circumstances that they must necessarily be given considerable freedom to carry out the work to be done. (A case in point is that of an outdoor recreation planner/manager for a U.S. military community of about 19,000 overseas. As the command outdoor activities specialist, the employee represents the morale support officer in negotiations with host country government representatives and with private citizens for the leasing of land and water facilities; plans the development, operation, and maintenance of these outdoor recreation facilities which are in widely scattered areas; settles binational conflicts and individual disputes over such things as violations of host country laws and of the terms of leases and contracts relating to outdoor

recreation areas and facilities; and makes major program adjustments to accommodate changes in user interests, loss of leased areas, etc. Although the supervisor is kept informed of the status of activities which involve controversies and of matters which could have extensive and serious involvements, the employee at this level is fully responsible for resolving conflicts, freely handling and finding solutions to matters which have serious implications for the program, and dealing with all matters and persons involved, with very minimal supervision.)

At this level, the employee is expert in the technical aspects of the recreation program involved, as well as adept at planning and carrying out an enhanced program for the specialty area, in finding solutions to problems, in coordinating activities, and in devising innovative means for meeting objectives despite such major difficulties as limited resources. The approach to specific recreation activities and the methods to be employed in their accomplishment are determined by the employee in all but those situations which are highly controversial, unprecedented, or seriously affect established policy, such as in the case of recreation services to a base with multi commands in which the program policies and procedures desired by the several commanders do not coincide or cannot all be met within available resources, requiring priorities, among other things. Program progress, serious controversies, or problems having far-reaching implications are reported to the supervisor.

Completed work is very broadly reviewed in terms of the effectiveness of program results as these relate to overall reaction program objectives and of compatibility with other specialty areas constituting the overall recreation program.

### **FACTOR 3, GUIDELINES**

This factor covers the nature of guidelines and the judgment needed to apply them. Each agency which has recreation programs provides the employees of such programs with basic program guides in one form or another. For example, the Department of the Army services the recreation interests and needs of troops and their dependents within an organization called "Morale Support Activities" which issues a variety of program guides, such as, Army regulations manuals, recreation and travel guides, and basic program instructions. These guidelines set forth broad

policies and procedures regarding substantive recreation programs and services, and governing staffing, funding, and other administrative matters relating to all types of Army recreation programs. These basic guides are further defined at the various Army command and base levels as necessary to adapt their broader and more general dimensions to the specific needs and conditions of local recreation programs.

Generally an agency's recreation program guidelines cover fairly well the range of conventional matters relating to its recreation activities and services, including broad program purpose, scope, mission, and policy; administration matters including financial support, equipment and supply, physical facilities construction, repair, maintenance and use, and personnel staffing; definition of the objectives of specific recreation activities within the broad program; prescription of basic operating standards and specifications for basic program activities and services to be provided; criteria governing such matters as participant eligibility; and various related procedures, such as,

those regarding promotion and publicity, authorization of transportation, and organization and operation of participant governing bodies. However, in practical application to the realities of a local recreation environment and to the needs of the community served, these guidelines often require considerable adaptation.

### *Level 3-1 -- 25 points*

Specific guidelines are provided by both top policy and local operating levels of the agency, and these are fully introduced to the employee in terms of local requirements. Appropriate interpretations of such guidelines and detailed augmenting instructions are provided by the supervisor in relation to specific assignments, and any actions or activities which deviate from established procedures require the supervisor's review and approval. For example: (1) In processing applications for scheduled youth athletics, the employee determines eligibility and schedules participants for specific activities and places them on various teams and in various groups, consistent with established criteria, stated local policy, and the supervisor's instructions, as weighed against the needs and wishes of individual participants. Serious questions of eligibility, matters such as the appropriateness of some activities for certain participants, or similar problems not clearly covered by available guidelines are referred to the supervisor. (2) In coordinating the preparation phases of special events for a military recreation center, including dances, concerts, festivals, and table game tournaments, the employee follows the procedural guidelines for such activities and instructions and steps outlined by the supervisor who is available to assist with such unexpected problems as conflict in the timing of various events or difficulties in providing logistical support to entertainment groups.

As employees at this level are usually in training for more responsible and difficult recreation assignments, they are expected to show an increasing ability to apply the existing guidelines to their work with less frequent referral of questions concerning guidelines to the supervisor as time goes by. However, as a general rule, specific guidelines and instructions cover assigned tasks and the work is of such nature that little judgment is required in applying guidelines to specific assignments.

### *Level 3-2 -- 125 points*

Broad guidelines and specific locally prescribed procedures for the overall recreation program and for the various program specialty areas are available when needed.

The employee uses such guides independently, even to the extent of making less important deviations. However, when actions to be taken would exceed authority or would breach or contradict established policies and procedures, the supervisor will become involved. The employee must also use judgment in making minor deviations to adapt guidelines to the needs of specific recreation activities, again taking care to insure adherence to the broad framework of program policies and procedures. (A case in point is that of an employee engaged in planning and carrying out the cultural and education activities segment of a medium to moderately large urban center. In such a situation, citywide guidelines and basic recreation center procedures and regulations do not fully consider the interests and needs of the community served, and budget problems create additional difficulties in providing a balanced cultural/educational program

within the stated program objectives if these guidelines and procedures are followed literally in all situations. As a result, the selection and scheduling of activities and the handling of inherent budget requirements necessitate that the employee be innovative in devising local guides as needed, consistent with broader program guidelines and objectives. Also typical of this level is the employee responsible for at least the essential minimum activities required by basic program guidelines for a small to medium size military dependent youth activities center. In many cases, the basic program extends considerably beyond the essential minimum, and the employee finds these activities difficult to plan and carry out across-the-board, due to such local problems as limited physical facilities, lack of technical expertise in specific areas of activity, poor participant response, or other adverse factors. After fully exploring the ramifications of such problems and the various alternative solutions possible within broad program guidelines, the employee modifies local program goals, procedures, and plans to provide satisfactory solutions.)

At this level, advice and assistance from the overall program director is sought when broad guidelines will be exceeded significantly or when important departures from approved procedures are to be recommended.

### *Level 3-3 -- 275 points*

Although recreation program policies, procedures, and regulations are available, they do not meet all requirements of the local program which are unusual due to such elements as size and nature of the program, volume and variety of enhanced recreation program activities and services, and such environmental circumstances as the existence of several lines of program authority and support.

The size, nature, and scope of the program (usually a moderately large to very large program which offers an enhanced variety of activities and services and must deal with special environmental elements) create operating conditions to which prevailing guidelines cannot be directly and easily applied, requiring mature judgment in the frequent interpretation and adaption of guidelines to meet specific local program requirements. Such actions are taken without prior clearance with the supervisor, the results being reported after the fact. When necessitated by program requirements, the employee recommends substantial additions to and revisions in official program guidelines. Typical situations which are not usually completely covered by guidelines are (1) a large to very large dependent youth activities program on a military base housing several commands, with variations among the stated requirements of the several commanders; (2) a large recreation center program in an overseas setting involving service to a widely scattered community; (3) a moderately large overseas outdoor recreation program for which agency guidelines must be modified to take into account the laws, procedures, and customs of the host country as they bear upon the terms and conditions for use of non-American land, facilities, and services in the program, and to instruct the participant community regarding its responsibility as user. In medium or larger size programs where the employee has total program responsibility (as in the case of a recreation specialist for the overall program of a Federal correctional institution), the nature of the guidelines and the judgment needed to apply them may be at this level. In dealing with particularly difficult types of participants, such a specialist is expected to act quickly and independently in the interpretation and adaption of

guidelines. In any case, at this level there is responsibility for analyzing the impact of guides upon ongoing operations and for recommending changes as necessary.

## **FACTOR 4, COMPLEXITY**

This factor covers the nature, number, variety, and intricacy of the tasks, steps, processes, or methods in the work performed; the difficulty in identifying what needs to be done; and the difficulty and originality involved in performing the work.

This is the factor which is most affected by unusual environmental factors such as the presence of volunteer workers, geographic isolation, or the requirement to deal with several commands. In the case of the presence of volunteer and contract personnel, for example, the direct management of such persons does not involve the inherent responsibilities of the true supervisor such as, recommending selections, promotions and status changes, and evaluating work performance. However, the difficulty and originality required in attracting, training, and managing volunteer staff impacts significantly upon job complexity when substantial numbers of persons are involved (such as, a volunteer staff which in time contributed amounts to the equivalent of an overall average of at least 7 full-time employees), and proper credit would be given under this factor where warranted.

### *Level 4-1 -- 25 points*

Work assignments involve related steps and process for which procedures are fully explained, such as, the well-defined task of scheduling participants for activities within a set schedule and with eligibility and other requirements clearly prescribed.

As a general rule, there are very few choices to be made in deciding what needs to be done to complete assignments; however, the time frame and the order in which the work is to be done are often left to the employee to decide. There is also no decision-making responsibility at this trainee level, but the employee can resolve such simple matters as minor adjustments in recreation schedules to accommodate a few typical situations (e.g., rescheduling a postponed ball game for one of the two available periods of time after collecting factual information as to when players and officials can reconvene).

Actions to be taken are easily determined, if not fully explained, differ only in relation to differences in the recreation activities involved, and relate to work which is easily and quickly learned. For example, (1) in scheduling participants for activities, the employee works within the narrow range of differences in participant interests and their availability to participate in a limited number of scheduled activities; (2) in planning dates for sports events, the employee must consider the few best possible dates and alternative dates in relation to the prescribed time frame and the few other recreation activities set within the same span of time; and (3) in following a detailed set of plans and instructions for organizing the activities of a small ethnic understanding festival within allotted resources, the employee may take such readily discernible actions as the decision to relocate a food booth to assure better electrical outlets for cooking

appliances or the determination that an exhibit needs rearranging to provide additional space for other activities.

#### *Level 4-2 -- 75 points*

The work consists of duties involving related steps, processes, or methods in connection with programs or assignments which are usually basic (i.e., typical, conventional, and well-established) and are uncomplicated by special environmental elements or other circumstances impacting difficulty. Examples of program responsibility involving tasks typical of this level are: (1) a *major segment of a moderately large to large size recreation program specialty area* (e.g., the water activities segment of an outdoor recreation program for 25,000 participants); or (2) *all activities and services of an overall small to medium size program specialty area* such as an urban neighborhood center serving a community of about 3,000; (3) *all activities and services of a small overall recreation program* such as a minimum security correctional institution for 200 inmates, or a multipurpose facility for a military base of a few hundred where the need is minimal due to the presence of a well-equipped adjacent civilian community; or (4) *manager of a shift of a large recreation center* for which activities and services are substantially preplanned.

The size, nature, and scope of the program, program segment, or recreation assignment to be handled are such that decisions regarding what needs to be done are based on a few readily apparent alternatives. A typical decision would be the selection of the few additional activities possible from resources that are surplus to those basic activities required by agency and/or local level policy, taking into consideration such factors as participant interests and needs; or the adjustment of a schedule to take into account such last-minute problems as the no-show of a volunteer worker or an emergency military duty alert.

Actions taken by the employee to carry out the assigned responsibilities involve differences relating to types of recreation activities involved and require the identification and analysis of the interrelationships of a few impacting factors. The size, nature, and scope of the program, program segment, or recreation assignment involved at this level are such that special activities, problems, and decisions which do occur now and then can be handled with relative ease and without upsetting ongoing activities.

#### *Level 4-3 -- 150 points*

The work includes various duties involving different and unrelated processes, steps, and methods in connection with recreation programs which are enhanced and which are complicated by special environmental elements. Examples of program responsibility involving tasks typical of this level are: (1) a *major segment of a large to very large size recreation program specialty area* such as the leisure services segment of a large military recreation center with a program complicated by the presence of several commands and the existence of numerous undesirable social influences in the adjacent civilian community; (2) *all activities and services of a moderately large to large size recreation program specialty area* such as a moderately large youth activities center with problems involving the use of large numbers of volunteers; or (3) *all activities and services of a medium to large size overall recreation program* such as a prison or

correctional institution with very special security problems and special circumstances affecting resources which require unusual program planning. Also found at this level are a few positions which are not onsite, ongoing recreation managers but, rather, program planners/coordinators. (For example, in a large overseas outdoor recreation program with a participant community scattered in 6 locations, the specialist at this level arranges for the necessary resources, plans the broad framework of activities and services, and maintains an overview of activities at the several sites, making adjustments in each or all as required.) It is also true that some recreation specialists who are responsible for programs which are smaller size than generally typical of this level may face a need for enhanced activities and/or have such numerous and complicating environmental elements to contend with that such circumstances counterbalance, even negate, the fact of smaller size. (For example, an urban neighborhood center serving 3,000 can have extremely difficult planning and management problems due to the low socio-economic level of the community as a whole and the numerous psycho-social problems presented by many of the participants.)

The employee must decide what various activities are to be scheduled, how they are to be done and in what order, how they are to be funded and staffed, and which have priority rating in the program based on agency policy and participant interests and needs. Such decisions are made after careful assessment of the various alternatives possible within available physical, financial, and personnel resources, and must be consistent with prevailing policies and procedures. Some positions have rather special complexities affecting the process of obtaining and using resources essential to effective recreation programs, as in the case of an overseas outdoor recreation program which is possible in part by the use of land and water resources owned by the host country or its citizens.

All the various conditions and elements of the recreation program's needs, objectives, problems, and difficulties must be identified and analyzed in relation to the situation involved before making such decisions as (1) value judgments regarding the relative importance of the various possible recreation activities, (2) determinations regarding the allocation and utilization of resources among the various activities, and (3) rules to be imposed in carrying out specific recreation activities. There is a constant, ongoing evaluation by the recreation specialist of the status of activities, of participant interests and needs, and of resources, with program objectives and progress major considerations.

#### *Level 4-4 -- 225 points*

The work consists of varied duties involving numerous different and unrelated processes and methods in connection with recreation programs which are greatly enhanced and which are made very much more complex by several special environmental elements. This level of work is generally found in the *large to very large diversified programs* which, although they may be well-established, reflect the continuously changing interests and needs of the over-large participant community and the complications of several locality circumstances, some of which are inconsistent with each other, creating the challenge of planning a program which takes each into account on a balanced and rational basis. Examples of program responsibility involving tasks typical of this level are: (1) a very large military recreation center operating under such limitations in financial resources that it is necessary to attract, train, and manage an

exceptionally large volunteer, part-time and/or contract staff (e.g., a number which would total 15 or more full-time employees based on the formula of the number of volunteers times the average number of man-hours contributed per month divided by 144 work hours per month); or (2) a large youth activities program in an overseas setting which creates the same intensity of demands for activities and services as would such a program in a geographically isolated setting. (It should be noted that many programs in this size range are managed by supervisory recreation specialists who have full-time paid staffs of at least 3 persons and, therefore, are not covered by this standard, but will be classified according to the General Schedule Supervisory Guide. Also, there may be cases involving programs which are only in the upper medium or moderately large size range, but which present such numerous environmental complications that program planning and management tasks are extremely complex and demanding, and therefore, exceed level 4-3 and fall within the complexity range of level 4-4.)

Decisions regarding what needs to be done involve the analysis of all elements bearing upon the problem(s) involved, including possible differences in policy, and special circumstances impacting program planning and management. More specifically, such decisions must be based on thorough assessment of unusual situations (such as, the availability of the number of program volunteers needed, but the lack of various specific and critically needed skills among such volunteers); the selection of various possible planning approaches and solutions (such as, whether to develop a campaign to attract the skilled volunteers needed, whether to eliminate activities from the program so that such skills will no longer be required, or whether to implement training programs to equip available volunteers with the necessary skills); and the accumulation and evaluation of important but sometimes conflicting data upon which to arrive at best solutions (e.g., the study of whether participant interest can be redirected toward similar activities which available resources make more possible).

The employee must also reach decisions which will insure the continuing system for evaluating program results, problems, and requirements within a constantly changing environment and in terms of such factors as financial difficulties, a highly fluid participant community, and the critical need to meet the wide range of participant interests with activities which are highly motivating and which promote the maximum sense of growth and achievement. The conflicting requirements among the several basic activities require many planning decisions as to which requirements have priority and alternatives for resolving as many conflicts as possible without curtailing, canceling, or otherwise restricting recreation activities and services. The size and complicating environmental elements of the program also require that the employee constantly refine local program methods and procedures with regard to administration (financial support, property management, transportation and other operating services, records and reports, publicity and public relations, facilities design, construction and maintenance, operating schedules, space allocation and utilization, safety and fire prevention). The work also requires the continuing assessment of trends in participant interests and needs, and the translation of findings into effective program decisions.

## FACTOR 5, SCOPE AND EFFECT

This factor covers the relationship between the nature of the work, i.e., the purpose, breadth, and depth of the assignment, and the effect of work products or services both within and outside the organization.

