

Maine ARES Leadership Course

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Being a Leader
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To be a good leader, you must first be a good follower.
- Daniel DeKay

Ask any ten ARES members what makes a good leader, and you are bound to get eleven different opinions. Most of what you hear will be clichés and mumbles. So maybe the best way to think about a good leader is to ask yourself – “What makes you follow a leader?”

Working with the System

Ask yourself why you follow a leader. If you are honest, the first thing that pops out is “because I’m supposed to!” That’s right. You follow your leader because that’s the way it’s done. That’s what you learned in Incident Command System class – that’s how the system works. It doesn’t take a genius to imagine the bedlam if 40-odd ARES members scattered over many square miles of area suddenly decided to act as free agents. As long as there is more than one person working an incident, most of us will have to follow a leader in order to make the whole thing work.

Okay, that might not be the most profound philosophical insight into leadership, but it’s a start. Now imagine that you are that ARES leader. You are automatically in a position created by the system, so you might as well figure out how to be the best you can be at that position.

First things, first. Every parent has had the experience of hearing their angelic child suddenly pop out with a righteous four-letter word. When asked just where that came from, the little tyke earnestly explains he heard it while you were driving. The only thing more observant than one tiny human is a collective group of humans. Your ARES members will see everything you do, say and even think. Just as ARES members are expected to follow you, you are expected to follow the direction of the person above you in the command team. In other words, don’t expect your members to follow your lead if you don’t follow the lead of your superior. You will be given a job to do, and you will be expected to do it, if you can do it safely. This means sticking to your objective even if it might not be the thing you’d want to do first. This dovetails nicely with the other big reason for following direction – the system is bigger than you and it just might have an answer that you couldn’t come up with on your own.

Case study

Let’s say that you are leading a search and rescue team to search a ridgeline. As you are climbing up, you spot a beautiful canyon with a natural line of travel right into it. In your mind, you can just imagine the lost person sitting in there. What do you do? Well, you might just follow your instincts and take a side trip up the canyon. Of course, unbeknownst to you, the Ops Chief had already detailed a team to search the canyon, and it had been cleared hours before. While you are fussing around searching the canyon a second time, the lost person dies of hypothermia up on the ridge where you were supposed to be.

That was kind of blunt, but hopefully you get the point. To be a good leader in a system, you need to be a good follower. This does not mean you abandon free will, initiative or imagination. It means you play within the rules. Maybe a smart thing to do in the previous scenario would be to radio Base with your observation of the canyon. Maybe they missed it on the topo map. Maybe they’d rearrange their order and send you in there. Maybe they’d tell you that it had already been searched and you need to keep going. Which leads us to the next topic.

Communicate, Communicate, Communicate

The previous scenario shows us a vivid example of the need to communicate up and down the ladder of command. Maybe the IC team had missed that canyon. Maybe it's not on the map. Maybe the Ops chief meant to tell you to search it. Maybe he did and you forgot. Let's take another example. During your team leader briefing, the Ops Chief told you that the lost person was a fanatic collector of baseball cards and always carried his New York Yankee cards with him. You did not mention this to your team.

One of your team members had previously picked up a Mickey Mantle rookie baseball card off the ground. Assuming it could not have had anything to do with the search, the team member had pocketed the card (which incidentally is worth several hundred dollars.) Information didn't flow down to where it was needed, so even more vital information didn't flow up to where it was needed.

It's pretty clear why communication is so vital. So why is it so hard? Well, communicating takes a lot of time and effort. As a general rule, you will have lots of other things to do and very little time to do them. You just have to make communication a priority.

Remember here we are talking about all forms of communications, not just radio communications. Communications up and down channel keeps not only those below you informed but those above you, as well.

Take Care of Your Members

Think a little harder ... You know why you are supposed to follow your leader. Why do you want to follow a good leader? Maybe, you say, because I know that he cares about me. By caring, I don't mean hugs and cute cards on your birthday – although hugs and cards are nice, too. Caring about your team means taking care of your members – and meaning it. The system has put these people into your care, and it expects that you return them in approximately the same shape as you got them. Remember, the Prime Directive of all emergency care is "Don't Make the Situation Worse". Roughly translated, it means that you need to take care of you and your people first.

So, what does this mean? First, it means taking the time and interest to know the people in your organization. I am not talking about their names and call signs, although that's a good place to start. I mean their training, experience, equipment, physical condition, and mental outlook. Introduce yourself around. Be open and expect that openness in return. Don't be judgmental and don't look down on people. These are volunteers, coming out to try to do a good thing. Maybe they aren't your idea of the perfect ARES volunteer. So what? Deal with it. Acting judgmental just encourages people to dismiss you or, worse, to try to impress you by stretching the truth about experience, training, or how they feel. By "dissing" your members, you start with a bunch of folks who don't like you and/or may lie to you. Great start. Remember that you get respect by giving it. How about this situation that we've all seen

Let's say you did take the time and effort to get to know your people. Now, make sure they have what they need to go into the field on this assignment – in terms of training, equipment, physical capacity and attitude. Be polite, but be relentless. Don't let them distract or sideline you. Be absolutely honest. Some leaders are willing to stretch the truth themselves to impress the next level of command with their readiness to go and do the job. Remember that your first duty is to the safety of your members. Does each of them have the appropriate training, experience, physical strength, and attitude to be safe during an assignment? Does each of them have the appropriate gear? How are they feeling today? Do they have water and food? Are they rested, dry and warm?

