

27 December, 2010

**BRIEFING NOTE 2 –
VPFS COUNCIL APPROVAL IN PRINCIPLE OF A
CANADIAN ARES STRUCTURE AND TRAINING PHILOSOPHY**

BACKGROUND

At its 9 December 2010 meeting the Council instituted the development of a Field Organization and review of the Field Service. Within the Field Service it is widely understood that the ARES requires significant modernization in order to remain useful to emergency and disaster response management officials. These officials, responding to legislation and other government directives, are themselves adopting new organizational models, procedures and training in order to achieve interoperability and common standards across jurisdictions. To be accepted by these managers as a viable partner it is in the ARES' interest to adopt the same philosophies, management structures, operational procedures, and training standards. In many cases this is more a question of developing a parallel (IMS/ICS compliant) management and training processes than changing what front-line ARES units currently do. The expected outcomes are a more efficient training *system* that delivers the right skills and knowledge, at the right time, so that an ARES operator or manager can accomplish an assigned task, and an educated leadership component that can interact knowledgeably with emergency response and support agency managers.

PURPOSE

The purpose of this Briefing Note is to gain the Council's approval-in-principle of an ARES training management system philosophy and the management model that will be used as the baseline for the national Field Service review.

DISCUSSION

ARES Group Organizational Model. The traditional ARES group has been administratively organized with an Emergency Coordinator at the head and four 'pillars' underneath: operations, administration, logistics and liaison. The ICS model also uses four pillars: operations, planning, logistics and administration/finance. In reality operations and planning are separated only in time, the "Operations Chief" managing activities in the current 24-hour "operational period" while the "Plans Chief" pre-plans the next and subsequent cycle's activities. Although the relationship between ops and training within the ARES group requires further study, there is little if any change required within the group but to adopt the new ICS "labels" and reorder administrative responsibilities. The one (perhaps) controversial change could be the title of the ARES group leader. There is a growing reluctance in the field to continue using the title "Emergency Coordinator" since this does not reflect the service offered and could lead clients to think that ARES seeks a level of authority that is inconsistent with IMS/ICS doctrine.

The Operating Environment. Where fundamental change does need to take place is in our operational structure and deployment thinking. Today municipalities are required to have proactive response plans. Supporting agencies (including ARES) will be activated in a phased sequence (warning/deployment/operations/redeploy) following pre-arranged procedures and MOU. In other words, the response in and of itself is not an emergency, it is a planned and routinely practiced activity precipitated by an anticipated threat, or when the Incident Commander (IC) recommends to a Head of Council that the emergency plan be activated in order to bring additional resources to bear. Incident/Mobile Command Posts and EOCs are normally pre-equipped to serve as locations where decision makers meet to exchange information, coordinate the provision of the required resources, and phase their delivery to the IC. Telecommunications is a logistical resource under the control of the incident "Logistics Chief" and/or a telecommunications manager within an EOC or support site. In concrete terms the ARES contribution will most likely be in the form of auxiliary communications "packages", pre-assigned to the various response

and support agency sites. There is a growing practice in some jurisdictions to use the trained ARES operator on client's nets (using client owned commercial radio equipment) because their personnel are not trained in formal traffic handling or net procedures.

An alternative scenario is that the emergency or disaster is of such scale that the municipality is immediately overwhelmed (or more than one municipality is impacted) and the responsibility for incident management automatically shifts to the next higher level of government. In this event the local ARES group members would most likely be personally impacted and their first responsibility is towards their own and family's safety. In any event, under IMS/ICS doctrine the ARES response would be coordinated by the EC associated with the higher level of government and adjacent ARES groups would be called upon. In consequence, our operations model needs to embrace the concepts of rapid deployment, mutual aide, and a building block approach based on relatively small "packages" (complete with portable equipment) that can be deployed to locations such as shelters, combined to achieve the scale of support required at an EOC, or to sustain operations over extended periods of time. On arrival the team leader will in all probability be placed under the functional control of the on-site telecommunications manager, a concept that can be challenging for some ARES operators to accept.

ICS resources are pre-defined as a "Resource Type". The resource type's capability is known (e.g. 1 pumper truck, 5 personnel, 250 feet of 2.5 inch hose, 3 nozzles, etc.) as are the "consumables" for each resource (fuel, water, retardant chemical, food, accommodations, recreation, medical support, etc., etc.) An "Amateur Radio Communications Team" (ARCT) definition has been proposed for inclusion in the United States ICS system and this definition has been incorporated in the base-line model for our review process (Figure 1). At the low end of the scale an ARCT Type 4 "package" is one person trained and equipped to operate from a location with a low level of activity, for one shift. Three, or more likely four, ARCT Type 4 resources scheduled in sequence can maintain a continuous 24/7 operation at a reception centre for several days. A Type 3 resource (two operators and perhaps an administrative support person) would be needed at busier or more complex locations such as a small town EOC. A Type 2 resource (combining two or three Type 4 packages) would be needed at a major EOC. At the top end is an ARCT

