



MH-RECREATION ASSISTANT

CHARACTERISTICS OF WORK:

This is responsible work involving planning, organizing, and directing a recreation and entertainment program or acting as an assistant responsible for a special phase of a large program at a Department of Mental Health facilities. Incumbents direct and participate in group and individual recreational activities for both adults and children by teaching, coaching, and/or supervising them in games and musical or dramatic activities. This includes a planned program for the rehabilitation or restoration of mental and physical health. Instructions received are largely confined to matters of general policy and coordination with other programs or services, and allow for wide latitude of individual initiative and program planning. Work progress results are reviewed through staff conferences and reports. Supervision is frequently exercised over helpers, students, inmates, attendants, and/or volunteer workers. Incumbents may work under supervision of a higher-ranking Recreation Therapist at Department of Mental Health facilities.

MINIMUM QUALIFICATIONS:

These minimum qualifications have been agreed upon by Subject Matter Experts (SMEs) in this job class and are based upon a job analysis and the essential functions. However, if a candidate believes he/she is qualified for the job although he/she does not have the minimum qualifications set forth below, he/she may request special consideration through substitution of related education and experience, demonstrating the ability to perform the essential functions of the position. Any request to substitute related education or experience for minimum qualifications must be addressed to the State Personnel Board in writing, identifying the related education and experience which demonstrates the candidate's ability to perform all essential functions of the position.

EXPERIENCE/EDUCATIONAL REQUIREMENTS:

Education:

Graduation from a standard four-year high school or equivalent (GED);

AND

Experience:

One (1) year of experience related to the described duties.

Substitution Statement:

Related education and related experience may be substituted on an equal basis.

PHYSICAL REQUIREMENTS:

These physical requirements are not exhaustive, and additional job related physical requirements may be added to these by individual agencies on an as needed basis. Corrective devices may be

used to meet physical requirements. These are typical requirements; however, reasonable accommodations may be possible.

Heavy Work: May frequently exert force equivalent to lifting up to approximately 50 pounds and/or occasionally exert force equivalent to lifting up to approximately 100 pounds.

Vision: Requires the ability to perceive the nature of objects by the eye.

Near Acuity: Clarity of vision at 20 inches or less.

Midrange: Clarity of vision at distances of more than 20 inches and less than 20 feet.

Far Acuity: Clarity of vision at 20 feet or more.

Peripheral: Ability to observe an area that can be seen up and down or left and right while eyes are fixed on a given point.

Depth Perception: Three-dimensional vision. Ability to judge distances and spatial relationships so as to see objects where and as they actually are.

Ability to adjust focus: Ability to adjust the eye to bring an object into sharp focus.

Speaking/Hearing: Possesses the ability to give and receive information through speaking and listening skills.

Motor Coordination: While performing the duties of this job, the incumbent is regularly required to stand; walk; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; climb or balance; and stoop kneel, crouch, or bend. The incumbent is occasionally required to sit.

COMPETENCIES:

The following competencies describe the knowledge, skills, abilities, and attributes that lead to a successful employee in this position. An applicant will be expected to exhibit these competencies or the ability to reach competency achievement within a specified time. These competencies are linked to the essential functions of the job. Employees in this position may be evaluated on these competencies as part of the performance appraisal system. Example behaviors are listed below each competency and are used for illustrative purposes only. Specific behaviors may be identified and included later by the hiring agency. It is understood that some of these behaviors might not be acquired until a reasonable time after hire. Failure of an employee to successfully demonstrate some or all of these competencies, as deemed important by his or her reporting official, may result in the employee being placed on a performance improvement plan. If after a reasonable period of time, usually three (3) months, the employee fails to demonstrate successful performance, the employee may be terminated. These competencies include, but are not limited to, the following:

PUBLIC SECTOR COMPETENCIES:

Integrity and Honesty: Demonstrates a sense of responsibility and commitment to the public trust through statements and actions.

Models and demonstrates high standards of integrity, trust, openness, and respect for others. Demonstrates integrity by honoring commitments and promises. Demonstrates integrity by maintaining necessary confidentiality.

Work Ethic: Is productive, diligent, conscientious, timely, and loyal.

Conscientiously abides by the rules, regulations, and procedures governing work.

Service Orientation: Demonstrates a commitment to quality public service through statements and actions.

Seeks to understand and meets and/or exceeds the needs and expectations of customers. Treats customers with respect, responding to requests in a professional manner, even in difficult circumstances. Provides accurate and timely service. Develops positive relationships with customers.

Accountability: Accepts responsibility for actions and results.