Finally, while you are talking, you ought to take this opportunity to let the members know what you are about. How do you want things to work? What's important to you?

Do you welcome suggestions? Do you want to delegate any chores or duties? How can they ask for a break? Will they even get a break? Let them know what they should expect from you – and then you need to deliver on that.

Caring doesn't just mean a great talk at the staging area. Once in the field, you need one eye on the business at hand and one on your members. Is everyone okay? Anyone falling behind or struggling? How is the attitude? Ask questions, communicate, don't guess. If someone is getting tired or cold or hungry – jump on it. You are leader of this organization.

They are your people, your team, and they are your primary responsibility. You are the leader.

Proficiency

Okay, my leader cares about me. That's nice, but what I really want is a leader who knows what he is doing.

We are now talking about proficiency in basic skills. This is bottom line stuff. You can be the most likeable communicator in the world, but if you are a doofus in the field, no one is going to follow you. No one wants a leader who doesn't know what he/she is doing. There is no getting around the fact that you need to know your stuff and not just from books. That means putting in the hours at meetings, seminars, drills, exercises, etc. and then doing it again and again. You don't have to be the best, but you need to be solid at everything. No excuses. You need to get on as many deployments as possible, see everything you can see, ask questions, then go home and practice some more. No one expects you to be an expert at everything, but they will expect you to know enough about every field to be able to use the expertise on your members. In other words, if you had a doctor on your team, he would not expect you to be her equal in health care. However, your team rightfully expects you to know enough backcountry medicine to be able to appreciate and use the doctor's expertise.

You have to be proficient for your own sake, but you also need to understand all aspects of emergency communications in order to get that kind of performance out of your team. There are plenty of good ARES people out there who will do their best regardless of whether anyone is supervising, watching or checking on them. On the other hand, there will be some people who, when they get tired, hungry, cold and grumpy, will begin to cut corners. This person needs to know that his/her leader is there; that the leader knows how to do it and cares about doing things right. Your members will be watching. If you tie communicate in a sloppy manner, expect that same performance from your members.

Never expect more of your members than you do of yourself. If you tell them that they need to take this course or that course, be sure you have taken the course or are willing to take it. Don't expect your members to follow a leader that expects more from the membership than he or she expects from themselves. This is leadership by example.

This leads right into a discussion of teaching. Above all, teaching is just communication of a special kind – the transmission of knowledge and skills in a manner that it sticks. A good leader does not assume (1) that their team members know everything they are supposed to know and (2) that the failure to know something is blameworthy. It might be that the member was never taught correctly. It might even be that he has it right and you are the one who is wrong.

Now, let's presume that most of your members will act like adults. Adults don't learn like kids do. They come into a situation with a life's background of experience and knowledge. They are not automatically convinced that there is a better way to do something or that you know it. You cannot simply dictate compliance. People need to know why – and they need to be taught in a way that will not provoke them into rejecting the knowledge.

Let's flesh that out a little. Assume a team member shows up at a outside ARES deployment on a rainy day wearing denim jeans, cotton sweat socks and running shoes. In other words, we are talking hypothermia on the hoof. You could point out the deficiency in a loud voice in front of everyone – which will provoke the fellow into arguing back that he's worn similar clothes hunting in these mountains for years before you were even born and he's never had a problem. Now, you started with a relatively simple problem of an equipment deficiency and turned it into two problems – the equipment deficiency and open defiance of your leadership. All your team members are looking at you. What are you going to do now?

Let's try it another way. You ask the member to help you get some gear from the truck. While alone with him, you explain how cotton tends to hold moisture and promote heat loss. Maybe you joke about how you once were in such a hurry to get to a mission that you forgot your boots and showed up in flip-flops. Does he have some spare clothes that might work better in the wet brush? Could you maybe lend him some? Now, the member does not have his public ego riding on the issue. He can disagree with you in private and you can discuss it some more – but he knows where you are coming from. If you can educate him, fine. If he continues to reject your advice and his clothing presents a danger, you can explain, again privately, that although you'd really like to have his skills and strength with you, you'll have to leave him at an inside location unless he changes.

Always praise in public and criticize in private.

Focus

Okay, you know your stuff and you've educated your folks. One big, fat chunk of proficiency that gets lost along the way, figuratively and literally, is focus. Focus is concentration, intensity, being there in your head every minute, every mile, all the way, until you return from a deployment. It is easy to focus when you are enthusiastically leaving the parking lot with dry feet, warm hands and full stomachs. It's a different story when it has been six hours in the field, you are soaking wet, and your team is faced with a tough stream crossing.