Minimum Capabilities		Type 1	Type 2	Type 3	Type 4
Component	Metric				
Team	Description	One Type 2 (Base Station), Four Type 3 (Mobile/Portable)	Field/Base Station	Mobile/Portable Field Units	Mobile/Portable Field Unit/Additional Support Unit
Personnel		12 persons incl. 1 Supervisor,	4 (or more) AROs	2 AROs	1 ARO
Training	License Class		2 with HF Privileges	1 with HF Privileges	Basic Licence or higher
Equipment	Number		VHF/UHF and HF, FM, SSB, CW and Digital	VHF FM, HF, Winlink/packet, Mobile/Portable	VHF FM
Vehicles	Number	Four	One or Two	One or Two	One
Supply (power)		Not dependant upon any outside power source or infrastructure	Same as Type I	Same as Type II	Same as Type III

Figure 1 Amateur Radio Communication Team

Type 1 package, which represents the equivalent of four ACRT 4's augmented with supervisory and liaison personnel and capable of 24/7 operation from several locations. Equipped with HF communication

capability back to the home base of deployed support agency assets and/or the provincial EOC, this level of communications support would be deployed to remote municipalities where a local ARES group does not exist.

Qualification Levels. When viewed from the perspective of the ARCT structure a group operational structure becomes apparent and a baseline of six qualifications are proposed to commence the review process (Figure 2).

1	2	3	4/4D	5
Recruit	Operator	Team Leader	Operations Supervisor	Appointed Leadership/ Functional Manager

Figure 2 Proposed Qualification Levels

Level 1 represents a new member who has been interviewed and made an informed decision to commit to an ARES group. This associate member need not be a licensed operator and is immediately employed in a support role under close supervision, learning through practical experience. At the same time the member begins the formal training programme to achieve the next qualification level. At Level 2 the member has qualified as a trained radio operator and logger albeit they are not yet required to hold an Amateur Radio licence and therefore must be under the supervision of a licensed team leader engaged in supervisory or liaison responsibilities. A Level 3 qualified operator would normally function in the capacity of a team leader in an ARCT 3 or 4 operating environment. Specialization in a main EOC environment, or as a deployed ARCT 2/3 team leader begins at Levels 4 and 4 Deployed, and these level represent the highest technical skill. Beginning at Level 4 and specifically at Level 5 the member has demonstrated the leadership, management and client liaison abilities that merit appointment to ARES group senior positions.

Additional, higher, qualification levels can be added as the review process expands to assess the training, experience and professional development requirements appropriate to Field Service appointments above the group level.

Additional Trends. There are two trends that must be taken into consideration, both in terms of group operational structure and training requirements. The first is the scope of records keeping mandated by legislation/regulations, government authorities, and provided for in the IMS/ICS. For example, copies of all EOC staff logs and records are collected daily by a “documentation unit” within the EOC/ICP logistics structure and secured for analysis or investigative purposes. This includes all records, logs, and message traffic produced by the ARES operation. It is not sensible nor does the typical ARES unit have enough radio operators to commit this skilled resource to ancillary tasks. Our approach should be to embrace the use of non-licensed persons, drawn from the community at large or perhaps even from available municipal staff, to perform these essential administrative tasks.

The second trend is the shift to computer-based data communication devices and EOC display tools such as electronic ‘white boards’ as the primary means of communication between dispersed emergency managers and locations. The common denominator is the Internet. In most scenarios it will be local overloading of this “pipeline”, caused by the public at large during the initial phase of an emergency, that will overload commercial systems and cause the telecommunication problem. The AR challenge will be to provide alternative “pipes” that are available on demand, 24/7. To achieve this goal we need to begin thinking in terms ARES group “last mile” digital capabilities and partnerships with clubs and associations willing to maintain RF-based, wide-area data networks and access portals. We need to wrap our minds around an operating scenario where the “trained communicators” are the emergency management staff, and the ARES role is more akin to providing deployable radio systems, data servers and interface portals to link to a distant location where commercial communications are functioning.

Training Factors. Finally, we must recognize some training factors that have been ignored for far too long. It has been decades since Industry Canada removed the licensing requirements mandating that an Amateur to actually operate in order to advance in the hobby. During this same period radio and communications technology has fundamentally changed as have the predominant operating modes. The basic license training process does not equip the new ham with the operator skills that ARES requires. Nor has ARES promoted a professional development system that grooms its members with the education and knowledge needed to lead a group or manage relationships with emergency managers who are increasingly governed by professional associations with formal education and qualification requirements. We are wholly dependent upon an outdated Certified Emergency Coordinator programme that leaves the onus for success solely on the shoulders of the EC with little if any organized supervision or external ARES support. Changing this dynamic for the better lies at the heart of the ARES reform.