In General Schedule occupations, effect measures such things as whether the work output facilitates the work of others, provides timely services of a personal nature, or impacts on the adequacy of research conclusions. The concept of effect alone does not provide sufficient information to properly understand and evaluate the impact of the position. The scope of the work completes the picture, allowing consistent evaluations. Only the effect of properly performed work is to be considered.

### *Level 5-1 -- 25 points*

The work involves the performance of specific routine operations that include a few separate tasks or procedures (e.g., registering participants for scheduled recreation activities, contacting designated volunteers to arrange transportation schedules for sports events, and instructing participants in areas of safety, facilities use, behavior and discipline, and other pertinent regulations and procedures).

Although assignments are given primarily for training purposes, the work product or service does facilitate the work of other, more responsible recreation specialists. It has little impact beyond the timely provision of limited services to program participants, such as, (1) in a youth activities poster contest, the employee issues supplies, explains the subject and objective of the project, and is available to assist contestants with the content and format of their posters; (2) in a military recreation center, the employee registers participants for a bridge tournament, sets up the tournament area, and monitors the scoring process.

### *Level 5-2 -- 75 points*

The work involves the application of specific rules, regulations, and procedures to the execution of a segment of a program of broader scope (e.g., a segment of a medium to large recreation program specialty area). The work can also involve the application of specific rules, regulations, and procedures to the execution of an entire program specialty area (e.g., an entire small to medium size recreation program specialty area). In either case, programs are fairly basic and uncomplicated by environmental elements as a general rule, or, where they are more enhanced and complicated, the work assignments to the individual at this level is so organized that problems are not numerous, lend themselves to fairly easy solutions, or are the responsibility of the supervisor.

Work results contribute to the adequacy and effectiveness of the overall recreation program in its community service objectives, or, in the case of a program in a Federal correctional institution, to the education and social rehabilitation goals of the system. Specifically, as an integral part of a broader recreation program or of an educational/social rehabilitation program, the employee's

successful accomplishment of the activities and services in the assigned area of program responsibility contributes to the effectiveness of such broader recreation (or rehabilitation) activities and services (as in the case of an entire military base, or of an urban district, or of a Federal school or correctional institution).

### *Level 5-3 -- 150 points*

The work involves the application of program policies and procedures to problems, questions, and situations which are fairly typical of the type of program involved and can be handled within the framework of established criteria and guidelines with only a few exceptions. This work situation is representative of most recreation specialist positions responsible for (1) a segment of a large to very large recreation program specialty area; (2) all activities and services of a high medium range to very large recreation program specialty area; or (3) an entire moderately large to very large institutional recreation program. In some instances, as in the case of a seasonal outdoor recreation program, many of the more difficult problems can be faced at times when ongoing program pressures are at a minimum. (As an example of work involving problems which are more or less common to the type of assignment involved and which are handled in compliance with established principles and standards, an overseas outdoor recreation program's difficulties relating to the use of host country land and water resources are settled according to applicable laws, regulations, and procedures, with no freedom on the employee's part for establishing criteria in this connection.)

Recreation activities and services provided by the employee at this level directly contribute to participants' morale, physical and mental well-being, social development, and growth in leisure skills. In the case of inmates of Federal institutions, for example, recreation activities and services are a tool of rehabilitation. A noninstitutional setting in which work at this level affects large numbers of delinquent or near-delinquent youths is that of a low income, high crime, and heavily populated inner city community in which large numbers of young people need to be led into constructive leisure activities which will equip them with desirable social attitudes and social skills. Recreation programs in such an environment do much to aid troubled youths in resisting undesirable influences and in leading happier and more useful lives.

### *Level 5-4 -- 225 points*

This work level of complexity is found in only a few nonsupervisory positions in the occupation, and involves determining criteria, developing project plans, evaluating program results, and dealing with various unusual circumstances, developments, or problems. Generally these work circumstances are found in an *enhanced, diversified recreation program specialty area* which is usually very large, and which has very unusual conditions and complex problems stemming from several environmental circumstances (e.g., the need to attract, train, and manage a very large number of volunteers; the geographic dispersion of the community served, requiring several satellite centers with simultaneous programs; and the presence of multiple commands with differing recreation needs, many of which are not clearly articulated).

The formulation of suitable recreation projects and activities requires the development of special program criteria to accommodate unusual environmental elements and to solve the exceptional

problems which attend an enhanced recreation program of this size. As program activities are implemented, a system for their continuing assessment against broad program objectives is maintained, the findings of which enable decisions regarding program improvements.

The work product affects a wide range of agency activities, from the broad spectrum of social services of which recreation is an important part, to the efficiency and effectiveness of any substantive programs which may be involved. (For example, on a military base, troop morale and military program efficiency at base level and onward to command level are directly aided through recreation program services.)

## **FACTOR 6, PERSONAL CONTACTS**

This factor includes face-to-face contacts and telephone and radio dialogue with persons not in the supervisory chain. (NOTE: Personal contacts with supervisors are covered under Factor 2, Supervisory Controls.) Levels described under this factor are based on what is required to make the initial contact, the difficulty of communicating with those contacted, and the setting in which the contact takes place (e.g., the degree to which the employee and those contacted recognize their relative roles and authorities).

Above the lowest level, points should be credited under this factor only for contacts which are essential for successful performance of the work and which have a demonstrable impact on the difficulty and responsibility of the work performed. The relationship between Factors 6 and 7 presumes that the same contacts will be evaluated for both factors. Therefore, use the personal contacts which serve as the basis for the level selected for Factor 7 as the basis for selecting a level for Factor 6.

Personal contacts is an important factor in this occupation for recreation specialists deal with large numbers and various types and age levels of participants in planning, implementing, and administering various recreation activities to meet the broad range of their interests and needs. In most positions there are also contacts with persons other than those in the supervisory chain in the agency (such as, officials of the military command, advisory and support services of the urban recreation department, or administration levels of the Federal institution) to plan, promote, and gain support for specific recreation activities and programs. Other contacts exist in many recreation specialist positions with peers in other community social services organizations (e.g., the police, teachers, ministers, social workers, probation officers, and members of the courts); and with representatives of national, State, and local organizations (e.g., members of scouting organizations, State park officials, and representatives of the National Park Service). Also typical of the contacts in this occupation are those with private organizations, with a cross-section of the general public, and with the communications media in connection with such matters as arranging for contract or volunteer recreation services, scheduling joint recreation activities and publicizing and promoting recreation activities and events.

*Level 6-1 -- 10 points*

At this level, most personal contacts are with program participants or designated persons outside the program but in the installation, agency, or institution for the purpose of giving or obtaining clearly specified information to assist regarding various well-defined matters. In some few cases, following specific instructions, employees at this level may also have routine contacts with specified members of the general public or of other social services organizations. These contacts are in very highly structured situations (e.g., the employee is instructed to contact a local school to inform a specified person of changes in schedules of joint activities). The reasons for contacts are clearly understood so that there is no need to act with authority.

*Level 6-2 -- 25 points*

At this level, in addition to regular contacts with recreation program participants, there are contacts with agency or institution employees outside the recreation program organization, particularly with those in administrative support organizations. These contacts require a broad understanding of the relationship of recreation program activities, services, and resources to the interests and needs of participants, and to the services and facilities of support organizations. Other contacts are with full-time, part-time, and volunteer recreation workers in situations relating to joint efforts in accomplishing specific recreation activities. Generally, these contacts do not involve very large numbers of people and occur in fairly controlled settings. The employee also has contacts with community organizations, and such public and private organizations as the news media, business associations, and civic groups. Such contacts with the public are in moderately structured setting and tend to be routine and recurring such as the case of arranging the periodic publication of special events notices and seasonal activities schedules in local newspapers.

*Level 6-3 -- 60 points*

This level applies only to those few work situations where (in addition to the full range of contacts with recreation program participants and staff and with agency personnel in other organizational entities) the employee's contact with the general public involves dealings with exceptionally large numbers of people with regard to such matters as the need to locate and attract the numerous volunteers needed to carry out the activities and services of a very large recreation program specialty area, or negotiations with local news media for coverage of and special publicity for large, complicated events. (In a very large, dependent youth activities center, for example, the employee may contact large numbers of persons and numerous organizations and institutions in order to find and attract the several hundred volunteers required to provide youth activities which include, e.g., 40 baseball teams, 30 basketball teams, 35 baton classes, 20 scout troops, and a wide range of other activities such as ceramics and art; karate, judo, tumbling, and gymnastics; tap, ballet, and jazz dance lessons; piano, guitar, and voice instructions; sewing, knitting, and embroidery; typing; golf, day camp, swimming, and tennis; creative drama; and many other activities. The purpose and extent of each contact varies and considerable skill and diplomacy are required in outlining the needs of the program and in persuading those contacted to volunteer for service or to assist in obtaining volunteers. Contacts "after the fact" with those who have volunteered and are giving services are equally as sensitive,

as every effort must be made to insure that each volunteer has a sense of purpose, achievement, and personal worth within the program area in which involved.) Such contacts, which occur in moderately structured settings, are not generally routine and many do not recur on a scheduled basis. Cases in point are lengthy negotiations with a local newspaper or radio station for free or low-cost publicity of important and complicated recreation events, within certain time and policy restrictions; or negotiations with government representatives and private citizens of a host country for use of land and water resources for an overseas U.S. military outdoor recreation program, and for the settlement of disputes arising from such use.

## **FACTOR 7, PURPOSE OF CONTACTS**

In General Schedule occupations, purpose of personal contacts ranges from factual exchanges of information to situations involving significant or controversial issues and differing viewpoints, goals, or objectives. The personal contacts which serve as the basis for the level selected for this factor must be the same as the contacts which are the basis for the level selected for Factor 6.

### *Level 7-1 -- 20 points*

Contacts with program participants are for the purpose of giving facts, readily available information, and routine assistance regarding typical and conventional recreation activities and services, including, for example, explaining recreation schedules, scheduling participants for specific activities, outlining fees and equipment requirements, and monitoring ongoing recreation activities. Contacts outside the program, but in the installation, agency, or institution, are to transmit, request, or obtain specified information or to determine whether resources or services needed from such sources are available when and as needed. Contacts with members of the general public are to obtain or transmit specific information or to arrange for routine services. Such outside contacts are, for example, with museums to determine hours, admission fees, and special group privileges; with local schools to negotiate a date among the few options available in scheduling competitive sports events or collaborative exhibits and special events; with validated volunteers to arrange volunteer services for scheduled activities, to orient volunteers to program rules and procedures, and to find substitutes for volunteers when needed; with local newspapers to arrange for publication of announcements of scheduled recreation activities and events.

### *Level 7-2 -- 50 points*

Contacts with program participants are for the purpose of assessing their recreation interests and needs, planning for and providing recreation services which are responsive to such interests and needs, evaluating the results of activities, and handling exceptional problems such as serious skills deficiencies for activities in which participants have a strong interest. Contacts with full-time, part-time, contract, and volunteer personnel are for the purpose of insuring the effective utilization of their services in carrying out the various activities and services of the recreation program. Contacts with members of the general public are for the purpose of negotiating for their participation and mutual cooperation in recreation activities, soliciting

resources and services, and obtaining cooperation in publicizing and promoting recreation activities through public news media.

### *Level 7-3 -- 120 points*

The purpose of contacts at this level is to effect the skillful promotion of the highest possible degree of program acceptance, participation, and cooperation in all dealings with program participants, higher levels of recreation program authority, with paid and volunteer staff, and with the general public through highly motivating program planning relationships and exceptionally effective public relations methods and techniques. Also at this level are contacts which require exceptional skill in motivating and controlling special types of persons, or in dealing with other nationals. For example: (1) In prison settings, persons dealt with are often uncooperative and, in some cases, dangerous, requiring special approaches in order to establish rapport, and to promote cooperative and less destructive and anti-social attitudes and actions within the framework of an effective recreation program. (2) In foreign settings, some recreation specialists (such as an outdoor recreation program planner/manager) have highly sensitive contacts with citizens and officials of the host country to negotiate leases and agreements for necessary services, areas and facilities, to resolve conflicts arising from their use, and to handle a variety of other matters significantly impacting the quality and variety of recreation activities and services.

## **FACTOR 8, PHYSICAL DEMANDS**

The "Physical Demands" factor covers the requirements and physical demands placed on the employee by the work assignment. This includes physical characteristics and abilities (e.g., specific agility and dexterity requirements) and the physical exertion involved in the work (e.g., climbing, lifting, pushing, balancing, stooping, kneeling, crouching, crawling, or reaching). To some extent the frequency or intensity of physical exertion must also be considered, e.g., a job requiring prolonged standing involves more physical exertion than a job requiring intermittent standing.

### *Level 8-1 -- 5 points*

This level applies largely to a few recreation specialist positions such as managers of large to very large community or recreation centers. Unlike the smaller recreation programs which have few, if any, support personnel to do the "fetch and carry" tasks of recreation, and which usually require that recreation specialists become physically involved in one or more of the more physically demanding recreation activities, programs of this size are generally so organized and staffed that managing recreation specialists are not required to undergo physical exertion on a continuing basis. Rather, the work at this level is generally sedentary, although some walking, standing, bending, and carrying of light items can be involved from time to time.

It should be noted, however, that some smaller recreation programs, particularly those in the "center" setting, may be so organized as to minimize physical demands upon recreation specialist staff. In such cases, this level applies.

### *Level 8-2 -- 20 points*

Physical demands at this level apply generally to trainee positions and to managers of small to medium size program specialty areas or segments of moderately large to large size program specialty areas. The lack of support staff requires that these recreation specialists physically exert themselves in organizing the physical environment for various recreation activities and in handling the tools and materials of such activities, although this generally does not involve lifting items over 45 pounds. (An effort is made to find assistance when the lifting of heavier objects is required.) For example, in the multipurpose areas of a youth activities or recreation center, the employee dismantles and stores equipment used in one activity in order to clear the area for the next scheduled activity; in monitoring practice sessions of several Little League baseball teams, the employee continuously moves about the playing fields, repairing bases, substituting for umpires, and demonstrating baseball techniques; in teaching yoga or other physical fitness techniques, in addition to overall management of a recreation or community center, the employee continuously demonstrates and participates in the physical activities involved; in overseeing and participating in the decoration of a recreation hall for holidays, festivals, and other special events, the employee climbs ladders, moves furniture and fittings, carries and sets up public address equipment, and uses tools and building materials to prepare temporary stands, partitions, and special interest areas for the various activities.

## **FACTOR 9, WORK ENVIRONMENT**

The "Work Environment" factor considers the risks and discomforts in the employee's physical surroundings or the nature of the work assigned and the safety regulations required. Although the use of safety precautions can practically eliminate a certain danger or discomfort, such situations typically place additional demands upon the employee in carrying out safety regulations and techniques.

### *Level 9-1 -- 5 points*

This work environment relates to the various types of recreation program specialists in which everyday risks and discomforts require normal safety precautions typical of recreation halls, gymnasiums, playing fields, activities centers, and the like. Activities are usually planned and conducted in a building or an outdoor facility or area designed and built or renovated especially for a recreation program or activity. Heating, lighting, ventilation, sanitation, and safety features are adequate in such buildings and outdoor areas. Also, outdoor activities are not held during extremely inclement weather.

*Level 9-2 -- 20 points*

This work environment is found in only a few recreation programs, as machinery requiring special safety precautions or activities dealing with such things as irritant chemicals are rarely involved. However, it is possible that, for example, a recreation specialist who directs all activities of a community center, while personally instructing in wood and metal work, would face moderate risks when using electric saws; or, when teaching photographic processing or furniture refinishing techniques, a recreation specialist would be using chemicals which could irritate the skin and which present some danger to eyes and lungs. Such conditions rarely exist, however, in the typical recreation program settings.

*Level 9-3 -- 50 points*

In addition to the everyday risks and discomforts typical of Federal recreation programs, employees must face the risk of physical attack or mob conditions which are difficult to control (e.g., in a Federal or correctional institution, or in dealing with street gangs in isolated and unprotected city areas).

## **OPM BENCHMARK DESCRIPTIONS**

### **RECREATION SPECIALIST (YOUTH ACTIVITIES), GS-0188-05, BMK #1**

*Duties:*

As a trainee, the employee completes specifically assigned tasks regarding the recreation program for the dependent youth of the military base, which assignments are designed to acquaint the employee with the variety of activities of, and to equip the employee with required skills and abilities in, this specialty area.

- Schedules participants for organized youth activities.
- Works with specified post and community organizations to arrange support services for activities which require transportation assistance, supplies and equipment, volunteer services, etc.
- Prepares and disseminates posters and other publicity for specific events and activities.
- Gives information to military personnel and volunteers regarding the rules, regulations, and requirements for such program matters as schedules, types of activities authorized, membership requirements, discipline, and fees.