It is precisely at this moment that you will definitely discover why being a leader is not the fun job it has been cracked up to be. Working in a command structure like the Incident Command System has some great advantages, but here is one of its great weaknesses. Whenever you are in a command structure, you give up part of your independence to operate as you'd like. And when you give up part of your independence, it is also natural to surrender part of your personal responsibility. Oh, I know you aren't supposed to. But still, don't we all start to slack off a bit when you know somebody else is watching over the situation? When you get tired, it is a little easier to let your guard down – after all, the leader is in charge, right? Well, it is now "buck stops here" time. When people are tired, wet and losing focus, this is when people get hurt. Somebody has to crack the whip. Somebody has to grab this team and get it to FOCUS.

That somebody is you – the leader, because there isn't anyone else. People are depending on you now. This is the time when all that time spent getting good at your skills, getting to know your members, watching over them, communicating, checking, watching – this is where it all pays off (or not). They are tired, hungry, grumpy and a little careless. Maybe all they need is a quiet reminder; or maybe a joke; or maybe you need to make something happen. However, now is the time to FOCUS.

Values

Well, did they respond to you? Let's talk about one more big reason why they did or didn't. Put yourself back on that tired, wet and grumpy team, looking back up at yourself as a leader, thinking, "Okay, my leader cares about me and he's pretty good at ARES stuff –but he's such a (jerk) (liar) (punk) (fascist) (wimp) – screw him."

This is where leadership texts start to get hazy and lazy and for good reason. There is a quality to good leaders that is like the faint light on the horizon on a dark night that you can just see out of the corner of your eye. If you look right at it, it's gone. This leadership trait is not something easily defined or examined. It is not a matter of morals.

Some of the world's most despicable outlaws and dictators were also great leaders. What is this quality? For lack of a better term, we can call it values. More specifically, it is shared values with your members. This isn't obvious. It doesn't mean that you are both Republicans or Red Sox fans or whatever. How many times have you heard someone say, "Yeah, I know he's a (hippie, redneck, fascist, tree-hugger, etc.), but he's a good guy." There's something above and beyond politics, religion and baseball scores that is shared and appreciated. At the risk of sounding sappy, maybe its stuff like respect, loyalty, honesty, compassion, and duty.

Well, hey, we're not all saints, right? I can't go out and just order a set of values off the Internet, right? A discussion of the origin of the goodness of humans is probably beyond the scope of this article (not to mention, the author). However, a start is for you to discover your own values. Find an unoccupied hour or two. Grab a mug/glass of your liquid of choice. Get off by yourself and start an inward tour.

Respect

Why are you on this ARES deployment? Are you here to prove what a hotshot communicator you are? Did you get involved for the patches and pro-deals? This might seem off the point, but it's not. There is only one good reason for being on that deployment – commitment and compassion for the subject at hand – a desire to provide effective communications in times of disaster. Now, once that we agree on that, we look at how motivation relates to respect. If you are out there to show what a great communicator you are, you are naturally going to look down at that new inexperienced ham who shows up from the local ham radio club to help with the deployment and who got placed on your team. I mean, there is no way he's going to measure up to you. How is this going to work? You won't even have to say anything. He's going to know the instant you are introduced that you don't respect him and he likely won't think much of you. Is this team off to a great start or what? We all come from different places. We all have different abilities. What we share on an ARES deployment is a desire to serve the community in times of disaster. If you are going to lead an ARES organization, they are going to have to respect you, which means you will have to respect them. It only works both ways. Your value must be their value.

Honesty

A leader must be totally open and honest with his or her members – all the time – right from the start. At any time, your members may have to respond to your direction in situations that are neither pleasant nor safe. They need to know you for who you are. They need to know that bottom line and that they can depend upon it. Honesty.

Duty

Remember that first question we asked about values? Why are you on this ARES deployment? There is only one good reason – duty to the community. The community are your friends and neighbors, that is those who you care about. Like all of the values we are talking about today, duty cannot be faked. Duty is what makes you do it right. Duty is what makes you roll out of bed at 2am when the pager goes off. Duty is what makes you get up off the ground and put on your pack when you are bone tired. Duty is what makes you stay on the job when you've been up well past your bedtime. Duty is what makes you volunteer for the crummy job....and duty is infectious. When a leader stands up to be counted, the feeling spreads. When the leader heads out on a deployment even though he is exhausted, wet and hungry, the membership follows. You may not like your leader. In fact, you might downright dislike him. However, if you share that sense of duty to the subject, you will do what needs to be done.

Experience

Reading this paper will not make you a better leader. You are not born a great leader. You become a good leader by taking all these tools we've talked about and putting them to work. And whenever you start to learn to use any new tool, you will probably whack your thumb a few times. You will make goofy mistakes, maybe take the wrong trail or set your radio on the wrong frequency. You might even get into arguments with a leader or an ARES member. You'll probably come up with a few new mistakes of your own. If becoming a leader was as easy as reading a book, then we all could have bought the first one published and been done with it. The fact that I am typing this paper when there is already an entire library aisle of books on leadership shows that success is more elusive than we'd like it to be. So, look over your tools, pack them up and head out to learn. Watch good leaders. Try things out at training sessions. Whack your fingers a few times. Watch, do, learn ... and come back and tell me.