Managing Training. Managing a training program is little different from any other production process. Instead of producing “tin cans” for sale we seek to produce people qualified to perform a series of increasingly sophisticated jobs ranging from radio operator to Vice President Field Services. Training is costly and time consuming, and skills are quickly lost unless used regularly. Training that goes beyond the job the individual is expected to perform is wasted; the apprentice is not expected to know or perform at the journeyman level when graduated from the formal training process. We can expect however that while performing the assigned task the member who chooses to can prepare for advancement through a combination of experience and knowledge gained both on the job and through formal training, and this philosophy is at the core of the proposed training system. Similarly, it is unrealistic to expect that persons filling management functions would maintain the same levels of operator skill and knowledge developed while in a junior position. For this reason as tasks change from one development stage to another the scope of skill and knowledge lies on a sliding scale that can range from “having heard about something” to being the recognized Subject Matter Expert (SME). The key in the word “qualified”.

A “Qualification” is awarded to an individual who has demonstrated possession of the skills and knowledge required to successfully perform a job. Normally the tasks, skills and knowledge components are defined by experienced and recognized practitioners, training authorities then determine the most effective delivery methodology, and SME’s develop the required course material. Since interoperability is one of our essential goals, the qualification authority may direct the training authority to utilize specific courseware provided by an outside agency, or the training authority may choose a course offered by an external agency for efficient delivery reasons. When the material is unique, or it is more effective to deliver training and education internally, the result is normally the production of “home grown” training materials and/or a training manual maintained by a “custodian”.

Bringing order to this process creates a “training system” with inherent checks and balances, and a cyclical review process to support continuous improvement. It can be most efficiently managed through a family of control documents, each defining the results of an analysis step in the proposed review process:

- The Specification is essentially a table with qualification or developmental periods listed across the horizontal axis and the master list of tasks, skills and knowledges listed down the vertical axis (see annex A). Then, in sequence, each development period is reviewed to determine if the task is performed (yes/no), and the relative scope of skill and knowledge required is recorded as a number from 1 to 5. Of note, each line item is assigned a unique code so that it is traceable by topic area and delivery mechanism – right down to the lecture where it is delivered to the student. This analysis process is performed by a “Board” composed of experienced ARES operators, and once completed the Board then makes two critical decisions:
 - A judgement call whether the skill and knowledge requirements need to be trained or whether the qualification requirement has been achieved through some other means (experience, former education, prior ARES training, etc.). This is referred to as “Train/No-Train” decisions and they become part of the formal record for posterity; and,
 - It organizes the “train” skills and associated knowledges into “Performance Objectives”. Any remaining knowledge requirements are organized into “Educational Objectives”.

The results are depicted in the form of “scalars”, which resemble organization charts, so that the Board’s concept and context for delivering the required courses is pictorially available to the training developers.

- The Training Standard is a control document used to refine the performance or educational standard required by a by identifying the reference source (and normally the specific passage) that best describes the level of skill or knowledge intended by the Standards Board. For example, one recognized international standard for procedure words (PROWORDS) is Allied Communication Publication 125 and the specific chapter, section and paragraph would be identified in the standard statement. Or, in the interests of interoperability and credentials that will be recognized by the served client, the “Standards Board” may choose to identify an external certification programme as the preferred approach (e.g. a provincial ICS-100 course). This phase of the review process can uncover additional information that results in a recommendation to modify the Specification requirements or the Train/No-Train decisions. For efficiency purposes the Specification and Standards Boards are usually composed of the same persons who do the work consecutively but procedurally separate.
- The Training Plan is a control document prepared by a Training Board of experienced trainers who translate the Objectives into course packages and identify the most efficient delivery methodology (e.g. self study, on-line course, classroom lecture, practical exercise, etc.) The document can also be used to provide any required guidance to courseware developers.
- The final stage is the preparation of the courseware by SME’s, and a course control document to provide delivery guidance to the instructor.

Continuous Improvement. Change is a constant and an audit process is needed to ensure that the standards and training materials remain current with evolving operational practice. One process is a feedback survey wherein both graduates and their supervisors identify where the training programme needs improvement or some component of the delivery system needs attention. A second mechanism is a review of the Specification and Training Standard by a Board, usually initiated by some major policy change or other event that triggers a “needs analysis”. These are quality control checks which should be independent of the training delivery system. One option would be to place quality control processes under the management control of the National EC.

A third feedback process is determining if the training manuals reflect current operating practice. This is best achieved through an annual review of a manual (or sections thereof if it is a large document) by the operating community. The Custodian then makes the appropriate editorial amendments or requests a more formal review if the proposal involves change to the quality control documents. This audit process is probably best managed by the National Training Coordinator.