- Assists in the initiation and conduct of specific youth activities, such as: monitors preteen and teen clubs; organizes facilities for swimming events; sets up areas for exhibits; carries out various assignments in preparation for athletic and social events.
- Prepares specific information for budget planning, based on information available in program records and including, for example, cost per participant of various activities.
- Collects information regarding actual and potential participant recreational interests and needs, using telephone polls and checklists. Presents findings in concise form as prescribed in a manner designed to reflect trends in the needs of the community.
- From information furnished, prepares records and reports regarding various aspects of specific youth center activities, including participation rates, operating costs, staff and equipment requirements, and services provided without cost.
- Disseminates various available youth program information to participants and parents (e.g., information regarding recreation schedules, fees, rules, and other requirements).

*Factor 1. Knowledge Required by the Position -- Level 1-5 -- 750 points.*

- Knowledge of the basic principles and techniques of recreation such as would be gained through a full 4-year undergraduate course or through 3 years of experience in an appropriate field of recreation and which serves as a foundation for training in the practical application of such knowledge to ongoing recreation programs.
- Knowledge of the methods involved in various types of recreation activities that will enable the employee to carry out the variety of recreation assignments designed to acquaint the employee with the particular program specialty area, and to provide for development and progress towards higher levels of work.

*Factor 2, Supervisory Controls -- Level 2-1 -- 25 points*

Both repetitive and one-of-a-kind tasks are specifically assigned and are accompanied by clear and detailed instructions as to purpose and procedures.

The employee works as instructed and consults with the supervisor on matters not specifically covered by such instructions or by applicable guidelines. Routine, repetitive assignments such as booking participants for scheduled activities are carried out independently, but according to instructions previously given. Less routine assignments are subject to the supervisor's review at various stages to insure that work progresses according to instructions and schedules and that it complies with program objectives and procedures.

The work is closely controlled, either through specific instructions, progress checks, review of work at appropriate stages or upon completion, provision of written guides, or some appropriate combination of these. In any case, assignments are supported by written and verbal instructions, and some form of assistance is readily available when the employee encounters problems.

*Factor 3, Guidelines -- Level 3-1 -- 25 points*

Broad guidelines exist for the basic youth activities program. The supervisor provides appropriate details and interpretations of such guidelines in relation to specific assignments involved. Deviations from established youth activities program procedures and guidelines must be authorized; however, such deviations are very seldom required.

The various assignments are planned to promote the employee's development; therefore, the employee is expected to be able to grow in ability to strictly apply available guidelines to relatively problem-free, repetitive tasks without detailed instructions, although it is clearly understood that the employee has no freedom to act in variance to the guidelines without clearance from the supervisor.

*Factor 4, Complexity -- Level 4-1 -- 25 points*

The work consists of well-structured and related steps, processes, and procedures pertaining to specific and clear-cut assignments.

The employee has a few work situations which require limited decisions between a few readily apparent alternative actions which can be taken within the framework of applicable guidelines and detailed instructions. (For example: in assisting a participant to enroll in several activities, the employee can determine and offer advice as to which, among the various possible activities, are most suitable to the youth's interests and needs and are compatible with any family, school, or other commitments he/she may have.) In deciding how to go about the accomplishment of an assignment, the employee must weigh the few obvious alternatives in the light of guidelines, detailed instructions, and the objective of the specific task.

Actions to be taken are easily determined and any problems arising during the action process can be referred to the supervisor for decision and instructions. At this level, the work is mastered quickly.

*Factor 5. Scope and Effect -- Level 5-1 -- 25 points.*

The specific operations involved in the employee's work are generally fairly routine and do not involve many separate steps or complicated processes in relation to each assigned task.

The work products contribute to the timely provision of several related recreation services to children and young people and enable the supervisor to carry out more difficult work and to provide a broader range of services within the time and resources available.

*Factor 6. Personal Contacts -- Level 6-1 -- 10 points.*

The employee has personal contacts with program participants or designated persons in the installation's support services organizations. There is also the occasional need to contact designated members of the adjacent civilian community to obtain or give clearly indicated information. These contacts are in very highly structured situations as they are the result of specific assignments such as "Contact all the Little League team members and officials to inform them of a cancellation," or they are based on clear-cut information, as in the case of providing visitors and telephone callers with activities schedule information. Some contacts tend to reoccur on a regular basis as the case of parents' inquiries regarding activities schedules and their children's progress. These, however, are of such a routine, factual nature that there is no need to act with authority.

*Factor 7. Purpose of Contacts -- Level 7-1 -- 20 points.*

The employee undertakes these contacts in order to obtain or give facts or other information regarding the typical and conventional aspects of the youth activities recreation program, such as, program schedules, fees, membership requirements, and requirements for services and resources for accomplishment of specific activities.

*Factor 8. Physical Demands -- Level 8-2 -- 20 points*

The employee exercises some physical exertion when overseeing such youth activities as camping, baseball, and field trips. In preparing for and participating in such activities, some bending, stooping, standing, and lifting of moderately heavy items (e.g., chairs, tables, camping and sports equipment, and the like) are involved.

*Factor 9. Work Environment -- Level 9-1 -- 5 points*

The youth activities program involves everyday risks or discomforts which require normal safety precautions typical of such indoor and outdoor activities as baseball, basketball, swimming, camping, biking, parties and dances, and sightseeing. The indoor areas are adequately heated, lighted, and ventilated.

**TOTAL POINTS -- 905**

**RECREATION SPECIALIST (YOUTH ACTIVITIES),  
GS-0188-07, BMK #1**

*Duties:*

Plans and administers a typical and conventional basic recreation program for the dependent youth of a military base, which program involves few innovations, limited adaptation and change, and a small participant community with needs and interests which are fairly conservative and common.

- Within overall plans developed at higher levels, and assisted by a Youth Advisory Council, selects and emphasizes program activities to be offered, both those in the required basic categories and those additional ones which may be possible through available resources and desirable in terms of participant interests and needs.
- Plans and coordinates the details of recurring activities, special events, and joint community undertakings so as to make maximum use of facilities, services, and other resources.
- Schedules and publicizes youth activities, insuring maximum effectiveness in attracting and motivating participants.
- Arranges for supplies and services needed to accomplish scheduled youth activities, accounting for funds involved.
- Assisted by an Ad Hoc Committee, solicits volunteer and part-time paid services for activities which could not be scheduled without such assistance. Interviews and selects such personnel and provides them with required orientation, training, and management. (Generally, program offerings are such that volunteers or part-time instructors are relatively easy to obtain, and their combined hours of service per month do not exceed that which would result from the work of 2 full-time employees if such staff were available.)
- Provides guidance and leadership to the various youth activities and their participants, modifying, adapting, expanding, or otherwise changing plans and procedures for specific activities as developments require. Instructs individual participants and groups of participants in baseball and other sports.
- Continuously evaluates the effectiveness of ongoing youth recreation activities from the standpoint of participant response, resources, unforeseen developments, and program objectives. Recommends program changes and variations in activities in the light of findings.

- Develops periodic program plans and annual budget requirements with supporting data for inclusion in overall program plans formulated at higher organizational levels. Insures that program emphasis is on those activities most appropriate to the interests and needs of population serviced.

*Factor 1. Knowledge Required by the Position -- Level 1-6 -- 950 points.*

In addition to basic (entry level) knowledges:

- Knowledge gained through relevant experience which enables the employee to competently and independently carry out continuing recreation projects or programs through proper application of the principles, concepts, and techniques of recreation to the specific needs at hand, in this case, youth activities.
- Knowledge of the range of activities and services, of participant interests and needs, and of the methods and processes involved in a typical and conventional basic youth activities program, which knowledge enables the employee to plan and conduct a variety of youth recreation activities and services.
- Skill in the application and utilization of such knowledges in planning and carrying out a basic recreation program in this specialty area which meets, as fully as possible, the needs of the participating community.
- Skill in the effective management of the financial and physical resources of the recreation program.

*Factor 2. Supervisory Controls -- Levels 2-2 -- 125 points.*

Basic program plans and methods of operation are well established for the typical and conventional program activities of a small dependent youth center. Within this framework, the employee carries out assigned program responsibilities based on priorities set by the supervisor. Unusual problems and unfamiliar situations must be referred to the supervisor; however, as a general rule, the program has few such problems and situations.

Due to the nature of the program and the physical location of the youth center some distance away from the base recreation program's supervisors, the employee's day-to-day, recurring work is carried out independently and is subject to only periodic spot check. However, the supervisor provides advice and guidance regarding particular problems or concerning specific planning proposals (e.g., how to deal with juvenile behavior problems, when and how to publicize a new program offering, or how to deal with limited resources with minimum adverse affect upon essential basic activities). Such matters as overall program and budget recommendations are reviewed for adequacy and appropriateness of proposals, and the supervisor broadly monitors the work of the specialty area for technical quality and for adherence to overall program procedures.

*Factor 3. Guidelines -- Level 3-2 -- 125 points.*

Basic program plans, operating procedures, and rules and regulations exist for the typical and conventional activities of the dependent youth program involved and for broad management aspects of the program as a whole. These include broad, basic regulations and policy statements issued by the headquarters level for use worldwide, command-level issuances such as procedural manuals and program directives, and local policies established by the base commander. Where necessary, these have been augmented by instructions and procedures of the supervisor or by consensus rulings of the Youth Advisory Committee.

These well-established guides require only limited adaptation to meet local program needs; however, the employee is required to use judgment in making minor deviations to adapt guidelines to specific situations, such as, approving the temporary transfer of funds from one activity to another in order to finance the purchase of vitally needed supplies for a sports event. Situations deviating greatly from, or not covered by, the guidelines are referred to the supervisor.

*Factor 4. Complexity -- Level 4-2 -- 75 points.*

As the recreation activities are, on the whole, typical and conventional and the number of program participants fairly small, the steps, processes, and methods involved are recurring and related, varying only insofar as basic recreation activities are affected by the financial and human resources, seasonal fluctuations in program needs, and variations in the backgrounds, interest, and skills levels of participants (although, generally speaking, these are fairly similar).

Decisions as to which recreation activities need to be undertaken require assessment of participant interests and needs and the availability of necessary financial, physical, and human resources. The few possible alternatives must be weighed to insure that choices made do not hamper participant interests and are in the best interest of objectives to promote the most effective program possible under the circumstances. These program considerations and alternatives are, on the whole, easily identified and lend themselves fairly easily to solutions, especially as there are no unusual local environmental elements complicating the nature and difficulty of the overall program.

Actions to be taken in a program of this size and scope do not require in depth study and analysis of the circumstances involved in a particular program matter. Rather, answers are readily apparent based on past program experience and on information which is quickly and easily obtainable.

*Factor 5. Scope and Effect -- Level 5-2 -- 75 points.*

The work involves the execution of a basic dependent youth activities program which is well-covered by specific program plans and procedures concerning this segment of the installation's overall recreation services. The problems encountered are typical, conventional, and relatively free of complicating environmental elements such as problems relating to the attraction and management of volunteer workers.

The recreation activities and services provided contribute to the effectiveness of the military community's overall recreation program.

*Factor 6. Personal Contacts -- Level 6-2 -- 25 points.*

Personal contacts are with dependent youths and their parents, with post civilian and military personnel, with volunteers and other recreation program staff, with advisory committees and councils, and with the general public, such as, teachers, church officials, community leaders, and businessmen. After an initial contact, further contacts tend to occur, especially with participants, parents, program staff, and post personnel. Therefore, many contacts take place routinely in fairly structured settings, and the reasons for such contacts are easily determined and addressed.

*Factor 7. Purpose of Contacts -- Level 7-2 -- 50 points.*

Contacts with dependent youths and their parents are for the purpose of determining and evaluating participant needs, and arranging activities and schedules to fill such needs. Contacts with volunteers and full-time and part-time recreation program staff are for the purpose of obtaining services needed in the accomplishment of the program and in order to train, oversee the activities, and insure the effectiveness of those assisting in the youth activities center program. Contacts with youth program advisory groups, post personnel, and with the general public are for the purpose of arranging for facilities, volunteer services, or other contributions to, or cooperative participation in, the dependent youth center's various activities. Briefly, such contacts involve the motivation of mutually interested individuals and groups toward understanding of, and cooperative participation in the program.

*Factor 8. Physical Demands -- Level 8-2 -- 20 points.*

The work requires some physical exertion such as long periods of standing when overseeing baseball games; walking over rough, uneven, or rocky surfaces when assisting Boy Scout troops to carry out hiking and camping activities; recurring bending, stooping, stretching, and twisting when demonstrating physical fitness techniques.

*Factor 9. Work Environment -- Level 9-1 -- 5 points.*

The youth activities program involves everyday risks or discomforts which require normal safety precautions typical of various indoor and outdoor youth recreation activities. The indoor work areas are adequately lighted, heated, and ventilated.

**TOTAL POINTS -- 1450**

## **RECREATION SPECIALIST (COMMUNITY ACTIVITIES), GS-0188-07, BMK #2**

### *Duties:*

Plans and administers the leisure services and resources segment of a large military recreation center program for community of 20,000 (based on 100% of total troops, officers, dependent wives, and dependent children over 19; authorized retired military and wives; and authorized civilians). The area of responsibility includes tours and travel services, leisure counseling, and social, food, and other consultant services relating to the leisure facilities and recreational opportunities available through both the military establishment and the adjacent civilian community.

- Within overall plans developed at higher levels, selects and emphasizes leisure services to be offered, both those within the required basic program categories and those additional ones possible through available resources and desirable in terms of participant interests and needs.
- Plans and coordinates the details of both special and recurring activities, such as historical and cultural tours, special leisure time events including exhibits and talent shows, and various leisure activities undertaken jointly with the adjacent civilian community (e.g., dances and church events), insuring maximum use of facilities, services, and other resources.
- Schedules and publicizes various tours, trips, and other leisure activities in the interest of the most effective attraction and motivation of participants.
- Plans and schedules special meeting with participants to discuss their leisure interests and needs and to jointly plan specific trips, tours, social events, etc. Provides leisure counseling services to individual military personnel seeking leisure interests, encouraging their participation in activities which will promote creative self-expression, cultural appreciation, self-development and enjoyment.
- Provides guidance and leadership to the various leisure activities and their participants, modifying, adapting, expanding, or otherwise changing plans and procedures for such activities as developments require.
- Solicits volunteer and part-time paid services for activities which could not be scheduled without such assistance (e.g., tour guides for low-budget tours). Interviews and selects such personnel and provides them with required orientation, training, and management. (Generally, program offerings are such that volunteer or part-time paid assistants are relatively easy to obtain. Also, the supervisor provides assistance and advice in finding such staff.)

- Continuously evaluates the effectiveness of ongoing recreation center leisure activities from the standpoint of participant response, resources, unforeseen developments, and program objectives. Adapts and varies program activities in the light of findings, and redirects individual participants as their needs indicate.
- Develops periodic program plans and annual budget requirements with supporting data for inclusion in overall program plans for the leisure activities segment of the recreation center. Insures that program emphasis is on those activities most appropriate to the interests of the population served.

*Factor 1. Knowledge Required by the Position -- Level 1-6 -- 950 points.*

In addition to basic (entry level) knowledges:

- Knowledge gained through relevant experience which enables the employee to competently and independently carry out continuing recreation projects or programs through proper application of the principles, concepts, and techniques of recreation to the specific needs at hand, in this case, those of a military recreation center.
- Knowledge of the range of activities and services, of participant interests and needs, and of the methods and processes involved in a typical and conventional basic recreation center program, which knowledge enables the employee to plan and conduct a variety of recreation center activities and services.
- Skill in the application and utilization of such knowledge in planning and carrying out recreation activities of a program segment which meet, as fully as possible, the needs of the participating community.
- Skill in effectively managing financial and physical resources available for the program segment.

*Factor 2. Supervisory Controls -- Level 2-2 -- 125 points.*

Basic program plans and methods of operation are well established for the fairly typical and conventional leisure activities and services involved. Within this framework, the employee carries out assigned program responsibilities based on priorities set by the supervisor. Unusual problems and unfamiliar situations must be referred to the supervisor, as in the case of proposals for joint military-civil social activities which are not clearly covered by existing policies and procedures, or requests for leisure services which exceed standard program activities.

Due to the nature and scope of the program specialty area, and the fact that the employee's tour of duty hours do not always coincide with those of the supervisor, the employee's day-to-day work is carried out with considerable freedom and is subject only to periodic spot checks. However, the supervisor provides advice and guidance regarding particularly difficult or unusual problems or regarding specific planning proposals (e.g., how to deal with serious conflicts in leisure activities schedules, which approach to take in developing cultural interests and skills of

participants, or how to handle limited resources with minimum adverse effect upon activities, in this case, a recreation center building which is antiquated, inconvenient, and has several safety problems).