Attitude and how it influences your County or District

You have taken, or are about to take control of an Amateur Radio Emergency Service (ARES) or Radio Amateur Civil Emergency Service (RACES) group. In that position you have direct control over the attitudes of your peers and subordinates. You say, *"Wait a minute! How do I control their attitude?"*. That is very simple. *Your* attitude will be reflected in the actions of those around you. When you not only speak positively about service to your Served Agency(ies) but display in your actions the commitment to service, you provide a positive example to all. This positive example *will* be picked up by those you work with and *will* provide positive guidance. You have accepted appointment to a job that requires a large amount of effort on your part. The amount of effort you expend will directly relate to the success of your unit. Again you say, *"Wait a minute! It takes more than just me to make it work!"* Very true, think about this for a minute. You have accepted the responsibility to manage your group. How much of the actual work must *you* do, to be successful? Definitely less than all of it and probably less than most of it. You will need to delegate. Those that micro-manage will tend to have more to do than they can accomplish and usually have a group that is very ineffective when "their leader" is not there. Those that learn to delegate still maintain responsibility for the work but share the burden with others. No, this is not "sluffing off". It is rather a way of insuring that your group is able to function if you are unavailable and is a positive training experience for your Assistant ECs.

If you maintain the positive attitude of leading by example and not asking anything of your people that you are not willing to do yourself, your group will prosper. The side benefit is your people will soon be doing more than the group thought possible, simply by your providing positive example and reinforcement. Many people refer to this as enthusiasm!

Your duties as an EC

Your first duty as EC is to maintain impartiality. There are many people that find certain people in their group very interesting and tend to devote most of their time to that group. This will create an imbalance that will adversely effect efficiency. This impartiality *must* also include the duties of your unit. Some people tend to emphasize the activities they like at the expense of the activities they do not like. This can create a very poor level of training with the "less popular" subjects. This in turn can produce a measurable inability to properly respond to your served agency needs!

Other subjects you will need to be concerned with are:

- ECom "Basic" material or the ARRL's ARECC Level I

By the point you are looking at being an Emergency Coordinator most would think that you have already taken either the ARRL's Amateur Radio Emergency Communications Course Level I or the Maine Emergency Communications Course, Level 1. If you have not completed either of these, it would serve you and your district well to do one or both **soon**.

- ECom "Intermediate" material or the ARRL's ARECC Level II

After taking the ARECC Level I or the ECom Basic course you should take either the ARRL's Amateur Radio Emergency Communications Course Level II or the Maine Emergency Communications Course, Level 2. If you have not completed either of these, it would serve you and your district well to do one or both **soon**.

- ECom "Advanced" material or the ARRL's ARECC Level III

After taking the ARECC Level I or the ECom Basic course you should take either the ARRL's Amateur Radio Emergency Communications Course Level II or the Maine Leadership Course. If you have not completed either of these, it would serve you and your district well to do one or both **soon**.

In today's world, we all need to be familiar with the new world of the Incident Command System (ICS) and National Incident Management System (NIMS). Most, if not all disasters today are handled under the ICS/NIMS concept. An ARES leader must be familiar with both and how ARES and amateur radio functions within the systems.

If you have not already done so, you should complete the following independent study courses **soon**.

IS-100 (Introduction to the Incident Command System)

IS-200 (Basic Incident Command System)

IS-700 (Introduction to the National Incident Management System (NIMS))

- **Weekly Nets**

Communication Networks (Nets) are our lifeblood. We live or die based on our ability to pass traffic on behalf of our Served Agency(ies) and the Net is our vehicle to accomplish this. Weekly nets are your easiest opportunity for training. They provide you with a regular place to emphasize any segment of net operations you wish. Utilize this resource and it will pay dividends you can only dream of. Unfortunately a few ECs ignore this facet of weekly nets and simply use them as a place to be more visible.

- **Monthly Reports!**

As a DEC or EC you will be expected to submit a monthly report on the membership and activities of your county or district.

Submitting this report is simply a matter of filling out the report when the SEC sends out the monthly reminder and submitting your information to your DEC. This report needs to be submitted by the first of each month for the month just ending!

- **Regular Training**

Unfortunately, many people look at ARES work as if it were like riding a bicycle (once you learn, most never forget), this is not true. Communication skills require very regular practice to maintain proficiency. The Maine Section ECom material is a condensed form of the source material used by the ARRL in their ARECC courses. Do your best to have as many of your people complete at least the "Basic" material as possible. Once your people have the basics down then they need to learn how best to apply what they just learned. Structure your exercises to emphasize one or two very specific portions of ARES work per exercise. This allows them to polish their skills one step at a time and makes it easier to determine where additional emphasis is needed.

