**Headguard & Manager Training Slide Notes**

**Slide 2:** Coming to work late, starting rotations late, not enforcing rules: traits that coworkers dislike, therefore traits that headguards shouldn’t portray those traits

* + When looking at promotions to head guard or manager what qualities do we like in that person and what do we not like in that person?
	+ What are the things that other people do that annoy you? Try to eliminate those tendencies from yourself. What are the opposite of those things? Try to emulate that. (ex. coming on time to shifts vs. late)
	+ “Treat others how you would want to be treated,” and have empathy, remember what it was like before you became a headguard and what challenges you may have faced in order to best support the lifeguarding staff

**Slide 3:** Make sure that even when you are on your breaks you are glancing out at the pool deck

* + Being a headguard is more than just making more money during shifts, be sure to notice any lifeguards:
		- not looking at their zone
		- talking to someone else
		- have a cell phone or airpods on their person at the stand
	+ Similarly, don’t be afraid to ask lifeguards in their stand if they need anything while you are doing a sweep of the deck to pick up trash on your way down from the stand
* Be an **advocate** for the lifeguards, ask them their frustrations because you can represent them in leadership meetings
	+ Head guards work with the lifeguards closer than anyone else on the leadership team
	+ Lifeguards are often intimidated by the idea of a manager, aquatics coordinator, or aquatics director
	+ Decide what complaints or feedback need representation and give credit where credit is due
	+ You are a mentor for other lifeguards, get them involved when you can, like showing them how to do the chemicals if they show an interest or even just answering any questions a new hire may have
* When asking someone to do something, make sure that you have a reason why they are doing that task.
	+ The purpose of a headguard is not to strong arm other guards using the power that comes with the title or to shirk lifeguard duties, but to be a role model for newer guards, and an advocate
	+ Never leverage your leadership position to coerce someone into doing something. Ex. “Why do I need to clean the bathroom?” Bad: “Because I am the Headguard and I am telling you to.” Good: “We had complaints of ringworm and we want to make sure that the locker rooms are as sanitary as possible.”

**Slide 4:** Incorporating questions from the lifeguard certification test into trainings (maybe even if someone fails a timmy and they need to have their skills fixed)

* + Be aware of the plan for in-services that you are participating in or leading
	+ Use skill charts/guides from the Red Cross book at stations during in-services (match the language it uses) in order to prepare for audit
	+ Don’t be afraid to ask for help or clarification on a skill if someone asks you a question that you are unsure about
	+ It is better to ask for clarification than to spread false information

**Slide 5:** Have **headguards play a bigger role in all trainings**, giving them a chance to teach new guards what they think will be the most important

* + Have headguards lead training stations with the managers, but are designated to be in the water to demonstrate the skills at the training, because they are the "experts" at lifeguarding
	+ Get in the water, don’t sit on the side
	+ Be aware of the plan for inservices or look for opportunities to help in the planning of an inservice

**Slide 6:** Communication techniques:

* + - Allow communication in both directions
		- Ask open ended questions
		- Be ready to explain things many times in different ways
		- Say what you mean
		- Get right to the point
		- Be specific
		- When you are explaining something to another guard whether on shift or at a training make sure to use a strong confident voice - it is often hard to hear when there are many patrons and the music is blasting

**Slide 7:** Assign lifeguards who earn guard of the week or month a section with a head guard or manager at the next week's inservice: give up to two hours of planning time outside of their regular schedule

**Slide 8: Document everything**

* + Incident reports are very important (create a map of where the incidents occurred and how many times in order to assess urgency or problem areas)
	+ Even if you are just giving out a bandaid, it is important that you or another life guard fill out a PDRMA incident report
	+ Laziness in this section can possibly lead to legal troubles
	+ There is one break in particular that is in charge of any First Aid that is needed specify one break that is dedicated to any First Aid situations that may arise in order to ensure that atleast one person is always present in the office to take care of patrons or point them to the manager
	+ During or after an incident lifeguards should refer the press to the media spokesperson and should avoid discussing the emergency with anyone who is not staff or EMS
	+ Use direct quotes when possible when filling out an incident report

**Slide 9:** Be sure to familiarize yourself with pool **EAPs**

* + Included on sharepoint:
	+ Facility evacuation map
	+ In the event of a critical emergency: if a person says that they are a medical professional, do not let them take over the scene or touch the victim unless they are with EMS
	+ Familiarize yourself with statutes of IL and the national swimming pool website
		- Timed response drill →standard for IL
	+ ⅛ pools close after not passing the health inspections, but 300 mil ppl in US enjoy going to pools

**Slide 10:** Sometimes a lifeguard will arrive at work in a bad mood, or work until burnout. It is important to remember that they:

* + Don’t have the luxury of having a bad day, because lives are always on the line, so if there is a lifeguard who seems distracted and distressed inquire about the issue and if it is causing too much distraction, send them home
	+ Can exercising during a break to help combat fatigue

**Slide 11: Critical Incident stress** - stress experienced after a major incident, can increase if someone believes that they made a mistake

* + Symptoms may include: Confusion, shortened attention span, denial, guilt, depression, anger, changes in interactions, changes in appetite, other uncharacteristic behavior
	+ Keep debrief positive
	+ Emphasise that it is not a sign of weakness
	+ Ways to avoid: slow deep breathing, nutritious meals, low amts of caffeine, exercise

**Slide 12: Parties:** Chaperone-party goer ratio, you can require chaperones at pool parties so that they don’t get out of hand

* + Offer to help out the party organizers with bringing things in from the car
	+ Be courteous, lifeguards will follow your lead
	+ Rules also need to be enforced during a party, and there will likely be patrons who are not “regulars” at the pool who need courteous correction

**Slide 13: Informing, Educating, Enforcing**

* + Feet first please rather than no diving →positive rather than negative
	+ How to deal with an unruly patron:
		- Know how to stay calm to defuse the situation, take deep breaths because they are not mad at you, but at the situation
		- Restate their frustration so that they feel seen and explain what will happen next
		- Don’t overreact
		- Find neutral ground and maintain nonthreatening posture
		- Focus on behavior, not the individual
		- Show respect for the patron
		- Be firm and friendly
		- Use suspension or dismissal as last resort
		- Recognize situation as a learning experience

**Slide 14:** Remember what it is like to be an excited patron at the pool

* + Kids run in because they are excited, not to get on your nerves
	+ Patrons are excited to get fresh air and light to intense exercise
	+ Remember the wonder that is associated with a trip to the pool for younger kids