Overall program and budget recommendations are reviewed for adequacy and appropriateness, and the supervisor coordinates work of this segment with other segments of the overall recreation program.

*Factor 3. Guidelines -- Level 3-2 -- 125 points.*

Program plans, operating procedures, and rules and regulations exist for basic leisure activities and for broad management aspects of the program as a whole.

These well-established basic program guides require only limited adaptation to meet local program needs; however, the employee is required to use judgment in making minor deviations to adapt guidelines to specific situations, such as, revising the scope of a traditional holiday event to attract a broader group of participants, or revising the schedule of a tour in progress due to accident of a participant. Situations requiring substantial deviation from, or not covered by, existing guidelines are referred to the supervisor.

*Factor 4. Complexity -- Level 4-2 -- 75 points.*

The work involved in the leisure activities segment of this program is generally typical of the recreation center specialty area, and the program as a whole is not complicated by severe problems such as extreme limitations in resources or by numerous special environmental elements. It is therefore fairly easy to organize this segment into related steps and processes and to follow standardized work methods.

Decisions regarding what work needs to be done and how it is to be done are easily made, based on readily available information regarding participant interests and needs, available resources, and other elements affecting a particular situation. More serious questions and problems involved in this process are referred to the supervisor for decision, although the employee is expected to provide background information, appropriate analysis, and alternative solutions to aid the supervisor in taking action.

Decision to be made and actions to be taken differ only insofar as this specific segment differs from other segments of the recreation center program. Information upon which to make decisions or to take action lends itself to straightforward and relatively uncomplicated assessment.

*Factor 5. Scope and Effect -- Level 5-2 -- 75 points.*

The work involves the execution of a segment of a fairly basic recreation center program which is well-covered by program plans and procedures. However, local facilities and the size and demands of the participant community do enable an enhanced program in certain areas, in this case, in the area of cultural activities, for the base is near a civilian community which has some

theater, tour and travel, and other leisure interest facilities. In program planning areas which go beyond the basic approved program, however, the supervisor determines program procedures and approves activity plans.

The leisure activities and services provided contribute to the effectiveness of the overall recreation center program for the military community it serves.

*Factor 6. Personal Contacts -- Level 6-2 -- 25 points.*

Personal contacts are with those who use the recreation center, with post civilian and military personnel who provide support, and with volunteers and other recreation center program staff, both full-time and part-time. The employee also has contacts with the general public, individually and in groups, and including community leaders, museum officials, travel agencies, cultural organizations, etc., in planning and scheduling a variety of leisure activities for participants. As the recreation center is a focal point for user personnel who have questions and problems regarding leisure interests and needs, the purpose of many contacts must be established before action can be taken; therefore, this type of contact occurs in moderately structured settings.

*Factor 7. Purpose of Contacts -- Level 7-2 -- 50 points.*

Contacts with participants are for the purpose of determining and assessing their leisure interests and needs, planning activities and services to fill such needs, motivating individual participants toward constructive and satisfying leisure activities, and evaluating response to our program. Contacts with post personnel and with the general public are for purposes of arranging for necessary facilities and support services, making tour and travel arrangements, obtaining volunteer or part-time paid assistance, publicizing scheduled activities, and promoting community support and cooperation in such activities as concerts and special exhibitions. Overall, the purpose is to motivate individuals and groups toward mutual participation and cooperation in the program.

*Factor 8. Physical Demands -- Level 8-1 -- 5 points.*

The employee's work is largely sedentary although some physical exertion is involved in such activities as tours. Also, some bending, stooping, lifting of light items, etc., may be occasionally involved in such work as setting up cultural exhibits, organizing space for talent shows, and setting up booths for festival events.

*Factor 9. Work Environments -- Level 9-1 -- 5 points.*

The leisure activities segment of the recreation center program involves everyday risks or discomforts which require normal safety precautions typical of the various activities involved (e.g., safety precautions when loading and unloading tour buses, and safety measures to provide exits and to prevent fire hazards for festivals and shows, etc.). Hours of work will vary as

required by the needs of the program to include split days off and fluctuating tours of duty, including evenings, weekends, and holidays. The work areas are adequately lighted, heated, and ventilated.

**TOTAL POINTS -- 1435**

**RECREATION SPECIALIST (SENIOR CITIZENS ACTIVITIES),  
GS-0188-07, BMK #3**

*Duties:*

Plans and administers a typical and conventional senior citizens basic recreation program which involves few innovations, limited adaptation and change, and a relatively small participating community which has fairly typical and mutual recreation interests and needs.

- Within overall plans developed at higher levels, selects and emphasizes program activities to be offered, both those in the required basic categories and those additional ones possible through available resources and desirable in terms of participant interests and needs.
- Plans and coordinates the details for recurring activities, special events, and joint community undertakings so as to make maximum use of facilities, services, and other resources.
- Schedules and publicizes senior citizens activities, insuring maximum effectiveness in attracting and motivating participants.
- Arranges for supplies and services needed to accomplish scheduled senior citizens activities, accounting for all funds involved.
- Solicits permission to use various community facilities for senior citizens program activities, including recreation center or community center facilities, church social halls, meeting rooms of fraternal and civic organizations, etc. Monitors the use of these loaned facilities to insure against misuse.
- Solicits volunteer and part-time paid services for activities which could not be scheduled without such assistance. Interviews and selects such personnel and provides them with required orientation, training, and management. (Generally, program offerings are such that volunteers or part-time paid assistants are relatively easy to obtain.)
- Provides guidance and leadership to the various activities and their participants, modifying, adapting, expanding, or otherwise changing plans and procedures for specific activities as developments require. Personally directs several senior citizens activities, such as, physical fitness sessions, shopping trips, and table games.

- Continuously evaluates the effectiveness of ongoing senior citizens recreation activities from the standpoint of participant response, resources, unforeseen developments, and program objectives. Adapts and varies program activities in the light of findings.
- Develops periodic program plans and annual budget requirements with supporting data for inclusion in overall program plans formulated at higher organizational levels. Insures that program emphasis is on those activities most appropriate to the interests and needs of the population served.

*Factor 1. Knowledge Required by the Position -- Level 1-6 -- 950 points.*

In addition to basic (entry level) knowledges:

- Knowledge gained through relevant experience which enables the employee to competently and independently carry out continuing recreation projects or programs through proper application of the principles, concepts, and techniques of recreation to the specific needs at hand, in this case, those of a senior citizens recreation program.
- Knowledge of the range of activities and services, of participant interests and needs, and of the methods and processes involved in a typical and conventional basic senior citizens recreation program, which knowledge enables the employee to plan and conduct a variety of recreation activities and services for older adults.
- Skill in the application and utilization of such knowledges in planning and carrying out a recreation program in this specialty area which meets, as fully as possible, the needs of the participating community.
- Skill in effectively managing the financial and physical resources available.

*Factor 2. Supervisory Controls -- Level 2-2 -- 125 points.*

Basic program plans and methods of operation are well established for this typical and conventional senior citizens recreation program. Within this framework, the employee carries out continuing program assignments with relative independence, but must refer unusual problems and unfamiliar situations to the supervisor. New, more difficult, or unusual program activities are subject to specific supervisory instructions as to methods of approach (e.g., a new physical fitness program which requires careful structuring and monitoring to insure against harmful results).

Due to the nature and scope of the program and its physical location away from the recreation program's next higher supervisory level, the employee is expected to use initiative in carrying out program activities without specific instructions and daily guidance. However, the supervisor provides advice and guidance as needed and makes major decisions regarding particular problems or regarding specific planning proposals (e.g., how to deal with serious participant

problems such as senile behavior and mental illness, and plans which involve unusual needs for facilities not readily available).

Overall program and budget recommendations are reviewed for adequacy, appropriateness of proposals, soundness of judgment, and conformity with recreation program policies and objectives.

*Factor 3. Guidelines -- Level 3-2 -- 125 points.*

Recreation department program plans, operating procedures, and rules and regulations exist for basic senior citizens recreation activities and for broad management aspects of the program as a whole.

These well-established and clear-cut guides require limited adaptation in a few cases to meet local program needs. Situations greatly deviating from, or not covered by, the guidelines are referred to the supervisor.

*Factor 4. Complexity -- Level 4-2 -- 75 points.*

The work involved is typical and conventional and the number of senior citizens involved is fairly small. Except for a few problems relating to program resources, the program can be planned to follow a set pattern of recurring regular and related steps. The methods and procedures used in carrying out such activities therefore tend to be well-established.

Decisions regarding what needs to be done and how and when activities will be scheduled involve a limited number of choices since many are dependent upon what and when physical facilities, such as meeting halls and transportation, are available.

Actions to be taken differ each time a recreation activity recurs only insofar as it is necessary to adjust an activity to meet the needs of individual participants (e.g., a weekly shopping trip may eliminate a stop at one type of store since no one wishes to shop there, or an afternoon of table games may be rescheduled to permit greater attendance). Actions to plan and implement new activities are dependent upon available resources, participant interests and needs, and the supervisor's approval.

*Factor 5. Scope and Effect -- Level 5-2 -- 75 points.*

The work involves the execution of a typical, conventional, and largely diversional recreation program for older people, which program is well-covered by program plans and policies.

The activities and services of the program contribute to the effectiveness of the city's overall recreation program.

*Factor 6. Personal Contacts -- Level 6-2 -- 25 points.*

Personal contacts are with senior citizens, their families, volunteers, paid staff, and the general public. Once established, these contacts continue routinely within the framework of the recreation program, both physically and operationally.

*Factor 7. Purpose of Contacts -- Level 7-2 -- 50 points.*

Contacts with participants and their families are for the purpose of determining and evaluating participant needs and to arrange activities and services to fill such needs. Contacts with volunteers and with paid staff are for the purpose of obtaining services needed in the accomplishment of the program, and such contacts may involve briefing such personnel on program procedures and monitoring their activities. Contacts with the general public are for the purpose of arranging for facilities such as meeting places, for volunteer services, or for other contributions to, or cooperative participation in, the various activities. These various contacts motivate individuals and group toward interest in, understanding of, and participation and cooperation in the program.

*Factor 8. Physical Demands -- Level 8-2 -- 20 points.*

The employee exercises some physical exertion when overseeing those activities which involve bending, stooping, and lifting moderately heavy items (up to 40 pounds). From time to time, there is a need to assist a physically handicapped or feeble person to walk or to participate in recreation activities.

*Factor 9. Work Environment -- Level 9-1 -- 5 points.*

The program involves everyday risks or discomforts which require normal safety precautions typical of various recreation activities for older persons. Work areas are adequately lighted, heated, and ventilated.

**TOTAL POINTS -- 1450**

## **RECREATION SPECIALIST (YOUTH ACTIVITIES), GS-0188-07, BMK #4**

### *Duties:*

Plans and administers two segments of a recreation program for the 700 students of a combined day-boarding high school, specifically, (1) intramural athletics for all students and extramural athletics for students too old for the intramural athletics program, and (2) unstructured social and recreation activities for resident students during after school hours and on weekends. Although the programs are substantially basic to the needs of the community served, the unique culture, socio-economic problems, and isolated environments of the youth involved create problems in assessing individual interests and skills and in motivating students toward full participation.

- Within broad curriculum plans of school administration and school policy as it relates to recreation, selects and emphasizes program activities to be offered, both those in the required basic categories and those additional ones which may be possible through available resources and desirable in terms of participant interests and needs.
- Plans and coordinates the details of recurring intramural and extramural athletic activities, and recurring and special activities for after hours and weekends (e.g., ongoing arts and crafts, special recreational/educational/cultural field trips, movies, social activities, group games, etc.), taking care to make maximum use of facilities, services, and other resources, and to promote the school's youth development objectives.
- Schedules and publicizes these youth recreation activities, insuring maximum effectiveness in attracting and motivating participants.
- Arranges for necessary supplies, transportation, space, and services to accomplish scheduled youth activities, accounting for funds, equipment, supplies, etc., and promoting the safety of participants. Has responsibility for the security and maintenance in good working order of recreation facilities and equipment involved.
- Trains and oversees the services of student volunteers, teacher volunteers, other volunteers, and part-time paid arts and crafts instructors. Supervises recreation aids as assigned to assist in carrying out specific activities.
- Provides guidance and leadership to the various youth activities and participants, modifying, adapting, expanding, or otherwise changing plans and procedures for specific activities as developments require. Instructs individual participants and groups of participants in athletics.
- Develops periodic plans and annual budget requirements with supporting data for inclusion in the overall school budget. Insures that program emphasis is on those activities most appropriate to the interests and needs of the youths involved.

- Collaborates and cooperates with other members of school staff to coordinate these segments with the overall recreation program, and with other segments of the broader school program. Assists in the planning and management of the institution's summer recreational program for students living within easy commuting distance.

*Factor 1. Knowledge Required by the Position -- Level 1-6 -- 950 points.*

In addition to basic (entry level) knowledges:

- Knowledge gained through relevant experience which enables the employee to competently and independently carry out continuing recreation projects and programs through proper application of the principles, concepts, and techniques of recreation to the specific needs at hand, in this case, two segments of a broad program of youth recreation activities.
- Knowledge of the range of activities and services, of participant interests and needs, and of the methods and processes involved in a basic high school recreation program which knowledge enables the employee to plan and conduct a variety of youth recreation activities and services within the framework of agency policy, program policies and practices of local school administration, and the unique circumstances of a combined day and boarding high school for Indian youth.
- Skill in the application and utilization of such knowledge in planning and carrying out two segments of a year-round recreation program in such manner as to meet, as fully as possible, the needs of the participating community.
- Skill in the effective management of the financial and physical resources of assigned segments of the overall program.

*Factor 2. Supervisory Controls -- Levels 2-2 -- 125 points.*

Basic program plans and methods of operation are well established by the supervisor within the broader school program plans and policies set by school administration. Within this framework, the employee carries out assigned program responsibilities based on priorities set by the recreation section supervisor. Unusual problems and unfamiliar situations must be referred to the supervisor; however, overall, the program tends to proceed fairly smoothly after the second month of the school year.

Due to the fact that a considerable amount of the employee's work takes place after school hours, on weekends, and off campus, there is much freedom from onsite supervision. He/she is expected to carry out the various recreation activities and services independently, with the likelihood of only very infrequent spot checks. However, the supervisor is available for advice and guidance regarding particular problems or concerning specific proposals for recreation plans (e.g., unsafe practices of students on off-campus trips, special activities for children with learning or physical disabilities, scheduling difficulties which cannot be resolved at lower levels of negotiation).

Such matters as overall program and budget recommendations are reviewed for adequacy and appropriateness of proposals, and the supervisor broadly monitors the employee's work for quality and program adherence through observation, conferences, and reports.

*Factor 3. Guidelines -- Level 3-2 -- 125 points.*

Basic recreation program plans, operating procedures, and rules and regulations exist within the curriculum plans, educational policies, and coordinated program procedures set for the school by administration. Other guidelines exist through student governing bodies, and the procedures and policies issued through channels from top agency levels, such as, the bureau manual and area office directives.

These guides require judgment in application to specific recreation plans and activities; however, on the whole, deviations are limited to secondary changes required in handling on-the-spot problems (e.g., a change in the established procedure for the use of school transportation in order to overcome a temporary shortage which could otherwise require the cancellation of an important scheduled athletic event). Situations significantly digressing from existing guidelines are subject to the advice and decision of the supervisor.

*Factor 4. Complexity -- Level 4-2 -- 75 points.*

The entire school program, including the recreation activities, is fairly well established. Many aspects of the program are recurring and follow a set pattern of steps, processes, and methods. However, changes must be made in the established program pattern to meet the needs of individual students or specific groups of students.

The determination of which recreation activities will be scheduled is based on evaluations of the needs, interests, and limitations of individual students. Within program resources, various possible activities must be considered in order to select those which will contribute the most toward objectives to motivate and encourage participation, develop recreation and leadership skills, and overcome social and recreational deficiencies. The school's closed environment and the single-culture background of the students to be served make program considerations and alternatives relatively easy to solve.

Actions to be taken in a program of this type and size do not require numerous decisions based on several alternatives. Different possible actions are limited to the realities of student needs, school policy, and financial and physical resources.

*Factor 5. Scope and Effect -- Level 5-2 -- 75 points.*

The work involves the execution of two segments of a school recreation program which is well-covered by program plans, policies, and procedures.

The recreation activities and services affect the success and effectiveness of the overall youth development program of the school.

*Factor 6. Personal Contacts -- Level 6-1 -- 10 points.*

Personal contacts are with the staff and the students of the school, including volunteer workers. There are also some contacts with persons outside the school in structured settings (e.g., the staff of a school visited to carry out extramural athletic activities for older students).