- **Resource Development**

Resource development can be either the most rewarding or the most frustrating portion of being an EC. Many people are very enthusiastic about a very limited portion of the ARES effort. Is this because they are intimidated by what they do not know or simply because they are very happy in this niche? If the former, gently (remember that word) introduce them to new subjects. Most will "bloom like a flower" if their limits are slowly stretched. Move too quickly and they will rebel. The accuracy of your assessment here will determine how frustrating this process is or is not, for both of you.

- **Simulated Emergency Test**

During October is the regularly scheduled Simulated Emergency Test sponsored by the ARRL. This should be one of your major events of *every* year. The ARRL's *S.E.T. Guide* provides details. This also provides you with an excellent opportunity to train not only your workers but also your AECs in planning.

The following is Chapter 2 from the ARRL's Public Service Communication Manual. It details the annual Simulated Emergency Test (SET) and is provided here to remind you that an annual SET is strongly recommended.

Chapter Two: Simulated Emergency Test (SET)

The ARRL Simulated Emergency Test is a nationwide exercise in emergency communications, administered by ARRL Emergency Coordinators and Net Managers. Both ARES and the National Traffic System (NTS) are involved. The SET weekend gives communicators the opportunity to focus on the emergency communications capability within their community while interacting with NTS nets. SET weekend is held in October, and is announced in QST.

2.1 Purpose of SET

1. To find out the strengths and weaknesses of ARES and NTS, the Radio Amateur Civil Emergency Service (RACES) and other groups in providing emergency communications. 2. To provide a public demonstration--to served agencies such as Red Cross, Civil Preparedness, and through the news media--of the value to the public that Amateur Radio provides, particularly in time of need. 3. To help radio amateurs gain experience in communications using standard procedures and a variety of modes under simulated- emergency conditions.

2.2 SET Format

The scoring format reflects broad objectives and encourages recruitment of new hams and use of digital modes for handling high-volume traffic and point-to-point Welfare reports out of the affected simulated-disaster area. Participants will find SET an opportunity to strengthen the VHF-HF link at the local level, thereby ensuring that ARES and NTS are working in concert. The SET will give all levels of NTS the chance to handle exercise-related traffic. The guidelines also recognize tactical traffic on behalf of served agencies. ARES units and other groups are free to conduct their SETs anytime during September 1 and November 30 if an alternative date is preferred. The activity period should not exceed 48 hours. The deadline for receipt of all reports is January 31. A complete array of reporting forms will be mailed to affected Field Organization appointees.

2.3 Preparing for SET

Emergency Coordinators sign up all available amateurs in their area and work them into the SET plans. They make special efforts to attract new Technicians as outlined earlier.

A meeting of all ARES members and prospective members is called to briefly outline (no details!) SET activities, and give general instructions. ECs contact served agencies and explain the intent and overall purpose of the SET, offer to send test messages to other branches of their agencies, and invite officials to ARES meetings and SET operating sites. Publicity is arranged in consultation with an ARRL Public Information Officer in local newspapers and radio/TV stations.

2.4 During the SET

The "emergency" situation is announced and the emergency net is activated. Stations are dispatched to served agencies. Designated stations originate messages on behalf of served agencies. Test messages may be sent simulating requests for supplies. Simulated emergency messages (just like real emergency messages) should be signed by an authorized official. Tactical communications for served agencies is emphasized.

At least one session (or substantial segment of a session) of the local net should be conducted on emergency-only basis. Or, if a repeater is on emergency power, only emergency-powered stations should be allowed to operate through the repeater for a certain time period.

2.5 After the SET

An important post-SET activity is a critique session to discuss the test results. All ARES (and RACES) members should be invited to the meeting to review good points and weaknesses apparent in the drill.

2.6 NTS in SET

The main function of NTS in an emergency situation is to tie together all of the various local activities and to provide a means by which all traffic destined outside of a local area, section or region can be systematically relayed to the addressee. The interface between NTS and ARES lies in the liaison function between local nets and other NTS nets, particularly at the section level. Responsibility for representation of the local network on the section net lies with the local net manager who may or may not be the EC. At least one net session or substantial segment of a session should be conducted on emergency power. A surprise session or two should be conducted.

2.7 Summary

One of the first steps on the way to a successful SET is to try to get as many people involved as possible, and especially new hams. In a real emergency, we find amateurs with all sorts of varied interests coming out of the woodwork. Get them involved in SET so they will know more about how emergency communications should be handled. Promote SET on nets and repeaters, and sign up new, enthusiastic Technicians.

• After Action reports!

As you conduct exercises within your county or district or in concert with other counties or districts you will find areas that went very well and some that did not. Most agree that if everything went very well, except on rare occasion, then you did not test the knowledge and experience of your people sufficiently. The easiest way to track these exercises and at the same time provide other ECs with information is the *After Action Report*. Please submit one of these to the Section Emergency Coordinator via e-mail for each exercise or event.

• Incident Command System

It is incumbent upon you to learn as much about the Incident Command System (ICS) as possible. Nation wide, the vast majority of Public Service Agencies (Police, Fire, Sheriff's Offices, and Emergency Management organizations) use the ICS to manage their responses. The more you understand how that management system operates, the more effective your response will be. Minimum recommended classes for you are FEMA's IS-100, IS-200 and I-700 (NIMS), available via FEMA as online courses.