Control documents and amendments would normally be approved by some body representative of the organization as a whole; in this case the Council.

Attached at the annexes are a draft Specification (in two parts), and an abridged copy of a presentation given to the September 2010 EMCOMM East and an ARES Ontario meeting held in October that provides another perspective of the discussion above.

SUMMARY

The Council is asked to approve in principle the development of a training system whose objective is to:

1. deliver the task related skills and knowledge needed for the first day in a new assignment;
2. develop the operator’s abilities through a structured programme of practical training under the supervision of a mentor;

3. standardize qualifications through a family of control documents that identify job tasks, skills and knowledge, to specified standards, and supplies (ARES group) training staff with prepared course training material;
4. promote interoperability by using IMS/ICS courseware and certifications whenever possible;
5. institute quality control and continuous improvement mechanisms; and,
6. incorporate a professional development approach designed to groom the leaders of tomorrow.

The Council is requested to appoint a chair for the Specification Review Board, and to ask each Section Manager to appoint a representative to it review board (additional specialist expertise may be added at the discretion of the chair.)

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DRAFT SPECIFICATION

Editorial Note: This discussion draft was created from a Canadian military “general” specification. A number of line items are in themselves not applicable to ARES but were retained to promote discussion and possible modification.

FIELD ORGANIZATION SPECIFICATION (WORKING DRAFT)

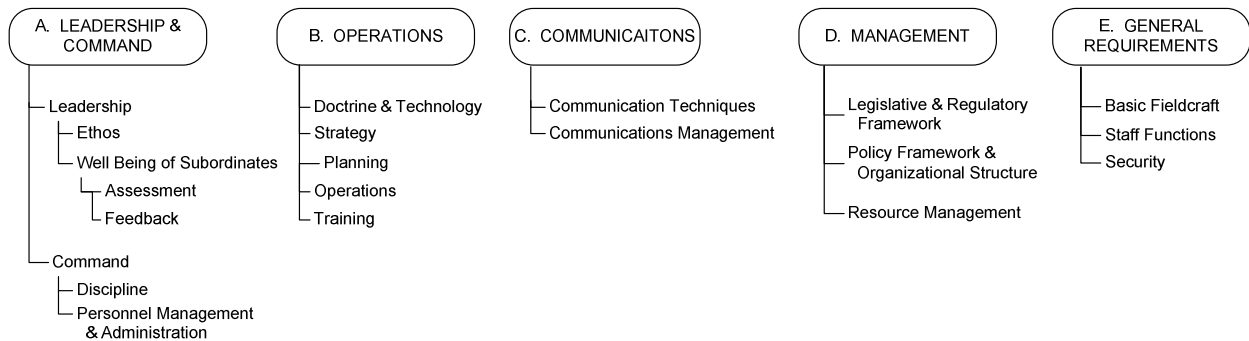


Figure A-1 Specification Layout

SERIAL	PERFORMANCE REQUIREMENTS			DP						
				1	2	3	4	4D	5	
	A - LEADERSHIP AND COMMAND									
	LEADERSHIP				*	*	*	*	*	*
A	T	1	Lead subordinates		*	*	*	*	*	*
A	T	2	Develop subordinates		*	*	*	*	*	*
A	T	3	Assess behaviour of personnel in operations		*	*	*	*	*	*
A	T	4	Assess suitability of personnel for special duty assignment		*	*	*	*	*	*
A	T	5	Establish objectives and goals for personnel		*	*	*	*	*	*
A	T	6	Explain objectives and goals to subordinates		*	*	*	*	*	*
A	T	7	Resolve personnel and inter-personnel conflicts		*	*	*	*	*	*
A	T	8	Promote dress and deportment of subordinates		*	*	*	*	*	*
A	T	9	Enforce general safety programs		*	*	*	*	*	*
A	T	10	Enforce security procedures		*	*	*	*	*	*
A	T	11	Promote ethical behaviour		*	*	*	*	*	*
A	T	12	Make effective and timely decisions		*	*	*	*	*	*
A	S	1	Applying leadership							
A	S	2	Applying ethical principles and values							
A	S	3	Promoting team before self							
A	S	4	Supervising personnel							
A	S	5	Motivating personnel							