*Factor 7. Purpose of Contacts -- Level 7-2 -- 50 points.*

The purpose is to plan, implement, coordinate, and carry out recreation activities by assessing student interests and needs, motivating participants, and influencing co-workers and volunteers to contribute to the success of program activities. Contacts with those outside of the school system are for the purpose of soliciting mutual cooperation and assistance in arranging joint activities, obtaining equipment and facilities, and enlisting volunteers.

*Factor 8. Physical Demand -- Level 8-2 -- 20 points.*

The work requires frequent physical activity such as walking considerable distances around the campus; carrying, moving, and handling recreation supplies and equipment; demonstrating and participating in athletic and other high energy physical activities. Must be physically able to operate a motor vehicle for the purpose of transporting students and/or recreational equipment on trips outside the school premises.

*Factor 9. Work Environment -- Level 9-1 -- 5 points.*

The work environment involves everyday risks or discomforts which require normal safety precautions typical of various indoor and outdoor youth recreation activities. Indoor areas are adequately lighted, heated, and ventilated. The work schedule is highly flexible, involving assignments at night and on weekends.

**TOTAL POINTS -- 1435**

## **RECREATION SPECIALIST (INSTITUTIONAL), GS-0188-09, BMK #1**

### *Duties:*

Plans and administers an enhanced recreation program in a moderately large Federal correctional institution which program requires innovative approaches and major adaptations because of a combination of such factors as (1) limitations in available funds, facilities, volunteers, paid staff, or other resources; (2) the wide range of participants from the standpoint of ages, socio-economic backgrounds, and recreation interests and skills; (3) the requirement to integrate recreation program activities with the institution's education, training, and rehabilitation program for purposes of the overall rehabilitation and social and academic education of inmates; and (4) the need for leisure counseling services as a major motivational and rehabilitation tool.

- Within established agency policy and objectives, plans the institution's recreation program, including required basic activities and those additional activities possible through available resources and desirable in terms of participant interests and needs. Devises, improvises, and adapts these various activities to the wide range of participant interests and needs, and to meet the limitations of funds, facilities, equipment, and volunteer and other staff support available.
- Plans and coordinates the details of recurring and nonrecurring activities, special events, and joint educational-recreational programs to make maximum use of facilities, services, and other resources.
- Schedules and publicizes recreational activities, insuring maximum effectiveness in attracting and motivating participants and in providing the widest possible range of activities in terms of interests and needs. Coordinates the activities schedule with the custodial staff to insure compliance with security requirements.
- Arranges for supplies and services needed to accomplish scheduled activities. Accounts for all funds involved and makes recommendations for improvements in funding and other support services.
- Solicits volunteer and part-time paid service for activities which could not be scheduled without such assistance. Interviews and carefully selects such staff from the outside community, the institution staff, and inmates, providing them with required orientation, training, and management. In order to meet all program needs, provides transition training to outstanding volunteers to permit them to serve in new and different areas of recreation. (The type of institution, program offerings, and other circumstances are such that volunteers and part-time instructors are difficult to obtain.)
- Provides guidance counseling and leisure counseling services to the approximately 850 inmates, modifying, adapting, expanding, or otherwise changing plans and procedures for scheduled recreation activities, and introducing new activities in order to enable inmates to

put counseling into action. Monitors such activities to insure that essential "coping" skills and other results sought are being achieved to the fullest possible extent.

- Promotes maximum involvement of institution inmates in recreation activities and services through resident committees and other peer group processes. Instructs individual participants and groups of participants in those recreation activities for which the employee has technical expertise, in this case, team sports.
- Continuously evaluates the effectiveness of ongoing recreation activities from the standpoint of participant response, resources, unplanned developments, and program objectives. Adapts and varies program activities in the light of findings.
- Develops periodic program plans and annual budget requirements with supporting data for inclusion in overall program plans formulated at higher organizational levels. Insures that program emphasis is on those activities most appropriate to the interests and needs of the population served.

*Factor 1. Knowledge Required by the Position -- Level 1-6 -- 950 points.*

In addition to basic (entry level) knowledge:

- Knowledge gained through relevant experience which enables the employee to competently and independently carry out continuing recreation projects or programs through proper application of the principles, concepts, and techniques of recreation to the specific needs of persons in an institutionalized setting.
- Knowledge of the range of activities and services, of participant interests and needs, and of the methods and processes involved in a recreation program in a prison setting, which knowledge enables the employee to plan and conduct a recreation program that supports and contributes to the socialization-education-career development objectives of those involved in the institution's program.
- Skill in the application and utilization of such knowledges in planning and carrying out an enhanced recreation program which meets, as fully as possible, the needs of the institution's residents.
- Skill in effectively managing the financial and physical resources involved.

*Factor 2. Supervisory Controls -- Level 2-3 -- 275 points.*

The supervisor does not make specific assignments, but defines broad objectives, sets certain priorities, and is available to assist with unusual situations which do not have clear precedents (e.g., strong pressure from inmates for a voice in determining disciplinary action in the case of an inmate who has disrupted a recreation activity).

The employee plans and carries out the various plans, phases, and projects of the program and handles problems and deviations in accordance with standing instructions, official policies, those knowledges and skills gained through previous training, and/or the accepted practices in this specialty area of recreation.

Completed activities and program plans, schedules, and operations are periodically spot checked for quality level, for program responsiveness to participants' interests and needs, and for achievement of broad program objectives such as to provide recreation activities and services which are an effective element of the overall education and training program and which are major motivational and rehabilitation tools. The methods used in achieving program results are not reviewed in detail.

*Factor 3. Guidelines -- Level 3-3 -- 275 points.*

Guidelines are available for the basic recreation program; however, these do not completely cover all activities and services of the enhanced program and are not sufficiently detailed to provide for specific steps and processes in program planning and management.

The employee uses considerable judgment in interpreting and adapting agency policies and regulations, and procedures and work directions emanating from the education department in order to accommodate specific recreation plans and activities and to satisfactorily resolve problems not covered in the guidelines. The environmental circumstances of this program are such that procedures and regulations must be interpreted on-the-spot in many cases in order to assure ongoing activities in an atmosphere of disciplined control and authority. Also, based on assessments of program progress and results, the recreation specialist recommends significant changes in guidelines in the interest of effective achievement of program objectives.

*Factor 4. Complexity -- Level 4-3 -- 150 points.*

The work includes different and unrelated processes, methods, and procedures concerning the several types of recreation involved (e.g., sports, social activities, handcrafts, music, table games, reading, and hobbies) which considerably exceed basic program requirements and which present atypical problems due to the nature and isolation of the community served and the key-role relationship of the recreation program to the educational and rehabilitation objectives of the institution.

Decisions as to which recreation activities will be undertaken require analysis of participants' interests and needs from the standpoint of inadequacies in basic life coping and social skills, of the availability of necessary financial, physical, and human resources, and of unusual environmental situations impacting upon the program. The alternatives must be weighed against data gathered and evaluated to insure that choices made do not hamper participant interest and overall program effectiveness.

As an ongoing aspect of the program, the employee continuously identifies and assesses those conditions and elements of recreation activities which impact upon program progress and effectiveness. This requires close collaboration with the education department and other participants in the institution's rehabilitation efforts in the evaluation of the problems and needs of individual inmates and in structuring enhanced program activities accordingly. (An example of this type of assessment is in the case of an uncooperative inmate who shows no interest in constructive participation in education and training programs. Working with education department staff, the recreation specialist plans recreation activities which will utilize the inmate's musical talents, providing him with a better self-image and, hopefully, creating a desire to involve himself fruitfully in the education program.)

*Factor 5. Scope and Effect -- Level 5-3 -- 150 points.*

The employee applies program policies and procedures to problems, questions, and situations which typically arise in planning and administering the activities, services, and operations of a recreation program in a moderately large Federal correctional institution.

Recreation activities and services provided at this level directly contribute to the participants' morale and their physical and emotional well-being, social development, and rehabilitation. For those inmates who may be released, recreational skills and leisure interests gained in the institution provide them with tools for resisting undesirable environmental influences and for leading socially acceptable and useful lives on the outside.

*Factor 6. Personal Contacts -- Level 6-2 -- 25 points.*

Most contacts are with inmates, with institution personnel, and with volunteer and paid staff. The employee has other contacts with members of the general public, individually or in groups, in moderately structured settings established routinely in meeting recreation program needs, and including, e.g., members of the arts and crafts community adjacent to the institution, local school officials, and representatives of local sports, cultural, volunteer, and civic groups.

*Factor 7. Purpose of Contacts -- Level 7-3 -- 120 points.*

The recreation specialist must skillfully motivate, persuade, and control program participants, many of whom are uncooperative, erratic in behavior, even violent and dangerous. Contacts within the institution are for the purpose of planning, implementing, and administering recreation activities, motivating inmates to participate, arranging for the cooperative support of institution personnel for certain activities (e.g., the presence of additional guard staff for ball games with teams from outside the institution), and effectively orienting and assigning volunteer and regular staff to various activities. Contacts with the general public are for the purpose of arranging sports competitions, the donation or loan of recreation equipment, and the provision of technical recreation assistance (e.g., instruction in handcrafts or service as coaches and umpires). In all contacts, the specialist promotes the highest possible degree of program participation and cooperation through highly motivating program planning and presentation, and through effective public relations methods and techniques. Persons outside the institution must be persuaded that

their assistance is important and that the environment is safe and satisfying. As inmates are often hostile and sometimes dangerous, considerable work must be done to establish a level of rapport which will ease hostility, prevent disruptive behavior, and guide inmates into constructive leisure activities.

*Factor 8. Physical Demands -- Level 8-2 -- 20 points.*

The work requires some physical exertion in handling the tools, materials, and equipment of the various recreation activities and in organizing the physical environment for various recreation projects, activities, and events.

*Factor 9. Work Environment -- Level 9-3 -- 50 points.*

Recreation activities in this setting not only involve everyday risks or discomforts which require normal safety precautions typical of the broad recreation field, but also involve exposure to potentially dangerous situations in terms of physical safety and to unusual environmental stress due to the prison setting. Constant alertness is required to avoid group disturbances during recreation activities, to insure against physical harm from dangerous prisoners, and to be always aware of the actions of inmates which point toward possible trouble.

**TOTAL POINTS – 2015**

## **RECREATION SPECIALIST (YOUTH ACTIVITIES), GS-0188-9, BMK #2**

### *Duties:*

Plans and conducts an "on the street" recreation program (designated as the "Roving Leader Program") for a large area of the city, which program is designed as a crisis prevention and crisis intervention tool to provide assistance directly to the area's troubled, delinquent, handicapped, and hostile youth in rechanneling their energies, interests, and activities into constructive pursuits. The program requires innovative approaches and special communications skills because of a combination of such factors as (1) many of the youths involved are from low socio-economic areas and extremely deprived family backgrounds; (2) constructive recreation interests and skills are limited; (3) many are not only anti-social but have been officially recognized as delinquent or near-delinquent and, in some cases, have criminal or juvenile records; (4) drugs, alcohol, and abnormal behavior are common problems; (5) exposure to constructive recreation activities is of critical importance in the effort to redirect and rehabilitate.

-- Continuously moves about the assigned area, making contact with organized street gangs, individual youths, concerned parents, involved citizens, and various public and private recreation, social, educational, health and welfare agencies.

- Attempts to establish rapport with individuals and groups not presently identified with recreation programs. Informally evaluates the specific recreation and other social needs of each person, and follows through in contacts with those social, educational, recreation, and health and welfare agencies which may be able to provide supportive services in the rehabilitation-and-redirect-through-recreation effort.
- Develops plans of action to motivate youths toward activities which will develop recreational skills, desirable social behavior, and involvement in more constructive leisure activities.
- During the planning stage, keeps in close contact with the youth groups and individual youths to be involved. Strives toward acceptance and rapport. Adapts approaches in cases where hostility and mistrust of the adult world prove to be deep-seated and pervasive.
- Collaborates with juvenile aid organizations, church leaders, school officials, the police, probation officers, community recreation facilities, case workers, employment agencies, and other social welfare and health agencies in bringing youths into more constructive activities designed to assist them in developing more desirable social attitudes and behavior, in acquiring life coping skills and in alleviating physical, mental, educational, economic, and other non-recreational deficiencies which are equally important factors contributing to the problem. Takes the "whole person" approach toward youth rehabilitation efforts, with recreation as the fulcrum.
- Organizes and implements "on-site" recreation activities to redirect youths into more desirable activities. These impromptu activities are in vacant lots, parks, side streets, and backyards and often require modification of activities to take into consideration the limitations of the setting.
- When preliminary recreation efforts bear results, works with staffs of private and public community recreation facilities in arranging for more organized recreation suited to the special needs of individuals and groups.
- Interprets the objectives and procedures of this specialized recreation program in appearances before school groups (e.g., the PTA), police seminars, social services meetings, and conferences of urban social agencies.
- Solicits volunteer and part-time instructors and special equipment and materials for recreation activities which could not be scheduled without such assistance and resources. Interviews and selects volunteers and part-time instructors and provides them with orientation, training, and management. (The working environment and other circumstances are such that volunteers and part-time instructors are difficult to obtain).
- Provides technical guidance and instruction to individual participants and groups of participants engaged in those recreation activities for which the employee has technical expertise (e.g., boxing, baseball, football, and basketball).

- Continuously evaluates the effectiveness of specific activities and of the program as a whole in the assigned city area, determining the degree of success from the standpoint of participant response, extent of input and cooperation from other community agencies, unforeseen developments, and program objectives. Adapts and varies program activities in the light of findings.
- As an experienced person in this type of recreation program, the employee frequently assists with hard-core cases in other areas. Assesses the situations involved, preparing reports of findings with recommendations as to appropriate actions within the framework of recreation.
- Provides advisory services to various city government and private organizations regarding the recreation aspects of youth program planning.

*Factor 1. Knowledge Required by the Position -- Level 1-6 -- 950 points.*

In addition to basic (entry-level) knowledges:

- Knowledge gained through relevant experience which enables the employee to competently and independently carry out continuing recreation projects or programs through proper application of the principles, concepts, and techniques of recreation to the specific needs of urban youth.
- Knowledge of the range of activities and services, or participant interests and needs, and of the methods and processes involved in an inner city youth activities program, which knowledge enables the employee to plan and conduct a variety of recreation activities and services to guide troubled, delinquent, handicapped, and hostile youth into more constructive pursuits.
- Skill in the application and utilization of such knowledges in planning and carrying out an enhanced recreation program in this specialty area which meets, as fully as possible, the needs of the participating community.
- Communications and innovation skills in effectively organizing and utilizing all available community resources within the program framework, and in motivating needful youths to participate in the program.

*Factor 2, Supervisory Controls -- Level 2-3 -- 275 points*

The supervisor does not make specific assignments, but defines broad objectives, sets certain priorities, and is available to discuss specific problems and special issues and to assist with unusual situations which do not have clear precedents (e.g., the extent to which the employee may go in collaborating with another social agency in joint efforts toward rehabilitation of a problem youth.)

The employee plans and carries out the various phases and projects of the program and handles problems and deviations in accordance with standing instructions, official policies, those

knowledges and skills gained through previous training, and/or the accepted practices in this type of recreation program.

Program activities and operations are periodically spot checked for quality level, for program responsiveness to participants' interests and needs, and for achievement of program objectives. The methods used in achieving program results are not reviewed in detail. Generally, the supervisor is physically located in the Roving Leader Program office while the employee's work takes place "in the field" (i.e., an assigned area of the city). This allows the employee freedom from all but occasional on-site review.

*Factor 3. Guidelines -- Level 3-3 -- 275 points.*

Guidelines are available for the basic Roving Leader Program; however, in working with troubled and delinquent youth, many situations arise which are not completely covered by

guidelines or which are so unusual that program policies and procedures cannot be specifically applied.

The employee uses judgment in interpreting and adapting recreation department policies, regulations, and procedures to specific cases or problems. Based on evaluations of program results and trends, recommends changes in and additions to guidelines to provide for new developments or to alleviate inadequacies and inconsistencies in terms of actual program needs.

*Factor 4. Complexity -- Level 4-3 -- 150 points.*

The varied range of recreation activities includes different processes, methods, and procedures relating to a unique type of recreation program for a large area of the city. The program is, by nature, atypical not only in the manner in which it operates somewhat outside and in addition to the traditional recreation programs of the urban area, but in its special concerns for the area's deprived, delinquent, and hostile youth.

Decisions as to which recreation activities will be undertaken in this specialty field require analysis of participant interests and needs, of the availability of necessary financial, physical, and human resources, and of usual environmental situations impacting upon the program. The various alternatives must be carefully weighed against data gathered and evaluated to insure that choices do not hamper participant interest and overall program effectiveness.