- **Public Service Communication Manual**

Another manual that you will find useful is the ARRL Public Service Communications Manual. This was previously available as hard copy but is now more readily available online.

- **Emergency Coordinators Manual**

This manual is the lifeblood of every DEC or EC. It describes, in detail, the duties and responsibilities of the ARES leadership.

- **Maine ARES Web site**

The Maine ARES web site (<http://www.maineares.org>) is a good resource for overall information about Maine Section. You will find many useful links there.

- **Maine ARES e-mail reflector**

The Maine Section has an Maine ARES e-mail reflector available for your use. This reflector is for discussion of topics prior to the information being released to the ARES population at large. Go to the Maine ARES web site for the link to sign up.

Lastly are the infamous ODAs - Other Duties as Assigned. Fortunately if you take care of all of the above, there will be virtually none of these.

The Maine ARES Emergency Communications Plan

In simplest terms, the Maine ARES Emergency Communications Plan details how all of the Maine ARES counties and districts "play" together. Details include:

- **General Provisions of the plan**

- Authority

- Purpose

- Membership

- Local, County and District Plans

- Plan activation

- Alerting procedures

- Operation

- **ARES Mobilization Procedures**

- Purpose

- Applicability

- Activation

- **Maine ARES Districts**

- **Operations frequencies**

- **Maine repeater list**

- **Maine repeater map**

- **Maine ARES contacts**

This is a true resource for each Emergency Coordinator

Building an ARES Group

To be successful an ARES group needs a "reason" to exist. If you live in hurricane, tornado, forest fire, or flood prone areas, it is easy to keep people interested. If you live in an area that has very few natural disasters it is much more difficult to maintain interest on the part of your members. One area that perpetually needs communicators are public service events. There are many non profit organizations doing fund raising that clearly qualify for Amateur Radio communications assistance. These public service events can easily be used for very effective communications training and regular practice.

How do you build your organization?

1. Establish the "need"

This is sometimes called "sizing up" your county or district. It involves working closely with your Served Agency(ies) to assess:

- What services your Served Agency needs

Often in the Memorandum of Understanding (MOU)

- What services your district can provide

Usually detailed in the MOU

- Plan on how you will resolve any differences between the first two items.

- What manpower is needed to support required services

- Plan for how will you acquire resources you do not have

- What technical advancements do you need to address in support of required services

- What unique long term requirement will you face for long term incidents

2. Recruit new members.

Membership recruitment will be one of your ongoing responsibilities. Due to the ever changing makeup of our society, people will find their priorities changing as time passes. The operator with boundless enthusiasm may find that after a while his wife, family, or job take more time than they had previously and he will not be able to be as active as he had been. Thus you will need an ongoing supply of operators for your group. Recruitment is how you survive. Many ECs will enlist the aid of one or more of their Assistant ECs (AECs) with this activity. Some factors you will need to consider are:

• Eligibility

If your county or district does not have Identification cards (IDs) issued by your served agency, then eligibility is simply an Amateur Radio license and an interest in public service. If your served agency issues the IDs and performs background checks, then their requirements must be added to the ARES requirement of a Ham license.

• Recruiting materials Be sure you have a good supply of one page handouts that give a brief explanation of ARES and details the time and training commitment involved. It is far better to get a smaller number of people that are ready to train and work than a large number that are surprised that they actually have to do something once they become members.

• Recruit at local clubs or swap fests The easiest way to meet active hams is at local Radio Club meetings and swap fests. If you bring a supply of your hand-outs, you are ready.

• Recruit at local licensing classes This is a wonderful source of new and interested people.

3. Select your assistants

An EC should recruit as many Assistant ECs (AECs) as his group needs to function smoothly. Remember, if you are out of town when an actual incident begins, you need leadership people in place to handle the operation in your absence. A few examples of AEC positions are:

- AEC for Administration
- AEC for Logistics
- AEC for Net Manager
- AEC for Operations
- AEC for Training

Be sure you pick people with established skills for Net Manager, operations and training.

4. Hold training sessions

The first training session that every new ARES person needs is orientation. This will get the person started with the information that most of us take for granted, such as:

- Date and time of the weekly net
- Overview of served agencies
- History of the organization

- **SAFETY!**

Stress safety at all times to all your ARES members! Remember, we are in support of the incident and not first responders. It is not our job to go in harms way during a disaster.

ARES members should understand that the three priorities of safety are:

1. You

I think each of us has heard the saying something to the effect - watch out for number one, or no one else will. Be it a training exercise or an actual emergency your safety is up to you. It is your primary concern. If at any time you are asked to handle an assignment that, for any reason, you are uncomfortable with, decline it. If your concern is with safety, please let your group leader know why you declined.

2. Your Team

Your second priority is the safety of your team. There can easily be assignments, such as ATV, where the person with the camera will be very engrossed with insuring the picture is the best possible and may not notice unsafe conditions. You as the second person there will then need to be very careful about the safety of your team.