SERIAL			PERFORMANCE REQUIREMENTS	DP					
				1	2	3	4	4D	5
A	S	6	Managing risk						
A	S	7	Managing time						
A	S	8	Managing stress						
A	S	9	Managing change						
A	K	1	Principles and techniques of leadership						
A	K	2	Principles of authority, responsibility and accountability						
A	K	3	Ethics of leadership						
A	K	4	Leadership theory						
A	K	5	Characteristics of human behaviour						
A	K	6	Group dynamics						
A	K	7	Conflict resolution techniques						
A	K	8	General safety program						
A	K	9	Occupational, safety and health program rules and regulations						
A	K	10	Principles and techniques of time management						
A	K	11	Standards of hygiene and sanitation						
A	K	12	Principles and techniques of risk analysis						
A	K	14	Principles and techniques of decision making						
			ETHOS						
A	T	13	Promote ethos	*	*	*	*	*	*
				1					
A	K	15	ARES ethos	1					
A	K	16	Role of the ARES	1					
A	K	17	Relationship between Served Agencies and the ARES	1					
A	K	18	Gender integration	1					
A	K	19	Cultural awareness	1					
A	K	20	Diversity	1					
A	K	21	History of Canadian ARES	1					
A	K	22	Leader/member relationships and responsibilities	1					
			WELL BEING OF SUBORDINATES						
A	T	14	Ensure well-being of subordinates						
A	T	15	Assess workload of subordinates						
A	T	16	Develop physical and mental stamina of subordinates						
A	T	17	Initiate activities to enhance morale						
A	S	10	Recognizing stress						
A	K	23	Critical incident stress						
A	K	24	Signs and symptoms of post-traumatic stress						
A	K	25	Resources available through social support services						
A	K	26	Care of injured						
			ASSESSMENT						

SERIAL			PERFORMANCE REQUIREMENTS	DP					
				1	2	3	4	4D	5
A	T	18	Assess performance of personnel						
A	T	19	Prepare performance appraisals on subordinates						
A	T	20	Review performance appraisals						
A	S	11	Assessing personnel job performance						
A	K	27	Performance Appraisals						
			FEEDBACK						
A	T	21	Provide subordinates with feedback						
A	T	22	Counsel personnel						
A	S	12	Counselling						
A	S	13	Interviewing						
A	K	28	Principles and techniques of interviewing						
A	K	29	Principles and techniques of counselling						
			COMMAND						
A	T	23	Command forces						
A	T	24	Issue orders						
A	T	25	Advise authorities on use of ARES capabilities						
A	T	26	Establish policies and procedures						
A	T	27	Analyze unit performance						
A	T	28	Approve unit training plans						
A	T	29	Approve operational orders						
A	T	30	Organize unit work relationships and reporting lines						
A	T	31	Approve Standard Operating Procedures (SOPs)						
A	T	32	Approve administrative orders						
A	T	33	Initiate Investigations						
A	T	34	Promote environmental responsibility						
A	S	14	Applying principles of war						
A	S	15	Developing concepts						
A	K	30	Principles of war (These need to be translated into civilian/business terms. It's all about setting priorities, and not letting changing events cause you to stray from those priorities)						
A	K	31	Conduct of orders group/mission briefing						
			DISCIPLINE						
A	T	35	Maintain good order and discipline						
A	S	16	Maintaining discipline						
A	K	32	Code of conduct						

SERIAL			PERFORMANCE REQUIREMENTS	DP					
				1	2	3	4	4D	5
			PERSONNEL MANAGEMENT AND ADMINISTRATION						
A	T	36	Promote staff relations in the workplace						
A	T	37	Resolve individual personnel problems						
A	T	38	Determine disciplinary course of action for personnel						
A	T	39	Recommend personnel for awards and recognition programs						
A	T	40	Provide redress of grievance assistance to members						
A	T	41	Initiate administrative career action for subordinates						
A	T	42	Consult career managers on personnel matters						
A	T	43	Prepare job descriptions						
A	T	44	Identify personnel qualification requirements						
A	T	46	Implement collective agreements						
A	T	47	Provide input to grievance hearings						
A	T	48	Adjudicate at grievance hearings						
A	T	49	Interview ARES applicants						
A	T	50	Approve job descriptions						
A	K	33	Principles and techniques of personnel management						
A	K	34	Development and training programs						
A	K	35	Redress procedures						
A	K	36	Awards and recognition programs						
A	K	37	Probationary action for Members						
A	K	38	Recruiting policies and procedures						
A	K	39	Release policies and procedures						
A	K	40	Personnel administration policies, procedures and regulations						
A	K	41	Field Service (ARES?) Team concept						
A	K	42	administrative and disciplinary procedures						
A	K	43	performance review reports						
A	K	44	staffing procedures						
A	K	45	training and development system						
A	K	46	honours and awards						
A	K	47	grievance procedures						
			B - OPERATIONS						
			DOCTRINE AND TECHNOLOGY						
B	T	1	Determine effect of technological change on operational doctrine						
B	K	1	Revolution of communication arts and sciences						
B	K	2	ARES doctrine, plans and operations						
B	K	3	EMO doctrine, plans and operations						