The nature of the program and the problems involved are such that the work requires continuous alertness to the conditions and elements impacting upon the social difficulties and attitudes of the youth involved. The mutual relationships of these conditions and elements and those which have the most significant impact upon youth problems must be recognized and taken into appropriate account in developing a program. This particular recreation specialist's assigned area has the most serious drug problems in the city. To understand and deal with this problem, the employee must become an on-the-scene presence in the streets, alleys, hallways, and hangouts where drugs are obtained and used, without attitudes of recrimination, but with attractive, suitable activities always available as a substitute.

*Factor 5. Scope and Effect -- Level 5-3 -- 150 points.*

Within the context of the Roving Leader Program, the work involves the application of established program standards and procedures to the problems and situations which are typical of this type of recreation program.

Recreation activities and services provided by the employee at this level directly contribute to the social development and rehabilitation of numbers of the city's troubled youth. Social development through recreation assists such youths to develop their own framework of values, self-perception, and discipline; to acquire more constructive attitudes toward society; to grow in ability to resist undesirable environmental influences; and to derive training and career development goals.

*Factor 6. Personal Contacts -- Level 6-3 -- 60 points.*

In addition to continuing contacts with the troubled youth of the assigned city area, with recreation department personnel, and with volunteers and paid staff, the employee has frequent and recurring contacts with parents and other family members, with juvenile aid organizations, church leaders, lawyers, judges, school officials, the police, case workers, municipal planning officers, public action groups, the news media, and representatives of health and various social welfare organizations. Many of these contacts are not routine, involve several different associations in the course of arranging special activity programs for specific youths, and serve a variety of purposes in broad youth recreation and rehabilitation efforts.

*Factor 7. Purpose of Contacts -- Level 7-3 -- 120 points.*

Contacts within the recreation department, with troubled youths, and with volunteers and paid staff are for the purpose of planning, implementing, and administering the urban youth activities program in the city area to which assigned, a task which has as the primary goal the motivation of young people to participate in constructive activities, not only in recreation but in education and work. Contacts with the broader community are for the purpose of arranging for volunteer and paid assistance; in promoting the cooperation and collaboration of parents and of private and public education, social services, and health organizations in the broader rehabilitation of the youths involved; and in developing a better understanding and acceptance of the urban youth activities program. (Briefly, such contacts aid in the development of successful recreation plans for delinquents with the cooperation and support of family members, community organizations, the police, and the Mayor's Task Force.) In all these contacts, the employee must strive for the highest possible degree of program participation and cooperation through highly motivating program planning and presentation, and through effective public relations methods and techniques. This requires very skillful techniques in gaining the confidence of troubled youths, many of whom are uncooperative, hostile, and tend toward destructive attitudes and actions; in soliciting the understanding and cooperation of families, most of which have severe socioeconomic problems that must also be recognized and taken into consideration by the employee; and in bringing to bear upon each case the social services resources of the community.

*Factor 8. Physical Demands -- Level 8-2 -- 20 points.*

The work requires some physical exertion in, e.g., handling the tools, materials, and equipment of, and in organizing the physical environment for, the various recreation and activities involved. Additionally, much of the employee's contact work takes place in the outdoors in alleys, streets, parks, and derelict property, so there is considerable driving, standing, and walking involved.

*Factor 9. Work Environment -- Level 9-3 -- 50 points.*

Recreation activities of this program not only involve everyday risks or discomforts which require normal safety precautions typical of the broad recreation field, but also involve exposure to potentially dangerous situations in terms of physical safety. There is also unusual environmental stress due to the conditions under which, and the types of young persons with whom, the employee works. Constant alertness is required to insure against physical harm, and to be always aware of any actions which point toward trouble. Many "work areas" are not physically comfortable from the standpoint of, e.g., heating, lighting, and ventilation.

**TOTAL POINTS -- 2050**

**RECREATION SPECIALIST (OUTDOOR ACTIVITIES),  
GS-0188-09, BMK #3**

*Duties:*

Plans, develops, manages, and maintains a military outdoor recreation program for a large community of 30,000 active and retired military, their dependents, and authorized civilians in an area with climate and other conditions favorable to a strong program for 3 seasons of the year. The program primarily involves planning and administering a range of fairly typical, conventional and well-established basic activities; however, it also includes: (1) several outdoor activities which are typical of an enhanced program; (2) some basic land-use conservation and environmental protection responsibilities; and (3) limitations in available funds, facilities, volunteers, paid staff, and other resources.

- Within established agency policy and objectives, plans the outdoor recreation program. Develops the natural land and water resources for selected outdoor recreation activities, both those in basic categories (e.g., swimming, camping, boating, and fishing), and those designed to meet more specialized interests and needs (e.g., skiing, riding, scuba diving, and skeet and trap shooting). Devises, improvises, and adapts these various activities to fit the conditions of the natural environment, and to conform to limitations in funds, facilities, equipment, and staff support.
- Plans and coordinates the details of recurring and nonrecurring activities, special events, and joint community undertakings so as to make maximum use of resources, consistent with the

military mission and with the principles of natural resources development, conservation, sound usage, improvement, and management.

- Schedules and publicizes outdoor recreation activities, insuring maximum effectiveness in attracting and motivating participants and in providing the widest possible range of activities in terms of community interests and needs.
- Arranges for equipment, supplies, and services needed to accomplish scheduled outdoor recreation activities. Accounts for all funds involved in the program, and makes recommendations for improvements in funding and other support services.

Solicits volunteers (including military personnel on temporary special duty) and part-time paid services for activities which could not be scheduled without such assistance. Interviews and selects such staff and provides them with required orientation, training, and management. In order to meet all program needs, provides transition training to outstanding volunteers to permit them to serve in new and different areas of the specialty field. (Program offerings and other circumstances are such that volunteers and part-time instructors are difficult to obtain.)

- Provides guidance and leadership to the various outdoor recreation activities and participants, modifying, adapting, expanding, or otherwise changing plans and procedures for such activities as developments require. Instructs individual participants and groups of participants in those activities for which the employee has technical expertise, in this case, waterskiing.
- Insures that safety orientation is provided regarding specific activities. Provides an ongoing education program designed to promote the rational use and sound protection and conservation of the natural resources and various facilities involved. Apprises the participant community of the requirements and procedures for the best possible use of the program's land and water resources.
- Continuously evaluates the effectiveness of ongoing outdoor recreation activities from the standpoint of participant response, resources, unforeseen developments, and program objectives. Adapts and varies program activities in the light of findings.
- Develops periodic program plans and annual budget requirements with supporting data for inclusion in overall program plans formulated at higher organizational levels. Insures that program emphasis is on those activities most appropriate to the interests of the population served, and to the rational use of the land and water resources involved.

*Factor 1. Knowledge Required by the Position -- Level 1-6 -- 950 points.*

In addition to basic (entry level) knowledges:

- Knowledge gained through relevant experience which enables the employee to competently and independently carry out continuing outdoor recreation projects or programs through

proper application of the principles, concepts, and techniques of recreation to the specific needs of community to be served and in the light of the natural environment involved.

- Knowledge of the activities and services involved in a typical outdoor recreation program, and of the practices and procedures of sound natural resources management and utilization. This knowledge enables the employee to develop and conduct a recreation program that not only supports and meets the basic program requirements, but that provides a range of enhanced program activities which properly utilize and are in harmony with the environment.
- Skill in the application and utilization of such knowledges in planning and carrying out an enhanced program in the recreation specialty area which meets, as fully as possible, the needs of the participating community.
- Skill in effectively organizing and utilizing all available community resources within the program framework.

*Factor 2. Supervisory Controls -- Level 2-3 -- 275 points.*

The supervisor does not make specific assignments, but defines broad objectives, sets certain priorities, and is available to assist with unusual situations which do not have clear precedents (e.g., continuing violations of safety codes set by the recreation specialist for the more dangerous water sports, indicating the need for a policy from the post commander).

The employee plans and carries out the various phases and projects of the program and handles problems and deviations in accordance with standing instructions, official policies, those knowledges and skills gained through previous training, and/or the accepted practices in this specialty area. Completed outdoor recreation program plans, schedules, projects, and operations are periodically spot checked for quality level, for program responsiveness to participants' interests and needs, and for achievement of program objectives. The methods used in achieving program results are not reviewed in detail.

*Factor 3. Guidelines -- Level 3-3 -- 275 points.*

Guidelines available for the basic outdoor recreation program include departmental policies, regulations and operating standards, augmenting regulations and procedures issued by command level, and local policies set by the post commander and the chief of recreation services. However, these do not completely cover activities and services of the more enhanced program, and are not sufficiently detailed to provide for specific steps and processes in program planning and management.

The employee uses judgment in interpreting and adapting these policies, regulations, and procedures in order to assure adequate and appropriate coverage for specific outdoor recreation plans and activities and to satisfactorily resolve problems not covered in the guidelines. Based on assessments of program progress and results, recommends changes in and additions to guidelines in the interest of effective achievement of program objectives (e.g., proposes new

criteria for eligibility of various segments of the community to participate in activities for which existing criteria have proven to be inadequate).

*Factor 4. Complexity -- Level 4-3 -- 150 points.*

The varied range of activities includes different and unrelated processes, methods and procedures relating to traditional outdoor recreation activities (e.g., hunting and fishing) and those less traditional but currently popular activities (e.g., scuba diving and waterskiing). These represent a program which is not only considerably enhanced above a basic program but which involves substantial volunteer management responsibilities.

Decisions regarding what needs to be done depend upon analysis of the internal issues affecting the program, such as, participant needs, limitations in financial and physical resources, whether forecasted fish and wildlife yields are within environmental protection levels, and the causes of safety problems at various outdoor sites or in specific outdoor recreation activities.

The work involves circumstances and factors outside the program which must be recognized and assessed in order to determine how and where they will impact favorably or unfavorably upon the outdoor recreation program. For example, (1) the plan to construct permanent archery and gun club facilities in an area near the borders of the property should take into account the long-range development potential of adjacent private property, to insure safety and seclusion; (2) before developing a proposal for the expansion of a campsite, it is important that the employee consider the military community population forecast for the next several years and such other factors as the availability and cost of alternative camping facilities in nearby public recreation sites; (3) ongoing maintenance of facilities and especially programmed improvements must be planned with seasonal usage in mind so as not to hamper participation and to strongly emphasize these non-usage operations during off-season periods.

*Factor 5. Scope and Effect -- Level 5-3 -- 150 points.*

The employee applies program policies and procedures to a considerable variety of customary problems, questions, and situations which are typical of the activities, services, and operations of a large outdoor recreation program.

Outdoor recreation activities and services provided by the employee at this level directly contribute to the participants' physical and mental well-being. Also, the program promotes the constructive development, use, and management of natural resources under military jurisdiction.

*Factor 6. Personal Contacts -- Level 6-2 -- 25 points.*

Most personal contacts are with participants, with base personnel, and with volunteers and full-time or part-time staff. The employee has other routinely established contacts with members of the general public, individually or in groups, and generally at the program's headquarters office. These include, e.g., members of Federal or local outdoor recreation organizations and representatives of such groups as the Bureau of Outdoor Recreation, the business community, and State and local environmental agencies.

*Factor 7. Purpose of Contacts -- Level 7-2 -- 50 points.*

Contacts with participants, with base personnel, and with volunteer and paid staff are for the purpose of planning, implementing, and administering the outdoor recreation program, motivating participants, and arranging for necessary staff assistance. Contacts with the general public are for the purpose of promoting the cooperation and collaboration of local outdoor recreation organizations and groups and of state and local environmental agencies in the program, and arranging with business community members for supplies and services needed for the program (e.g., the construction of new or the modification of existing outdoor recreation facilities). In all these contacts, the recreation specialist strives to motivate all those involved in the program toward maximum contributions, which efforts are greatly aided by the general feeling of mutuality and cooperation.

*Factor 8. Physical Demands -- Level 8-2 -- 20 points.*

The work requires some physical exertion in, e.g., handling the tools, materials, and equipment of, organizing the physical environment for, and instructing and guiding participants in, waterskiing activities, (an activity which requires above-average agility and dexterity).

*Factor 9. Work Environment -- Level 9-2 -- 20 points.*

The outdoor recreation activities overall involve everyday risks or discomforts which require normal safety precautions typical of this recreation specialty. However, for those periods of time when the employee is instructing in waterskiing, there are moderate risks to life and limb, which require special safety precautions.

**TOTAL POINTS -- 1915**

**RECREATION SPECIALIST (YOUTH ACTIVITIES),  
GS-0188-09, BMK #4**

*Duties:*

Plans and administers a moderately large, enhanced dependent youth activities program which exceeds a typical and conventional basic program in this specialty area on the basis of characteristics requiring innovative approaches and major adaptations because of such combination of factors as (1) limitations in available funds, facilities, volunteers, instructors, or other resources; (2) the number of program participants (4,000) with widely diverse specialized recreation interests and needs; (3) a variety and volume of activities which substantially exceed the essential minimum activities of a basic program; and (4) exceptional volunteer management and program management circumstances.

-- Within established agency policy and objectives, and assisted by a Youth Advisory Council, plans the youth center program. Selects and emphasizes program activities to be offered, both those in the required basic categories (e.g., competitive and non-competitive sports,

crafts, social development, scouting, and special interests such as cooking and dancing), and those additional activities possible through available resources and desirable in terms of participant interests and needs (e.g., summer camps, community service projects, other national youth groups, tours, field trips, music, and hobbies). Devises, improvises, and adapts these various activities to the wide range of participant needs and interests, and to meet the limitations of funds, facilities, equipment, and volunteer and other staff support available.

- Plans and coordinates the details of recurring and non-recurring activities, special events, and joint community undertakings so as to make maximum use of facilities, services, and other resources.
- Schedules and publicizes dependent youth center activities, insuring maximum effectiveness in attracting and motivating participants and in providing the widest possible range of activities in terms of community interests and needs.

Arranges for supplies and services needed to accomplish scheduled dependent youth activities. Accounts for all funds involved and makes recommendations for improvements in funding and other support services.

Assisted by an Ad Hoc Committee, solicits volunteer and part-time paid services for activities which could not be scheduled without such assistance. Interviews and selects volunteers and provides them with required orientation, training, and management. In order to meet all program needs, provides transition training to outstanding volunteers to permit them to serve in new and different areas of the specialty field. (Program offerings and other circumstances are such that volunteers and part-time instructors are difficult to obtain for many specialized activities. Also, the volume of certain activities, such as, the number of scout troops and baseball teams, requires above average needs for volunteers.)

Provides guidance and leadership to the various dependent youth center activities and participants, modifying, adapting, expanding, or otherwise changing plans and procedures for such activities as developments require. Instructs individual participants and groups of participants in those youth activities for which the employee has technical expertise; in this case, occasionally substitutes for instructors in swimming and judo (on the average, twice monthly).

- Continuously evaluates the effectiveness of ongoing dependent youth activities from the standpoint of participant response, resources, unforeseen developments, and program objectives. Adapts and varies program activities in the light of findings.
- Develops periodic program plans and annual budget requirements with supporting data for inclusion in overall program plans formulated at higher organizational level. Insures that program emphasis is on those activities most appropriate to the interests of the population served.

*Factor 1. Knowledge Required by the Position -- Level 1-6 -- 950 points.*

In addition to basic (entry level) knowledges:

- Knowledge gained through relevant experience which enables the employee to competently and independently carry out continuing recreation projects or programs through proper application of the principles, concepts, and techniques of recreation to the specific needs of a youth community.
- Knowledge of the range of activities and services, of participant interests and needs, and of the methods and processes involved in a youth activities program, which knowledge enables the employee to plan and conduct an enhanced variety of youth recreation activities and services.
- Skill in the application and utilization of such knowledges in planning and carrying out a recreation program in this specialty area which meets, as fully as possible, the needs of the participating community.
- Skill in the effective management of the financial and physical resources of recreation programs.

*Factor 2. Supervisory Controls -- Level 2-3 -- 275 points.*

The supervisor does not make specific assignments, but defines broad objectives, sets certain priorities, and is available to assist with unusual situations which do not have clear precedents (e.g., when a controversy over program planning cannot be resolved through the Youth Advisory Council).

The employee plans and carries out the various phases and projects of the program and handles problems and deviations in accordance with standing instructions, official policies, those knowledges and skills gained through previous training, and/or the accepted practices in this specialty area of recreation.

Completed dependent youth activities projects and program offerings and operations are periodically checked for quality level, for program responsiveness to participants' interests and needs, and for achievement of program objectives. The methods used in achieving program results are not reviewed in detail.

*Factor 3. Guidelines -- Level 3-3 -- 275 points.*

Departmental, command, and broad local guidelines are available for the basic youth activities recreation program; however, these do not completely cover activities and services of the more enhanced elements of the program and are not sufficiently detailed to provide for specific steps and processes in program planning and management.