3. Your Mission

Your mission becomes important only after your safety and the safety of your team. During that mission if the safety of anyone becomes an issue, speak up and if necessary leave.

- Operational procedures From your county or district emergency communications plan
- Participation expectations. Those districts without participation expectations tend to not do as well. After the initial orientation, regular training sessions are essential for efficient operations. The attitude of "I've done that before, I know how to do that" is not inductive to concise nor effective operation practices. People with that attitude will be one of your major challenges. Hold four to six major training events each year. This gives everyone a chance to shine and yet will not wear them out. You can adjust that number as your district's needs dictate.

5. Praise good work!

Keep in mind that *all* of your people are volunteers. A warm smile and a public thanks will go further to keep them happy than anything else you can do. Be sure to praise those that deserve it! Unfounded praise undermines your credibility and lessens the contribution of those that deserve the praise.

6. Hold regular meetings

The best way to keep people interested is to help them participate. The easiest way to handle that is to hold regular meetings. Be aware that you can take this premise too far and drive people away by holding more meetings than necessary. Once per month can work well if there is a portion of the meeting devoted to social interaction. One technique that has proven very successful is to hold a breakfast or lunch session at a local restaurant and go into your meeting after the meal. This provides a good socialization time and that produces people that are ready to pay attention to the business portion. You should solicit feed back from your people to determine what frequency and type is best for your group. **Be sure** you have a good "reason" for the meeting. Holding meetings, just to have meetings, is severely counterproductive.

7. Start with number 1 again. This, of necessity, is an iterative process. You cannot perform the above steps once and be done. A regular review of all of the steps above will keep your group prepared, enthusiastic and ready for what ever your Served Agency needs.

ARRL Field Organization

Within the ARRL's Field Organization program the country is divided into seventy one administrative sections. Most sections are whole states but a few, such as Texas, Florida and California are divided into two or more sections. The membership in each section elects a Section Manager (SM) once every two years. The SM is responsible for the management of the Field Organization program within his/her Section. This includes recruitment and appointment of volunteers to handle the jobs of:

- Section Emergency Coordinator (SEC)
- Section Traffic Manager (STM)
- Official Observer Coordinator (OOC)
- Technical Specialist (TS)
- Public Information Coordinator (PIC)
- State Government Liaison (SGL)
- Official Observer Coordinator (OOC)

ARES volunteers that have chosen to go above the registrant level (those that require an official ARRL appointment, such as OO, OES, PIC, EC, etc.) are part of the overall ARRL Field Organization. These volunteers perform various specific functions for Amateur Radio and the community at the local level. Several of these appointees can provide valuable support roles to the ARES community.

RACES

The single hardest interface to build within your organization is the one with your local government agency. Sometimes this is because they have not had previous direct contact with ARES and in others it is because the contact has proven to be non beneficial for the agency. In either case you will need to prove yourself. The first phase is the initial contact. This can be very difficult if the agency is not of the opinion that you can provide a worth while service. One approach is to use the FEMA agreements with RACES as your starting point.

The Radio Amateur Civil Emergency Service (RACES) was formed in the early 50's in response to the Civil Defense effort. Its mission is to provide communications support to local, state and federal government agencies in time of emergency. RACES was chartered by the FCC and is contained in Part 97 or the FCC's rules and is managed and supported by the Federal Emergency Management Agency (FEMA). There is one facet of RACES that many people choose to ignore. RACES operations can **only** be authorized by the appropriate local, state or federal official and is limited to official emergency management communication. [97.3(a)(33)]. On the plus side, RACES is the only Amateur Radio group authorized to be on the air if the President invokes the War Powers Act.

ARES/RACES Cooperation

In many areas ARES and RACES are in direct competition for qualified radio operators. This is not beneficial for either group. Let's look at the similarities and differences between the two organizations and see how they can compliment each other and thus both benefit.

- Both organizations provide trained communications operators in times of emergency or disaster.
- The vast majority of training is common to both organizations.

RACES

- Is limited to 1 hour per week training [97.407(e)(4)]
- Can only be called out by the local Civil Defense Authority (usually the local Office of Emergency Management [OEM]).
- When activated by OEM (as RACES) can only talk with other RACES stations
- Are the **only** Amateur Radio stations authorized to operate if the President invokes his war powers authority

ARES

- Can be called out by any organization that ARES has an MOU with
- May train as often as they like, for as long as they care to
- Cannot talk with RACES operators if RACES is called out by the Civil Defense Authority
- Cannot operate if the President invokes his war powers authority.

Summary

If virtually all operators, interested in community service (the reason we get to keep our licenses), were to join *both* organizations we would have a group that can:

- Be called out by EMA
- Be called out by any other organization we have an MOU or agreement with
- Train as much as we care to
- Talk with other RACES organizations when activated as RACES
- Talk with any other Amateur Radio group when not activated as RACES

In short, we can take full advantage of every unique operational characteristic offered to either organization by any agency. Or more simply, "wear the hat" that allows us to do the most good.

