### JOB ANALYSIS WORKSHEET

Date <u>May 16, 2005</u>	Analyst <u>Good to Great Team</u>				
Department <u>Rides &amp; Games</u>	Division <u>Amusements</u>				
Job Title <u>Ride Operator</u>	Major Duty <u>Operate Amusement Rides</u>				
Component (if applicable)	Task/Function Operate Spinning Swirler				
Task/Function Number	Shift Hours varies: see question #3.				
No. of employees who perform this job <u>13 per shift</u>					
SME Johan Ladravsik, operator/supervisor and safety-trainer					

**1. Purpose.** Describe why this job function is performed. What is the outcome or result?

Ride must be operated by a trained and experienced individual because it is not self-running. Ride is operated for guests' enjoyment. Successful completion of the ride with no customer accidents or mechanical failures is the ultimate goal.

**2.** How do you know when to perform the task? Does your supervisor tell you? Is it always done at a certain time?

Operator performs task throughout the shift whenever one or more guests express the desire to ride.

#### 3. Why is the task performed during the shift hours indicated above?

Task performance is unnecessary when park is closed, except for maintenance performed by maintenance staff. The park is open to guests between 9:00 a.m. and 9:00 p.m. Task is performed on all shifts. Shift hours vary between 8:00 a.m. to 9:00 p.m., with 8- and 12-hour shifts.

#### 4. Is this task performed $\underline{X}$ on a regular basis? or as needed?

On average, it is performed:

- 1\_\_\_- Rarely (once a year or less)
- 2\_\_\_- Seldom (about once a month)
- 3\_\_\_\_- Occasionally (about once a shift)
- 4\_\_\_- Often (several times per shift)
- 5<u>X</u> Constantly during the shift
- 6\_\_\_- Other\_\_\_\_\_

**5. How important is this job?** Take into account possible impact on safety and health, the environment, production, retaining customers, and so on **if you do not perform this job correctly?** 

- 1\_\_\_\_\_ Negative consequences are insignificant
- 2\_\_\_\_\_ Negative consequences are *low* (probably not much impact on health, environment or economics, but will still negatively affect performance)
- 3\_\_\_\_\_- Negative consequences are *about average* (probably will not injure, cause hazards or considerable economic loss, but will require some correction)
- 4\_\_\_\_\_ Negative consequences are *high* (injury, environmental hazard, some disruption of work, angry or dissatisfied customer)
- 5<u>X</u> Negative consequences are *extremely high* (loss of life, serious injury, severe environmental impact, economic loss, loss of business, significant job impact)

#### Describe the consequences if possible.

Failure to properly follow critical steps and safety procedures can result in loss of life or serious injury and have a significant negative impact on operator's job.

**6. How difficult is this job?** In choosing your rating, consider several factors. For example, are there many steps involved? Is there a lot of hand-eye coordination? Is there a lot of decision-making? Are there many exceptions to the routine?

- 1\_\_\_\_\_ -Easiest-this task is among the easiest 10% of all in your job
- 2\_\_\_\_\_-Easy-this task is easier than average, but not the easiest
- 3\_\_\_\_\_- Average this task is about average in difficulty
- 4\_\_\_\_\_- -Difficult-this task is harder than average, but not among the most

difficult

5<u>X</u> -Most Difficult-this task is among the most difficult; it is harder to perform than 90% of all tasks in your job

#### 7. What are the steps to perform the job?

Note: Now describe the task in more detail. Think to yourself along these lines:

"First I would......and then I'd....."

Write down each step in order with a brief description.

List the skills, knowledge, quality standards, equipment, and/or safety hazard awareness a person needs to have in order to do this task (or function). Be as detailed as you can.

#### General Skills, Knowledge, Abilities

This information never changes and does not need to be repeated in the essential functions.

- Ability to demonstrate predictable, reliable, and timely attendance.
- Ability to follow written and verbal directions and to complete assigned tasks on schedule.
- Ability to read, write & communicate in English and understand basic math.
- Ability to learn from directions, observations, and mistakes, and apply procedures using good judgment.
- Ability to work independently or part of a team; ability to interact appropriately with others.
- Ability to work with supervision, receiving instructions/feedback, coaching/counseling and/or action/discipline.
- Ability to instruct all customers, including those with physical and/or mental impairments, on proper ride safety and procedures.

#### Special Skills, Knowledge, Abilities

<u>Skills</u>

• Communicates effectively with guests to ensure compliance with safety procedures.