The size and diversity of the program are such that the employee must use judgment in interpreting and adapting program policies, regulations, and procedures to insure the timely implementation of recreation plans, the satisfactory progress of recreation activities, and the resolution of problems not covered by guidelines. As the result of ongoing analyses of program progress and results, the employee determines areas of inadequacy in guidelines, and recommends changes which will correct problems and promote the more effective achievement of program objectives.

*Factor 4. Complexity -- Level 4-4 -- 225 points.*

The work includes numerous different and unrelated processes, methods and procedures concerning the considerable volume and wide variety of activities involved in a youth activities program which, although only moderately large in size of community as measured by program participants, is complicated by volunteer management responsibilities and by several (three) environmental elements impacting program management. Specifically: Over a year's program the employee recruits, trains, and manages a large number of validated volunteers. Also, program management is made more difficult by such environmental elements as the presence of several military commands with varying youth program demands and requirements; the geographic dispersion of the community to be served, requiring two satellite centers and greater planning and coordination of activities among and between the centers; and emphasis upon youth center activities and services as an alternative to undesirable off-post recreation and other adverse environmental influences.

Decisions as to which recreation activities will be undertaken require assessments of participant's interests and needs, of the availability of necessary financial, physical, and human resources, and of exceptional volunteer management and program management situations impacting upon the program. The determination of program approach and plans often involves the weighing of several options against data gathered and evaluated to insure that choices do not hamper participant interest and overall program effectiveness. An illustration of the facets of decision making in this position is the case of an activity for which a higher degree of interest has been demonstrated, but for which there are few persons available in the community to guide and direct such activity. Whether to redirect interest to another activity for which expertise is available whether to attempt to train volunteers in the skills needed, or whether to schedule a few of the interested participants who can be handled by the skilled personnel available are the alternatives which must be carefully considered before a program decision is made.

The employee is faced with many decisions for which there is the continuous need to recognize and evaluate those program conditions and environmental elements strongly influencing program progress and effectiveness. Such decisions must minimize adverse effects of local conditions over which the recreation specialist has little, if any, control. The success of the enhanced youth activities program requires ongoing interpretation of program developments and interest trends, a wide range of decisions regarding program plans, and considerable innovation in developing or refining methods and techniques to be used in overcoming program problems, shortcomings, and deficiencies.

*Factor 5. Scope and Effect -- Level 5-3 -- 150 points.*

The employee applies program policies and procedures to customary problems, questions, and situations relating to the activities, services, and situations of a moderately large, enhanced, dependent youth activities program.

Recreation activities and services provided by the employee at this level directly contribute to the young participants' physical and mental well-being, social development, and ability to resist undesirable environmental influences. The program also contributes to the morale and esprit de corps of military personnel whose children benefit from the activities provided.

*Factor 6. Personal Contacts -- Level 6-2 -- 25 points.*

Most personal contacts are with dependent youths and their parents, with base civilian and military personnel, with advisory councils and ad hoc committees, and with volunteers and full-time or part-time staff. The employee has other contacts with members of the general public, individually or in groups, and including, e.g., members of national and local youth organizations, school officials, and representatives of local civic, cultural, and volunteer groups. Many of these contacts are continuing so they tend to become routine, and it is easy to outline the purpose of each such contact and to define any special needs or requirements (e.g., a contact with the adjacent civilian community's Boy Scout organization to obtain leaders and counselors or to arrange joint activities).

*Factor 7. Purpose of Contacts -- Level 7-2 -- 50 points.*

Contacts with participants and parents, with base personnel, and with volunteer and paid staff are for the purpose of planning, implementing, and coordinating the dependent youth activities program through motivating participants and influencing others to cooperate in working toward mutual objectives. Contacts with the general public are for the purpose of promoting the cooperation and collaboration of local youth and school organizations in sports and other activities, arranging for the use of community facilities, and obtaining supplies and services needed for the program. In these contacts, the individuals or groups involved are generally cooperative so the contact skills required are not as great as in recreation programs involving contacts with uncooperative or uninformed elements. Also, the process of contacting community sources for volunteer assistance is greatly aided by the Ad Hoc Committee.

*Factor 8. Physical Demands -- Level 8-2 -- 20 points.*

The work requires some physical exertion in, e.g., handling the tools, materials, and equipment of, and organizing the physical environment for, youth activities, and teaching swimming and judo.

*Factor 9. Work Environment -- Level 9-1 -- 5 points.*

Dependent youth activities involve everyday risks or discomforts which require normal safety precautions typical of this recreation specialty. The indoor work areas are adequately lighted,

heated, and ventilated. The risks involved in substituting occasionally in swimming and judo do not regularly affect the work environment.

**TOTAL POINTS -- 1975**

**RECREATION SPECIALIST (COMMUNITY ACTIVITIES),  
GS-0188-09, BMK #5**

*Duties:*

Plans and administers the activities and services of a major urban community center identified as a Recreation Center and involving a facility located on several acres and equipped to serve a community of about 16,000 persons. Although the majority of activities are closely supervised activities for children and youths, the center program provides services also to adults, including senior citizens. The social, cultural, intellectual, and physical recreation activities constitute an overall program which is more diversified and enhanced than the typical and conventional basic program of the smaller neighborhood centers and which require innovative approaches and major adaptations to take into account such environmental elements as (1) limitations in available funds, facilities, volunteers, instructors, or other resources; and (2) the generally deprived socioeconomic backgrounds of the majority of participants which necessitate that the center provide basic recreational and social skills training before introducing more enhanced activities. Broadly, the recreation program involves a variety and volume of activities which substantially exceed the minimum essential program requirements for a facility of this type and size and which includes responsibility as the focal point for recreational services to several neighborhood playgrounds.

- Within established agency policies and objectives, plans the community center program. Selects and emphasizes program activities to be offered, both those in the required basic categories and those additional activities possible through available resources and desirable in terms of participant interests and needs. Devises, improvises, and adapts these various activities to the wide range of participant interests and needs, and to meet the limitations of funds, facilities, equipment, and volunteer and other staff support available.
- Plans and coordinates the details of recurring and non-recurring activities, special events, and joint community undertakings so as to make maximum use of facilities, services, and other resources.
- Schedules and publicizes community center activities, insuring maximum effectiveness in attracting and motivating participants and in providing the widest possible range of activities in terms of community interests and needs.
- Arranges for supplies and services needed to accomplish scheduled center activities. Accounts for all funds involved and makes recommendations for improvements in funding and other support services.

- Solicits volunteer and part-time paid services for activities which could not be scheduled without such assistance. Interviews and selects volunteers and provides them with required orientation, training, and management. In order to meet all program needs, provides transition training to outstanding volunteers to permit them to serve in new and different areas of the specialty field. (Program offerings and other circumstances are such that volunteers and part-time instructors are difficult to obtain.)
- Provides guidance and leadership to the center's various activities and participants, modifying, adapting, expanding, or otherwise changing plans and procedures for such activities as developments require. Instructs participants in those activities for which the employee has technical expertise, in this case, athletic and physical fitness activities.
- Continuously evaluates the effectiveness of ongoing activities of the center from the standpoint of participant response, resources, unforeseen developments, and program objectives. Adapts and varies program activities in the light of findings.
- Develops periodic program plans and annual budget requirements with supporting data for inclusion in overall program plans formulated at higher organizational levels. Insures that program emphasis is on those activities most appropriate to the interests of the population served.

*Factor 1. Knowledge Required by the Position -- Level 1-6 -- 950 points.*

In addition to basic (entry level) knowledges:

- Knowledge gained through relevant experience which enables the employee to competently and independently carry out continuing recreation projects or programs through proper application of the principles, concepts, and techniques of recreation to the specific needs of an urban community.
- Knowledge of the range of activities and services, of participant interests and needs, and of the methods and processes involved in an urban recreation program, which knowledge enables the employee to plan and conduct a diversified and enhanced community center program.
- Skill in the application and utilization of such knowledges in planning and carrying out a recreation center program which meets, as fully as possible, the needs of the participating community.
- Skill in effectively organizing and utilizing all available resources within the program framework.

*Factor 2. Supervisory Controls -- Level 2-3 -- 275 points.*

The supervisor does not make precise assignments, but defines overall objectives, sets certain priorities, and can be reached when necessary to assist with unusual situations which do not have clear precedents (e.g., serious logistical problems in getting resources and people together for a scheduled activity without exceeding budget and other authority).

The employee plans and carries out the various phases and projects of the program and handles problems and deviations in accordance with standing instructions, official policies, those knowledges and skills gained through previous training, and/or the accepted practices in the recreation center area.

Completed program projects and program offerings and operations are periodically spot checked for quality level, for program responsiveness to participants' interests and needs, and for achievement of program objectives. The methods used in achieving program results are not reviewed in detail, especially since the supervisor is physically located some distance away from the community center, giving the employee greater freedom from all but infrequent onsite review.

*Factor 3. Guidelines -- Levels 3-3 -- 275 points.*

Guidelines are available for the basic recreation center program in the form of Recreation Department procedural manuals and policy statements and more specific operating guides from the Ward Leader's office. However, these do not completely cover all activities and services and are not sufficiently detailed to provide for specific program needs of the community which has a low socioeconomic base with participants who, on the whole, lack basic recreational skills.

The recreation specialist uses judgment in adapting guidelines and in translating program policies into positive and practical program plans. Studies program progress and results in the light of guidelines, recommending changes which will eliminate inadequacies and promote improvements in recreation services and activities.

*Factor 4. Complexity -- Level 4-3 -- 150 points.*

The work includes different and unrelated processes, methods, and procedures pertaining to a considerable variety of recreation activities for all age groups (e.g., sports and games for children, social activities and sports for young adults, physical fitness programs for adults, and adapted physical fitness activities for senior citizens). The program is more diversified than conventional basic community center programs and involves a few program management problems, including the attraction and utilization of volunteers.

Decisions as to which recreation activities will be undertaken require assessments of participants' interests and needs, the availability of necessary financial, physical and human resources, and unusual situations impacting upon the program. Choices must be based on thorough assessment of all relevant factors in order to assure that final decisions do not hamper participant interest and overall program effectiveness.

The employee must be alert to those conditions and elements of the center program which impact upon program progress and effectiveness, and which are contributing factors in program planning decisions. For example, the degree of basic recreation and social interaction skills lacking among any participants must be determined, assessed, and substantially overcome before activities requiring mature skills are planned and scheduled. Interim skills development activities must be arranged and carried out, with additional reinforcement activities made available from time to time. Another problem is the fact that the facility is shared with the community's elementary and junior high schools, requiring close coordination with school staffs to prevent conflicts in the use of recreation areas and to plan activities which compatibly augment school activities and meet special recreational needs of the two schools.

*Factor 5. Scope and Effect -- Level 5-3 -- 150 points.*

The employee applies program policies and procedures to conventional problems, questions, and situations typical of the activities, services, and operations of a large urban recreation center.

Recreation activities and services provided by the employee at this level directly contribute to the participants' morale, physical and mental well-being, social development, and, among the young, ability to resist undesirable environmental influences.

*Factor 6. Personal Contacts -- Levels 6-2 -- 25 points.*

Personal contacts in the community center setting are with participants, with agency personnel, and with volunteers and full-time or part-time staff. The employee has other contacts with representatives of community services organizations, with members of the community, and with the general public, individually or in groups. These are in moderately structured settings, and most recur routinely. Typical contacts include, e.g., relatives of participants; members of social, school, welfare, health, and law enforcement agencies; and community, church, business, and civic leaders.

*Factor 7. Purpose of Contacts -- Levels 7-2 -- 50 points.*

Contacts with participants, with agency personnel, and with volunteer and paid staff are for the purpose of planning, implementing, and administering the recreation center program, motivating participants, and providing for necessary assistance and services to the program. Contacts with the general public and with community agencies and members are for purposes of promoting the cooperation and collaboration of local community services organizations, businesses, etc., in center activities and services, negotiating for needed supplies and other support, and planning the most appropriate program within the framework of community interests, needs, and resources. Considerable tact and diplomacy are required to insure against harm to participant interest and to community support, particularly as many community-sponsored center activities depend upon the use of private facilities such as skating rinks and bowling alleys and the general goodwill of local community groups and members. However, on the whole, contacts are made in an atmosphere of mutual interest and cooperation.

*Factor 8. Physical Demands -- Level 8-2 -- 20 points.*

The work requires some physical exertion in, e.g., handling the tools, materials, and equipment of the various recreation center activities, in organizing the physical environment for various projects, activities, and events, and in conducting athletic and physical fitness activities.

*Factor 9. Work Environment -- Level 9-1 -- 5 points.*

Recreation center activities involve everyday risks or discomforts which require normal safety precautions typical of this specialized recreation program. The indoor work areas are adequately lighted, heated, and ventilated.

**TOTAL POINTS -- 1900**

**RECREATION SPECIALIST (COMMUNITY ACTIVITIES),  
GS-0188-09, BMK #6**

*Duties:*

Plans and administers the activities and services of a large military recreation center program for about 20,000 participants with activities and services which exceed those of a typical and conventional recreation center on the basis of characteristics requiring innovative approaches and major adaptations because of a combination of such factors as (1) limitations in available funds, facilities, volunteers, instructors, or other resources; (2) the diverse range of leisure interests and needs of the large community served; and (3) a variety and volume of activities which substantially exceed basic program requirements.

- Within established agency policy and objectives, plans the recreation center program. Selects and emphasizes program activities to be offered, both those in the basic program's minimum essential categories (e.g., table games, writing and TV rooms, and social, educational, and cultural activities), and those designed to meet more specialized interests and needs and to provide a more enhanced program (e.g., leisure services and resources, information services, and recreation activities which augment and support such other military programs as domestic action, drug abuse, self-development, education, and transition into civilian life). Devises, improvises, and adapts these various activities to the wide range of participant needs and interests, and to meet the limitations of funds, facilities, equipment, and volunteer and other staff support available.
- Plans and coordinates the details of recurring and non-recurring activities, special events, and joint community undertakings so as to make maximum use of facilities, services, and other resources.

- Schedules and publicizes recreation center activities, insuring maximum effectiveness in attracting and motivating participants and in providing the widest possible range of activities in terms of community interests and needs.
- Arranges for supplies and services needed to accomplish scheduled recreation center activities. Accounts for all funds involved and makes recommendations for improvements in funding and other support services.
- Solicits volunteer and part-time paid services for activities which could not be scheduled without such assistance. Interviews and selects volunteers and provides them with required orientation, training, and management. In order to meet all program needs, provides transition training to outstanding volunteers to permit them to serve in new and different areas of the specialty field. (Program offerings and other circumstances are such that volunteers and part-time instructors in some specialized areas are difficult to obtain.
- Provides guidance and leadership to the various recreation center activities and participants, modifying, adapting, expanding or otherwise changing plans and procedures for such activities as developments require. Instructs participants in those recreation center activities for which the employee has technical expertise (e.g., chess, bridge, and other intellectual games.)
- Continuously evaluates the effectiveness of ongoing recreation center activities from the standpoint of participant response, resources, unforeseen developments, and program objectives. Adapts and varies program activities in the light of findings, and to insure maximum possible achievement of the broad objective to provide the military community with enhanced leisure activities that encourage creative self-expression, cultural appreciation, self-development, social growth, and racial awareness and understanding.
- Develops periodic program plans and annual budget requirements with supporting data for inclusion in overall program plans formulated at higher organizational levels. Insures that program emphasis is on those activities most appropriate to the interests of the population served.

*Factor 1. Knowledge Required by the Position -- Level 1-6 -- 950 points.*

In addition to basic (entry level) knowledges:

- Knowledge gained through relevant experience which enables the employee to competently and independently carry out continuing recreation projects or programs through proper application of the principles, concepts, and techniques of recreation to the specific needs of a military community.
- Knowledge of the range of activities and services, of participant interests and needs, and of the methods and processes involved in a military recreation program, which knowledge enables the employee to plan and conduct a variety of enhanced activities and services of a military recreation center.

- Skill in the application and utilization of such knowledge in planning and carrying out a military recreation center program which meets, as fully as possible, the needs of the participating community.
- Skill in effectively organizing and utilizing all available resources within the program framework.

*Factor 2. Supervisory Controls -- Level 2-3 -- 275 points.*

The supervisor does not make specific assignments but defines broad objectives, sets certain priorities, and is available to assist in unusual circumstances which do not have clear precedents or problems affecting the less conventional activities.

The employee plans and carries out the various phases and projects of the program and handles problems and divergences from normal circumstances in accordance with standard instructions, official policies, those knowledges and skills gained through previous training, and/or the accepted practices of recreation center operations.