Is productive and carries fair share of the workload. Focuses on quality and expends the necessary time and effort to achieve goals. Demonstrates loyalty to the job and the agency and is a good steward of state assets. Steadfastly persists in overcoming obstacles and pushes self for results. Maintains necessary attention to detail to achieve high-level performance. Deals effectively with pressure and recovers quickly from setbacks. Takes ownership of tasks, performance standards, and mistakes. Has knowledge of how to perform one's job. Knows the organization's mission and functions and how it fits into state government.

Self Management Skills: Effectively manages emotions and impulses and maintains a positive attitude.

Encourages and facilitates cooperation, pride, trust, and group identity; fosters commitment and team spirit; works effectively and cooperatively with others to achieve goals. Treats all people with respect, courtesy, and consideration. Communicates effectively. Remains open to new ideas and approaches. Avoids conflicts of interest. Promotes cooperation and teamwork.

Interpersonal Skills: Shows understanding, courtesy, tact, empathy, and concern to develop and maintain relationships.

Demonstrates cross cultural sensitivity and understanding. Identifies and seeks to solve problems and prevent or resolve conflict situations. Encourages others through positive reinforcement.

Communication Skills: Receives, attends to, interprets, and responds to verbal messages and expresses information to individuals or groups effectively.

Receives other cues such as body language in ways that are appropriate to listeners and situations. Takes into account the audience and nature of the information; listens to others, attends to nonverbal cues, and responds appropriately. May make oral presentations. Communicates ideas, suggestions, and concerns, as well as outcomes and progress throughout the process of an activity. Provides thorough and accurate information.

Self-Development: Adapts behavior or work methods in response to new information, changing conditions, or unexpected obstacles.

Seeks efficient learning techniques to acquire and apply new knowledge and skills; uses training, feedback, or other opportunities for self-learning and development. Develops and enhances skills to adapt to changing organizational needs. Remains open to change and new information and ideas.

TECHNICAL COMPETENCIES:

Communication: Shares information in writing or verbally.

Concisely and correctly answers questions and/or explains or conveys information to the public, agency, co-workers, management, vendors and other entities. Presents oral and written information internally or externally using proper grammar, punctuation, and content. Appropriately documents information using tools such as: letters, e-mails, reports, memoranda, etc. Communicates information in a courteous manner without invoking anger. Knowledgeably refers issues to appropriate agency or other personnel.

Teaching Others: Helps others learn through formal or informal methods; coaches others on how to perform tasks.

Coaches and instructs games, teams, and athletic events. May assist in the in-service training of new workers. Identifies training needs and provides constructive feedback.

Program Administration: Develops, coordinates, and directs recreational and entertainment programs at a Department of Mental Health facility.

Directs a program of recreational and entertainment activities for patients, students, and/or inmates. Organizes, plans, and supervises indoor games, dances, skits, plays, parties, and other activities. Schedules practice sessions and programs

Planning and Organizing: Accesses current needs, identifies future needs, and prepares plans for acquiring and organizing necessary resources to meet the goals and objectives of a program within a department, agency, or institution

Plans and organizes recreational and entertainment programs. Organizes activities such as athletics, indoor games, parties, and musical or dramatic activities. Plans the activities of patients and children in a special phase of recreational or group activity. Plans programs for the rehabilitation or restoration of mental and physical health.

ESSENTIAL FUNCTIONS:

Additional essential functions may be identified and included by the hiring agency. The essential functions include, but are not limited to, the following:

1. Plans, coordinates, directs, and documents recreational activities at a Department of Mental Health facility.
2. Supervises and trains lower-level staff, volunteer workers, or helpers.
3. Ensures the proper selection of equipment, scenery, materials, etc. associated with recreational activities.

EXAMPLES OF WORK:

Examples of work performed in this classification include, but are not limited to, the following:

Plans and directs a program of recreational activities for patients, students, and inmates.

Plans and directs the activities of assigned patients or children in a special phase of recreation or group activity.

Plans and directs a program of recreational activities at an educational institution for students and staff members.

Secures or directs the selection of musical instruments, organizes bands, and schedules practice sessions and program.

Coordinates programs with physicians and other staff.

Selects necessary materials, equipment, scenery, or costumes.

May assist in the in-service training of new workers.

Observes and reports on the results and progress of recreational activities to include participation and reactions.

Supervises volunteer workers, attendants, or helpers.

Coaches, instructs, and supervises games, teams, and athletic events; organizes and supervises indoor games, dances, and parties.

Works with special group or patients.

Submits requisitions and requests and cares for recreational equipment.

Performs related or similar duties as required or assigned.

INTERVIEW REQUIREMENTS:

Any candidate who is called to an agency for an interview must notify the interviewing agency in writing of any reasonable accommodation needed prior to the date of the interview.