SERIAL			PERFORMANCE REQUIREMENTS	DP					
				1	2	3	4	4D	5
B	K	4	Information Operations/warfare						
B	K	5	Operations security						
			STRATEGY						
B	T	2	Define strategic threats	This section needs to be translated into ARES paradigm					
B	T	3	Appraise regional and global strategies						
B	T	4	Analyze national security policy						
B	T	5	Formulate strategic goals						
B	T	6	Establish long-range goals and objectives						
B	T	7	Identify problem areas affecting achievement of long-range goals and objectives						
B	K	6	Development of strategic thought						
B	K	7	Formulation of management strategy						
B	K	8	Impact of federal and provincial government policy on the CF						
B	K	9	Impact of federal and provincial government policy on the CF						
B	K	10	Strategy and aims of RAC Field Service policy						
B	K	11	Continuum of operations						
B	K	12	Canada's national strategic readiness posture						
B	K	13	International crisis prevention and management						
			PLANNING						
B	T	8	Plan ARES operations						
B	T	9	Assemble planning information						
B	T	10	Establish priorities						
B	T	11	Define threats						
B	T	12	Determine operational and support goals and objectives						
B	T	13	Review operational and support goals and objectives						
B	T	14	Analyze planning information						
B	T	15	Utilize intelligence information						
B	T	16	Determine alternative course(s) of action						
B	T	17	Conduct feasibility studies						
B	T	18	Determine resource requirements for long-range goals and objectives						
B	T	19	Assess impact of changes in resource allocation on operations						
B	T	20	Determine resource requirements						
B	T	21	Determine effect of changes to taskings/duties on operations						
B	T	22	Prepare plans for operations						
B	T	23	Develop Rules of Engagement (ROE)						
B	T	24	Set priorities for operations						
B	T	25	Establish milestones or timetables						
B	T	26	Establish performance standards						
B	T	27	Coordinate support requirements						
B	T	28	Prepare operation orders						
B	T	29	Provide advice on setting priorities						

SERIAL			PERFORMANCE REQUIREMENTS	DP					
				1	2	3	4	4D	5
B	T	30	Adhere to Environmental Protection policies and directives						
B	S	1	Planning						
B	S	2	Analyzing information						
B	S	3	Analyzing problems and situations						
B	S	4	Applying visualization techniques in plans and operations						
B	K	14	Military estimates (Standardized Logical Thinking Process)						
B	K	15	Principles and techniques of operations planning						
B	K	16	Operations planning process						
B	K	17	Capabilities and limitations of ARES						
B	K	18	Sustainability of forces on deployed operations						
B	K	19	Roles of ARES in external organizations						
B	K	20	Principles and techniques of problem solving						
B	K	21	Principles and techniques of options analysis						
B	K	22	Visualization techniques						
B	K	23	Types of orders						
B	K	24	Operation order formats						
B	K	25	ICS Forms						
			OPERATIONS						
B	T	31	Execute operations						
B	T	32	Adjust plans, procedures, standards and objectives						
B	T	33	Verify adherence to performance standards						
B	T	34	Compare results with established objectives						
B	T	35	Identify reasons for failure to meet objectives						
B	T	36	Prepare operational reports						
B	S	5	Applying law of armed conflict						
B	S	6	Applying rules of engagement						
B	S	7	Integrating forces						
B	K	26	application of command and control principles						
B	K	27	Intelligence reporting						
B	K	28	Alert/warning systems						
			TRAINING						
B	T	37	Determine individual training and education requirements						
B	T	38	Determine team and collective training requirements						
B	T	39	Develop annual training plans						
B	T	40	Implement training programs						
B	T	41	Coordinate training programs						
B	T	42	Instruct personnel						
B	T	43	Conduct training sessions and demonstrations, including OJT						
B	T	44	Assess effectiveness of training						

SERIAL			PERFORMANCE REQUIREMENTS	DP					
				1	2	3	4	4D	5
B	S	8	Applying principles of instruction						
B	S	9	Lesson planning						
B	K	29	Theory of learning						
B	K	30	Instructional techniques						
B	K	31	ARES general specifications						
B	K	32	ARES Training and Education System						
B	K	33	Training assessment procedures						
			C - COMMUNICATIONS						
			COMMUNICATIONS TECHNIQUES						
C	T	1	Prepare written correspondence						
C	T	2	Prepare briefings and speeches						
C	T	3	Give briefings and speeches						
C	T	4	Edit correspondence and documents						
C	T	5	Prepare replies to official Enquirer						
C	T	6	Write articles for newspapers, newsletters or magazines						
C	T	7	Give media interviews						
C	S	1	Communicating orally						
C	S	2	Writing correspondence and documents						
C	S	3	Editing correspondence and documents						
C	S	4	Public speaking						
C	S	5	Effective listening						
C	S	6	Effective reading						
C	S	7	Keyboarding						
C	S	8	Operating computer software						
C	K	1	Principles and techniques of logical thinking						
C	K	2	Techniques of effective writing						
C	K	3	Techniques of effective reading						
C	K	4	Techniques of public speaking						
C	K	5	Techniques of effective listening						
C	K	6	Interviews by the media						
C	K	7	Personal computers						
C	K	8	Principles and techniques of creative thinking						
			COMMUNICATIONS MANAGEMENT						
C	T	8	Chair meetings and committees						
C	T	9	Approve replies to official inquiries						
C	T	10	Approve media information plans						
C	T	11	Enforce provisions of access to information and privacy acts						
C	T	12	Refer media to appropriate agencies						