Completed recreation center program offerings, services, and operations are periodically given cursory review for quality level, for program responsiveness to participants' interests and needs, and for achievement of program objectives. The methods used in achieving program results are not reviewed in detail, especially as the supervisor is physically located some distance away in a separate building, allowing greater freedom from all but infrequent onsite review.

*Factor 3. Guidelines -- Level 3-3 -- 275 points*

Guidelines available for the basic military recreation center program include various headquarters, command and base level policies, regulations, and procedures which exist as manuals, operational letters, and other official issuances covering a range of matters relating to this specialty area, including organization, facilities, staffing, program functions, operating standards, financial support, etc. These do not, however, completely cover all activities and services of centers which exceed in scope and variety the basic program's essential minimum activities. Also, such guides are not sufficiently detailed to provide for specific steps and processes in the planning and management of an enhanced program of this size.

The size and diversity of the program are such that the employee must use judgment in interpreting and adapting these various guidelines to insure the timely implementation of recreation plans, the satisfactory progress of recreation activities, and the resolution of problems not covered by guidelines. As the result of ongoing analyses of program progress and results, the employee determines areas of inadequacy in guidelines. When such inadequacies are broad and basic and not simply the result of local environmental elements, the employee recommends changes which will correct such problems and promote the effective achievement of broad program objectives.

*Factor 4. Complexity -- Level 4-3 -- 150 points.*

The work includes different unrelated processes, methods, and procedures in various categories which pertain to the considerable variety of recreation activities and services of the center. (For example: The program includes not only the usual range of basic activities such as self-directed reading program and bridge, billiards, and other typical group activities, but extends to creative self-expression, cultural appreciation and self development activities designed to promote social growth and to improve human relations and understanding, as well as services which aid and augment such other base programs as domestic action, drug abuse, education, and transition into civilian life.) Although the employee is not faced with several unusual environmental elements, there are some complications in program management resulting from the need to attract and use volunteer workers which, in some activity areas, are difficult to find. Also, as the base does not have separate music and theater programs, there is an additional requirement that the recreation center provide a setting for "imported" musical events (such as, concert artists and rock groups) and promote self-directed amateur dramatics.

Decisions as to which recreation activities will be undertaken require assessments of participants' interests and needs, of the availability of necessary financial, physical and human resources, and of unusual situations impacting upon the program. Alternatives must be measured in the light of data gathered and evaluated to insure that choices made do not hamper participant interest and overall program effectiveness. A typical decision is that of how, when, and where to include social awareness features in ongoing activities when limited resources do not enable the employee to plan and implement a strong separate social awareness segment of the overall program.

The employee must continuously recognize and evaluate the conditions and elements of the program which impact upon program progress and effectiveness. These various interrelated factors are of key importance to the success of the recreation center's enhanced program.

*Factor 5. Scope and Effect -- Level 5-3 -- 150 points.*

The employee applies program policies and procedures to regular and predominantly conventional situations relating to the activities, services, and operations of a large military recreation center. Matters involving unique or the more serious problems or questions affecting the more uncommon activities of the center are resolved at the base recreation program director level, rather than at this level.

Recreation activities and services directly contribute to the participants' morale, physical and mental well-being, social development, and ability to understand and have sound relationships with others.

*Factor 6. Personal Contacts -- Level 6-2 -- 25 points.*

Personal contacts in the recreation center setting are with participants, with base personnel, and with volunteers and full-time or part-time staff. The employee has other contacts with members of the community and the general public, individually or in groups. These are in moderately

structured settings, and include, e.g., travel agencies, staffs of cultural and social services organizations, representatives of volunteer groups, businessmen, and civic associations.

*Factor 7. Purpose of Contacts -- Level 7-2 -- 50 points.*

Contacts with participants, with agency personnel, and with volunteer and paid staff are for the purpose of planning, implementing, and administering the military recreation center program, motivating participants, and arranging for necessary staff assistance. Contacts with other community members and with the general public are for the purpose of promoting the cooperation and collaboration of, e.g., travel agencies and cultural and social services organizations, in the recreation center program, arranging for use of other community facilities, and obtaining supplies and services needed for the center's program. In all these contacts, the employee strives to take full advantage of the mutually cooperative attitudes and common or similar goals of all those involved by effectively directing their efforts toward maximum program participation.

*Factor 8. Physical Demands -- Level 8-1 -- 5 points.*

The work requires some physical exertion in, e.g., handling the light weight tools, materials, and equipment of the various recreation center activities, and in organizing the physical environment for various projects, activities, and events. Overall, however, there are no special physical demands involved, particularly as the recreation center has a recreation aid for heavy work and routine tasks.

*Factor 9. Work Environment -- Level 9-1 -- 5 points.*

Recreation center activities involve everyday risks or discomforts which require normal safety precautions typical of this specialized recreation program. The work areas are adequately lighted, heated, and ventilated.

**TOTAL POINTS -- 1885**

**RECREATION SPECIALIST (OUTDOOR ACTIVITIES),  
GS-0188-11, BMK #1**

*Duties:*

Develops, manages, maintains, and plans and administers a very large military outdoor activities program within the land and water resources set aside for use of a participant community of 55,000, with recreation resources which are used by the general public, in addition to assigned military personnel, their dependents, retired military personnel and dependents, reserve military personnel, and authorized civilian employees and families. Plans and directs a wide range of land and water outdoor recreation activities and services which constitute a seasonal program which exceeds a typical and conventional outdoor recreation program not only in terms of size of

the outdoor area involved and of the community served, but because of such combination of program elements as: (1) the responsibility for development of considerable amounts of the available natural resources for multiple recreation usage; (2) the widely diverse range of outdoor recreation interests and needs of the very large community served which results in a variety and volume of activities substantially exceeding a typical and conventional basic program; (3) the geographic dispersal of outdoor recreation areas (in this case, 5 different locations over a radius of 50 miles); and (4) the presence of strong conservation and environmental protection coordination responsibilities involving such tasks as the development of recreational plans for the rational use of fish and wildlife habitats for recreational purposes and the determination of fishing and hunting levels, consistent with established harvest quotas.

- Within established agency policy and objectives, plans the outdoor recreation program. Develops plans for the use of natural land and water resources for selected outdoor recreation activities, both those in basic categories (e.g., swimming, camping, boating, and fishing), and those designed to meet more specialized interests and needs (e.g., skiing, scuba diving, flying, gliding, and ice skating). Devises, improvises, and adapts these various activities to fit the conditions of the natural environment, and to conform to limitations in funds, facilities, equipment, and staff support.
- Plans and coordinates the details of recurring and non-recurring activities, special events, and joint community undertakings so as to make maximum recreational use of resources, consistent with the military tactical and morale mission and with the principles of natural resources development, conservation, sound usage, improvement, and management.
- Schedules and publicizes outdoor recreation activities, insuring maximum effectiveness in attracting and motivating participants and in providing the widest possible range of activities in terms of community interests and needs.
- Arranges for equipment, supplies, and services needed to accomplish scheduled outdoor recreation activities. Accounts for all funds involved in the program, and makes recommendations for improvements in funding and other support services.
- Solicits volunteers (including temporary special duty military personnel) and part-time paid services for activities which could not be scheduled without such assistance. Interviews and selects such staff and provides them with required orientation, training, and management. In order to meet all program needs, provides transition training to outstanding volunteers to permit them to serve in new and different areas of the specialty field. (Program offerings and other circumstances are such that volunteers and part-time instructors are difficult to obtain.)
- Provides guidance and leadership to the various outdoor recreation activities and participants, modifying, adapting, expanding, or otherwise changing plans and procedures for such activities as developments require. This also includes continuing education of the user community in the rational use and sound protection and conservation of the natural resources and facilities involved.

- Monitors the activities of private associations (e.g., gun clubs) which are privileged to use the facilities of the program. Insures that such usage does not conflict with policies governing participation without rank or grade, activity priorities, and safety and environmental protection regulations. Assures that the actions and activities of such associations are not contrary to the policies and procedures of, and do not compete with, activities of the morale support (recreation) program.
- Encourages the establishment of special interest groups within the program, and follows through to provide elementary skills development and specialized training as needed. Renders support services to such groups, e.g., assists in the formation of governing bodies and publicizes organizations and their activities. Monitors these organizations to insure adherence to outdoor recreation policies and procedures.
- Develops administrative safeguards to protect funds, equipment, and property, a continuing problem because of the isolated location of the outdoor recreation areas, the large number of facilities operated, and the sensitive nature of equipment used.
- Coordinates certain outdoor activities with other specialty areas of the recreation program (e.g., collaborates with the dependent youth activities center director in the planning, use, and administration of resident camps within the outdoor recreation areas).

As directed, serves on state and local boards, committees, and other bodies engaged in the planning, development, rational use, and conservation, beautification, and sound protection of the area's various outdoor recreation facilities and the natural resources involved. Works with local, State, and Federal agencies in developing cooperative projects with the civilian community. Coordinates conservation aspects of the program with the post facilities engineer (e.g., in determining the game fish and wild life harvest yields).

- Continuously evaluates the effectiveness of ongoing outdoor recreation activities from the standpoint of participant response, resources, unforeseen developments, and program objectives. Reassesses specific projects in terms of whether optimum use is being made of recreational opportunities involved and from the standpoint of whether the restructuring of specific activities would promote greater results (e.g., whether improvements in limited-facilities campsites would result in sufficiently increased use to warrant the cost of improvements).
- Develops periodic program plans and annual budget requirements with supporting data for inclusion in overall program plans formulated at higher organizational levels. Insures that program emphasis is on those activities most appropriate to the interests of the population served.

*Factor 1. Knowledge required by the Position -- Level 1-7 -- 1250 points.*

In addition to basic knowledge requirements for the occupation:

- Knowledge of a very wide range of the principles, concepts, and techniques of recreation such as would be gained through extensive experience in planning and conducting recreation programs, which knowledge enables the employee to plan and conduct a large, atypical outdoor activities program.
- Knowledge of the range of activities and services and of participant interests and needs typical of an outdoor activities program which enables the employee to develop and conduct a very large and exceptionally diversified program in this specialty area.
- Knowledge of the wide range of concepts, principles, and practices relating to natural resources development, utilization, conservation, and protection which enables the employee to so apply such knowledge as to insure a balanced outdoor activities program which is in harmony with, and properly utilizes, protects, and enhances the natural environment (as might be acquired through environmentally oriented outdoor recreation program experience).
- Skill in the application and utilization of such knowledges in planning and carrying out an outdoor activities program which meets, as fully as possible, the needs of the very large participating community without detriment to the natural environment involved, and which reflects exceptional abilities in the area of program management.
- Skill in developing new methods, approaches, and procedures for the most effective management of an outdoor activities program of unusual size, scope, and complexity.

*Factor 2. Supervisory Controls -- Level 2-4 -- 450 points.*

The supervisor sets the overall objectives of the outdoor activities recreation program and provides consultant services as needed by the employee in planning activities, developing program priorities and schedules, and determining how and when work is to be done and how resources will be allocated. On the whole, however, the size and specialized nature of the program place heavy responsibilities upon the incumbent to plan and carry out the many diverse activities involved, with unusual independence in both the planning and the program operation stages.

As the outdoor recreation expert, the employee is expected to plan, implement, and administer all aspects of the program with considerable freedom except when highly controversial or unprecedented matters with far-reaching implications are involved (e.g., civilian community objections to gliding activities over non-military areas).

Completed and ongoing outdoor recreation activities are reviewed broadly for effective accomplishment of program objectives and for their contributions to the broader military recreation program.

*Factor 3. Guidelines -- Levels 3-3 -- 275 points.*

Although the outdoor activities recreation program is covered by basic policies, procedures, and regulations, the size and diversity of the local program and the presence of unusual environmental factors (e. g., the need to develop large areas of land for outdoor recreation use, and the diverse-use possibilities of several areas involved) create gaps in the applicability of these guidelines.

The employee has considerable authority for using judgment in interpreting and adapting guidelines and the supervisor's instructions to the requirements of specific outdoor recreation activities. When necessary, the employee recommends additions or amendments to guidelines as the result of evaluation of program results and the determination of specific needs. For example, recommends that the golf course being currently operated as a business management enterprise be placed under broad outdoor recreation program controls in order that the land area involved can be adapted for use not only for golf, but for picnics, nature walks, and fish ponds.

*Factor 4. Complexity -- Level 4-4 -- 225 points.*

The many different and unrelated processes, methods, and procedures relating to an outdoor recreation program of this size and diversity must be carefully managed in the interest of efficiency and effectiveness of program plans, activities, and results.

The volume and variety of activities not only represent an enhanced program of exceptional breadth and depth, but they must be planned and conducted in the face of several program management and environmental elements which further complicate the program. For example: The outdoor recreation areas are widely scattered and must be managed with minimum full-time staff, relying heavily upon volunteers (as many as 100 to 300 different persons over a year's time, averaging 20 to 30 at any one time) and upon strong training programs designed to instill safety and environmental protection principles and procedures in participants. Also, security measures involve special study at the outset and continuing surveillance overall. Multiple-use areas require frequent study to assess the results of the recreation activities involved and their impact upon the natural resources. Long-range development projects must be continuously reviewed and, where necessary, redirected, expanded, or revised to promote maximum accomplishment of objectives and to meet changing community interests and needs.

Decisions as to which outdoor recreation activities will be undertaken involve determination of variations in possible approaches to the question of needs and priorities, the evaluation of incomplete or conflicting data regarding such matters as unusual environmental circumstances affecting recreation planning, the assessment of unusual situations affecting the development and use of land and water resources, and the continuing study of community interests and needs and of outdoor recreation trends in order to forecast and adjust the program to changes. There are also various decisions to be made in allocating financial and other resources among the various activities in the light of community interests and needs, several of which can be in conflict with each other. A chief concern is the balancing of user community requirements with the sound

principles of land and water resources development and utilization, and with the realities of available staff and dollar resources.

The work requires many decisions regarding the planning, implementation, and administration of the many different outdoor recreation activities possible within the available resources; the interpretation of considerable data relating to program trends, costs, problems, and needs; and the refinement or modification of program methods and techniques such as those relating to the organized outdoor activities of special interest groups.

*Factor 5. Scope and Effect -- Level 5-3 -- 150 points.*

The work involves the application of basic program policies and standards to a very large but seasonal outdoor recreation program. The diversity, volume and variety of activities exceed a conventional basic program and there are several environmental elements which must be dealt with in program planning and administration. However, program management is, on the whole, eased by the fact that certain project planning and program solving can be deferred for off-season handling. On a day-to-day basis, the work involves the application of set standards to overall program planning and to the needs of specific outdoor recreation projects; evaluating program effectiveness against established criteria and participant interests and needs; and analyzing and finding solutions to program problems and questions, such as, whether short-range use of certain outdoor recreation areas poses long-range threats to the ecological balance of the natural resources involved.

The outdoor recreation services provided to the military community affect the overall efficiency of the numerous military activities of the base, and contribute substantially to the health, welfare, and morale of the entire military community.

*Factor 6. Personal Contacts -- Level 6-2 -- 25 points.*

In addition to contacts with participants, with base personnel, and with volunteers and full-time or part-time staff, the employee has other contacts with members of the general public, individually or in groups, in moderately structured settings (such as conferences or meetings), and including, e.g., local businessmen, members of local outdoor recreation organizations, officials of local and State environmental agencies, and authorized civilian program participants.

*Factor 7. Purpose of contacts -- Level 7-3 -- 120 points.*

Contacts with participants, with base personnel, and with volunteer and paid staff are for the purpose of planning, implementing, and administering the outdoor recreation program, motivating participants, and arranging for necessary staff assistance. Contacts with the general public are for such purposes as promoting the cooperation and collaboration of local outdoor recreation organizations and groups, of local and State environmental agencies, and of private citizens in the outdoor recreation program, and arranging with the business community for supplies and services needed (e.g., the expansion of existing or the construction of new outdoor recreation facilities). In all these contacts, the employee must skillfully promote the highest possible degree of program participation and cooperation through highly motivating program

planning and presentation, and through effective public relations methods and techniques. These skills in meeting and dealing with others are especially valuable in gaining the approval and cooperation of those such as environmental or community groups which have goals running counter to those of the program or which have been heretofore uncooperative.

*Factor 8. Physical Demands -- Level 8-1 -- 5 points.*

The employee is required to do considerable walking and to drive an automobile when overseeing outdoor recreation activities and when moving from one outdoor recreation area to another. However, much of the work of this position is done in an office setting, and no special physical demands are made upon the employee.

*Factor 9. Work Environment -- Level 9-1 -- 5 points.*

The outdoor recreation activities involve everyday risks or discomforts which require normal safety precautions typical of this recreation specialty. Office work areas are adequately lighted, heated, and ventilated.

**TOTAL POINTS -- 2505**