(continued on next page)

#### 7. What are the steps to perform the job? (continued)

- Handles situations with guests appropriately, ensuring guests' satisfaction.
- Operates ride in accordance with procedures and with zero errors.
- Performs emergency procedures when necessary, minimizing guest accidents and incidents.
- Reads and writes on eighth-grade level.
- Keeps log books and other records in a complete and timely manner.

#### <u>Knowledge</u>

- Understands and adheres to company policies and mission statement.
- Understands necessity for adherence to strict safety regulations.

#### <u>Abilities</u>

- Executes independent action to assure guest satisfaction.
- Analyzes information and makes decisions.
- Deals openly and comfortably with guests.
- Possesses manual dexterity to operate control console.
- Correctly counts sequentially to established maximum number of individuals per unit and per ride cycle.
- Correctly measures height of guests who appear to be less than four feet tall.
- Operates fire extinguisher.
- Performs biohazardous waste cleanup as required.
- Memorizes sequential operating steps.
- Tolerates temperature fluctuations from 20-120°F.
- Unimpaired 150° field of vision (minimum requirement).

## Specific Steps to Perform the Job

S/C (Standards & Conditions) Codes = Sequential, Critical T/E (Task & Element) Codes = Observe, Perform, Discuss, Simulate

Step No.	S/C Code	T/E Code	Description
1.	S/C	Ρ	Admit guests through the entrance gate. Riders must be at least 39" tall to ride, and children under six-years-old must be accompanied by an adult (anyone 16-years-old or older).
2.	S	Ρ	Do not allow guests to ride with food, drink, tobacco products in use, or animals in their possession.
3.	S	D	Put no more than 2 adults and 1 child or 3 children per seat. Fill seats so the most guests possible can ride in each cycle.
4.	S/C	Ρ	Make one complete walk around inside fence. Check each car. Make sure lap bars are secure. Pull on bars and make sure pin latches are in locked position. Recommend that smallest riders sit nearest the ride's axle.
5.	S	Ρ	Make sure the entrance and exit gates are latched to prevent anyone from entering the ride's fenced area while the cars are moving.
6.	S	Ρ	Use P.A. system to tell riders to remain seated, keep arms and feet inside car at all times, and tie down or hold tightly all loose articles.
7.	S	Ρ	Put key in control panel. Use convex mirror to make sure area inside fence is clear of guests and hosts. Release brake. Push timer <u>Start</u> button down. Ride has automatic timer to stop it. Use <u>Stop</u> button for emergencies only. <i>Example:</i> If a lap bar comes unlocked.
8.	S	Ρ	Watch riders while the cars are moving to make sure they remain seated, keep lap bars locked down, and have no dangerous flying objects.
9.	S	Р	When ride has come to a complete stop, set brake. Remove control key from panel. Open exit gate. Invite guests to carefully exit.
10.	S	Ρ	Check each car to make sure everyone has exited safely and each car is free of trash or items left by guests.
11.	S	Ρ	Wait until everyone has exited the fenced area before loading the next ride.

**8.** How do you know that you have finished the task? Is someone's signature required? Is supervisor approval necessary? Are there papers to sign? Are there criteria to meet?

- Automatic ride timer times out, and ride comes to a complete stop.
- Brake is set.

#### **Standards**

• Each cycle of ride is performed with zero errors.

## 9. What machinery, hand tools and/or safety equipment is required to perform this task?

- Ride operating key
- Fire extinguisher (if necessary)
- Telephone
- Complete human waste absorption kit
- Log book and pen/pencil

**10.** What references, drawings, procedures, and handouts can be useful while performing this task?—identify any resources (such as vendor manuals, electrical or mechanical drawings, SOPs, safety procedures, etc.).

Safety manual in ride operator's control console contains a copy of the operating procedures, emergency procedures, training procedures, and pre-operational checks, telephone list.

**11. What are some common problems?** —List any problems that commonly occur while performing this task.

- Operator miscounts the number of groups for available cars in a cycle.
- Guest tries to bring child onto ride when child is below the minimum height requirement
- Guest attempts to bring open food, drinks, tobacco products, pets, or other hazardous items on ride.

#### 12. How long does it usually take to complete this task?

Approximately 5 minutes per cycle.

**13. Safety and Health Overview**—What are the physical and/or health concerns while performing the task? Examples: dust, toxic substances, stress factors, humidity, extreme cold or unusual heat, safety equipment, tag-out, moving equipment etc.