SERIAL			PERFORMANCE REQUIREMENTS	DP						
				1	2	3	4	4D	5	
C	T	13	Set up committees							
C	T	14	Authorize release of information to the public							
C	S	9	Mediating							
C	S	10	Negotiating							
C	K	9	Individual responsibilities pertaining to public relations and media							
C	K	10	Principles and techniques of mediating							
C	K	11	Censorship responsibilities							
C	K	12	Principles and techniques of negotiation							
C	K	13	Public information services during operations							
			D - MANGEMENT							
			LEGISLATIVE AND REGULATORY FRAMEWORK							
D	K	1	Provincial Emergency Management Act and Regulations							
D	K	2	Municipal Emergency Plan Bylaw							
D	K	3	Municipal Emergency Plan							
D	K	4	RAC Field Service ARES policies							
D	K	5	Provincial ARES policies							
D	K	6	ARES Group policies							
D	K	7	Workers compensation act and procedures							
D	K	8	Incident Command/Management Theory and Doctrine							
			POLICY FRAMEWORK AND ORGANIZATIONAL STRUCTURE							
D	T	1	Develop policy							
D	T	2	Assess long-range direction of provincial/municipal policy							
D	T	3	Assess long-range direction of RAC Field Services policy							
D	T	4	Assess long-range direction of provincial ARES policy							
D	T	5	Evaluate effects of policy change proposals							
D	T	6	Implement policies							
D	T	7	Evaluate effectiveness of organizational structure							
D	T	8	Develop changes to organizational structure							
D	T	9	Determine effects of changes on organizational structure							
D	T	10	Consult with government departments, agencies and private industry							
D	T	11	Provide advice to government departments, agencies and private industry							
D	T	12	Prepare agreements							
D	T	13	Conduct agreement negotiations							
D	T	14	Approve agreements							
D	T	15	Coordinate staffing of policy proposals							
D	T	16	Determine need for policy reviews							
D	T	17	Analyze change indicators for identifying trends and emerging issues							
D	T	18	Resolve issues at senior management policy committees							
D	K	9	Organization, roles and functions of RAC Field Services							

SERIAL			PERFORMANCE REQUIREMENTS	DP					
				1	2	3	4	4D	5
D	K	10	Organization and roles of Commands						
D	K	11	General principles and characteristics of organizational structure						
D	K	12	Principles and techniques of organizational management						
D	K	13	Interrelationship between the Defence Program Management system and other government agencies						
D	K	14	IMS/ICS doctrine						
			RESOURCE MANAGEMENT						
D	T	19	Assign resources to activities						
D	T	20	Establish implementation schedules and target dates						
D	T	21	Identify production problems and backlogs						
D	T	22	Prepare financial forecasts						
D	T	23	Prepare cost estimates for public fund activities						
D	T	24	Prepare business plans						
D	T	25	Approve business plans						
D	T	26	Allocate financial resources to business plans						
D	T	27	Assess effects of changes to financial allocations						
D	T	28	Prepare operating budgets						
D	T	29	Manage an operating budget						
D	T	30	Conduct cost-benefit analyses						
D	T	31	Analyze financial expenditures and results						
D	T	32	Approve financial expenditures						
D	T	33	Set procedures for expenditure of public funds						
D	T	34	Set procedures for expenditure of non-public funds						
D	T	35	Prepare cost estimates for non-public fund activities						
D	T	36	Prepare non-public fund budget submissions						
D	T	37	Staff audit reports						
D	T	38	Approve project schedules and milestones						
D	T	39	Establish need for consultant services						
D	T	40	Obtain consultant services						
D	S	1	Managing resources						
D	S	2	Using management information systems						
D	K	15	Ethics of management						
D	K	16	Principles and techniques of resource management and planning						
D	K	17	Operating budget principles and costing techniques						
D	K	18	Financial implications of decisions						
D	K	19	Materiel accounting systems						
D	K	20	Unit scales of entitlement						
D	K	21	Miscellaneous requirements procedures						
D	K	22	Policies and procedures for local procurement						
D	K	23	Financial accounting procedures						
D	K	24	Acquisition, control and disposal of public property						