- Loose objects flying about
- Guests becoming ill and vomiting
- Guests stepping out of cars before brake is set
- Heat and humidity
- Cold hands
- Operator "hypnosis" resulting from watching continuous motion
- Operator distracted
- Operator boredom
- Leaving key in console or otherwise unattended
- Failure to properly dispose of biohazardous waste
- Failure to maintain logs
- Failure to alert Supervisor, Safety, or Maintenance, as required by operating and emergency procedures

# 14. How important is it to do this task quickly (do not have the time to review a job aid)?

- 1<u>X</u> Critical
- 2\_\_\_- Important
- 3\_\_\_\_- Not very important

#### 15. How important is it to be able to do this task from memory?

- 1<u>X</u> Critical
- 2\_\_\_- Important
- 3\_\_\_\_- Not very important

**16. Physical environment.** Describe the physical conditions under which the job is performed.

Activity	Frequency During the Shift*	Average Weight	Distance (how far, how high)
Lifting	Rare - fire extinguisher, broom, or mop and bucket, if needed	8 pounds	20 feet length; 4 feet high
Carrying	Unusual - fire extinguisher, broom, or mop and bucket, if needed	8 pounds	20 feet length; 4 feet high
Crouching (bend at knees and lower body close to ground)	During opening inspection.		
Stooping (bend body forward and down from the waist)	During opening inspection.		
Bending from waist	Occasional		
Hearing protection	No - interferes with customer communication		
Work in poorly lighted area	Occasional		
Climbing	Rare		
Reaching over your head	Rare		
Sitting	Varies during the shift. 8-12 hrs.		
Standing	Varies during the shift. 8-12 hrs.		
Pushing	Routine	75 pounds, mechanically assisted	15 feet
Pulling	Routine	75 pounds, mechanically assisted	15 feet
Finger movement	The duration of the shift. 8-12 hrs.		
Balancing			

\*If possible, include the average number of hours for frequency.

**17. Quality standards for the final product** —List criteria. Examples: ontime, without damage to product, without vibration, without noise, within departmental guidelines, within specific tolerances, to print dimensions, etc.

All steps performed in accordance with procedures and with zero incidences.

# 18. Are there any *acceptable* alternative procedures for completing this task? Note: This acceptable alternative might be due to emergencies only; if so, please indicate.

Yes X (If yes, please describe.) In an emergency, the operator will depress the STOP button and turn the operator key to the OFF position, which cuts power to the ride. No\_\_\_\_\_

#### 19. Is it likely that the way the task is performed will change soon?

Yes\_\_\_\_ No<u>X</u>

**20. Prerequisite Skills and Knowledge**—What do you need to know before doing this task? examples: fork truck skills, math, typing skills (what level?)

See item 7: Performance Steps (Special Skills, Knowledge, Abilities)

21. Who usually does this task? How many people are involved?

One operator per task; up to 37 people (operator and up to 36 guests) are involved.

**22. Competency**—How would you check to see if a new employee had become competent in completing this task? What specifics would you look for?

Newly hired operator is observed by Departmental Trainer and/or supervisor during training session that lasts approximately 2 hours. Trainee must operate ride a minimum of 4 complete cycles under supervision, until Trainer or supervisor feel trainee is proficient. Trainers give monthly oral exams, in which trainee is asked to resolve a scenario. This experience gauges trainee's knowledge of ride procedures, safety procedures, and/or general park safety.

**23. Continuous Improvement**—How could performing this task be improved? job made safer? cycle time improved? customer expectations met or exceeded? quality improved?

There is a Continuous Improvement program implemented to improve guest satisfaction and to exceed guest expectations. Monthly staff meetings, in which ideas are discussed, are required attendance by all operators.

**24. Barriers to performance**—Is there something in the work environment that prevents you from performing the task as it should be? Examples: trucks don't arrive on time, paper work not ready, prints hard to read, etc.

- Sighted lightning in the area requires that the ride be shut down and all guests evacuated until "all clear" is reported by the Safety Department.
- Problems regarding ride performance that require calling Maintenance have an adverse effect on efficiency.
- Heavy rain and/or flash flood slows ride cycle and reduces efficiency.

**25. Training**—What training would be helpful? Should this task be part of training? What other tasks should definitely be included in a training program?

Training procedures are in place. Operators are required to demonstrate 100% proficiency prior to operating ride without direct supervision.

**26.** Suggested Practice Activities for this task—What could someone do to practice this task? Where would practice take place—at job site or in training room? How would feedback be given to trainee? Does this practice need to be demonstrated first by a course manager (instructor)?

Training procedures require supervised practice during training. There is no practice or simulation for this task.