SERIAL			PERFORMANCE REQUIREMENTS	DP						
				1	2	3	4	4D	5	
D	K	25	Acquisition, control and disposal of non-public property							
D	K	26	Contracting out procedures and administration							
D	K	27	Departmental business planning process							
D	K	28	Principles and techniques of financial resource management							
D	K	29	Principles and techniques of materiel management							
			E - GENERAL REQUIREMENTS							
			BASIC FIELD CRAFT							
E	T	1	Fire personal weapon							
E	T	2	Maintain personal weapon							
E	T	3	Communicate using radios							
E	T	4	Navigate using map and compass							
E	T	5	Construct shelters							
E	T	6	Prepare field rations							
E	T	7	Prepare work site for Chemical, Biological, Radiological and Nuclear (CBRN) conditions							
E	T	8	Conduct individual NBCD drills							
E	T	9	Perform simple NBCD monitoring							
E	T	10	Administer first aid							
E	T	11	Perform Cardiopulmonary Resuscitation (CPR)							
E	S	1	Communicate using radios							
E	S	2	Applying first aid							
E	S	3	Applying Cardiopulmonary Resuscitation (CPR)							
E	K	1	Navigation techniques							
E	K	2	Types and use of maps							
E	K	3	Map care							
E	K	4	Map reading							
E	K	5	Care and use of compass							
E	K	6	Magnetic declination							
E	K	7	Preparation of field rations							
E	K	8	First aid							
E	K	9	Cardiopulmonary Resuscitation (CPR) techniques							
E	K	10	Operation and uses of portable fire fighting equipment							
E	K	11	Radio voice procedures							
E	K	12	Phonetic alphabet							
E	K	13	Hazardous material markings and warnings							
E	K	14	Environment protection							
			STAFF FUNCTIONS							
E	T	12	Execute staff duties							
E	T	13	Execute requirements of Duty Officer/Duty Watch							
E	T	14	Conduct general safety inspections							
E	T	15	Prepare standard operating procedures							

SERIAL			PERFORMANCE REQUIREMENTS	DP					
				1	2	3	4	4D	5
E	T	16	Prepare ARES group administrative orders and instructions						
E	S	4	Interpreting policies, procedures and regulations						
E	S	5	Extracting information from publications, correspondence and documents						
E	S	6	Coordinating						
E	K	28	Role of staffs in deployable and non-deployable headquarters						
			SECURITY						
E	T	17	Secure/Lockup work areas						
E	T	18	Account for classified material						
E	K	29	Unit security orders and procedures						
E	K	30	Communications security (COMSEC) requirements						
E	K	31	EOC Security Orders						
E	K	32	Information Systems (IS) security regulations						
E	K	33	Procedures in event of bomb threat and/or sabotage						
E	K	34	Correspondence handling and control procedures						
ADDITIONAL ITEMS TO BE INTEGRATED									
	T		Maintain a Safe Operating Environment						
	T		Provide Communications Support						
	T		Respond to Callouts						
	T		Operate a Radio						
	T		Operate a Computer						
	T		Operate an Amateur Radio Station						
	T		Keep a Radio Log						
	T		Send & Receive Messages						
	T		Keep a Unit Log						
	T		Control a Net						
	T		Keep a Net Log						
	T		Keep an EOC Log						
	T		Set up a Portable Radio Station						
	T		Set up a Portable Antenna System						
	T		Operate a Portable Electrical Generator						
	T		Operate Winlink Station						
	T		Operate an EOC AR Station						
	T		Operate an APRS Station						
	T		Supervise an EOC AR Station						
	T		Coordinate with a Document Control Cell						
	T		Deploy a voice 2m/70cm AR Station						
	T		Deploy a Winlink Packet Station						
	T		Deploy a Voice AR HF Station						

SERIAL		PERFORMANCE REQUIREMENTS	DP					
			1	2	3	4	4D	5
	T	Deploy an HF Winlink Station						
	T	Deploy a Portable Voice Repeater						
	T	Deploy a Portable Packet Digipeater						
	T	Report Weather Conditions to Environment Canada						
	T	Apply First Aid						
	T							
	T	Lead a Communications Team						
	T	Lead an ARES Group						
	T	Prepare an Exercise Plan						
	T	Prepare an Incident Action Plan						
	T	Liaise with Community Emergency Management Officials						
	T							
	T	Drive a General Purpose Vehicle						
	T	Have transportation to where needed (drivers licence?)						
	T	Have a means to be contacted for a callout (phone/cellphone, radio monitoring the repeater, pager, etc)						
	T	Operate a Hand-Held Radio						
	T	Charge and Replace battery packs on handheld radios etc.						
	T	Carry Out Minor Repairs						
	T	Maintain Basic Tool Kit						
	T	Soldering						
		Have basic computer skills so he can download software updates, documentation such as our SOP, complete required online courses etc.						

ANNEX B
TO VPFSC BN2
22 DECEMBER, 2011

Attach CBSS Presentation here