Other Organizations

One potential pit-fall that you will need to be wary of is some organizations believe that any ARES person that has training in any of their courses automatically becomes a volunteer for that organization. Red Cross is one of those organizations. While the national MOU with the ARRL says nothing about this, some chapters expect Red Cross training in certain areas before they will allow ARES people to assist. After this training, the Red Cross considers these people to be Red Cross volunteers and will attempt to use them as they like. We are making headway in this area but it still can cause you problems.

Ensure that if you have any volunteers with training outside of ARES, they make a commitment to you about which organization has "first priority" should there be a conflict on their time. If their first priority as a volunteer is with ARES then you are fine. If they have higher priorities as a volunteer, you need this information before you make any staffing decisions! Remember, while ARES workers may do other work for served agencies, our first responsibility is to communicate. Therefore any assignment that detracts from our ability to communicate should only be accepted if another ARES person can be there handle the communication.

The National Voluntary Organizations Active in Disasters (NVOAD) is a partnership between thirty one organizations (the ARRL is one of those organizations) that seeks to minimize duplication of effort during disasters while optimizing the use of the available resources. The primary items where NVOAD and its local affiliate (VOAD) work are:

- Communications
- Member group cooperation
- Coordination
- Education
- Leadership Development
- Mitigation
- Convening Mechanisms (Seminars)

Some of the more well known organizations in this group are:

- ARRL
- American Red Cross
- National Emergency Response Teams
- Multiple church organizations
- Salvation Army
- Volunteers of America

Another organization that most of us as Hams ignore is REACT. There are a few REACT groups that do train and can provide a service in communication with truckers bringing in relief supplies to a disaster area. A few of their operators may be used as runners. Be sure to fully understand your local REACT group before you attempt to use them.

Expedited Response Teams

Expedited response teams can be implemented in many different ways. The most common is with teams of people within your group that do not have to go to the staging area for assignment or to pick up equipment. Rather they are known to the served agency and are pre-assigned to a specific location in time of need. These locations are usually places like:

- Hospitals
- Schools regularly used as evacuation centers
- Emergency Operations Center (EOC)
- Local Red Cross Center

Which, in many cases will have equipment and antennas pre-installed. With this implementation, you will usually be able to have the "essential" sites open and operational in twenty to thirty minutes, rather than the more common two to four hours.

Emergency Operations Plan

This plan is an ongoing effort that requires regular reviews and updates. This is where you are working closely with your Served Agency(ies), your peers, your people and the Section leadership to pull together a unified plan for success. Let's look at the major components.

1. Served Agency Contacts and Requirements

This is one of the highest priority items (beyond your people) that you will have. Your efforts here will either cement relations with your served agencies or doom your district. A few hints that will make this a bit easier are:

- Spend some time with your served agency(ies). The better they know us and what we can do, the more effective your organization will be.
- Understand your served agency communications and what is most likely to fail or become overloaded.
- Know the served agency management structure and who is backup for whom.
- Know and have established access for the served agency buildings/areas most likely to need our support.
- Know and publish phone numbers and frequencies we should monitor.
- Know and understand what, if any, paper-work we may need to handle for the served agency(ies).

2. Call out procedures

- How will you be notified by your served agency(ies)?

What agreement do you have with them for notifying you when ARES services are needed?

- How will you notify your people?

If you use the usual call up tree, how do you handle a person that is not available and how do you keep that from blocking that portion of your call out tree?

- What contingency plans do you have in place for callups?

You will need more than one way to notify your operators.

- Where is your staging area?

What is your contingency plan if your main site is not available?

- If you have district owned equipment, how will it be accessed / distributed?

3. Resource Prioritization

The old saying "when it rains it pours" applies here.

- If you have more than one Served Agency, who will get how many people when they all want ARES help?

• Who will arbitrate differences?

- At what point will you call for extra help from adjacent counties or districts? **Remember** - If you call for help, be sure you use them!

- At what point will you ask for Section level help?

4. Frequency usage and agreements

Your plans need to be well documented in your own Emergency Operations Plan and shared with the Section. This is part of your input to the Maine ARES Emergency Communications Plan. They need to include:

- Net frequency(ies)
- "Normal" operations frequency
- "Staffing" frequency
- Simplex Frequencies
- Packet / BBS Frequencies *and coverage*
- HF Frequencies
- Liaison frequencies
- Backup / alternate frequencies

5. Relief Operators

If any operation (event or incident) will run over eight hours, you need to have plans for relief operators. What process will you use to obtain these people? What, if any, special processes will be used to handle change of operators?

6. Event / Incident shutdown

What processes / procedures will you use to shut down your operation? Detail who, what, where, when, and why as applicable.

7. Debriefing Process

Every event or incident should have a debriefing. Any event or incident that involves anyone being hurt, property damage and or loss of life **must** have a debriefing session.

Federal Response Plans

Suffice it to say that when the "Feds." arrive everything will change. First, you will need a federally recognized identification card just to be in the area. Second, they use techniques and procedures that most people are not familiar with. What can you do? The best procedure is for you to start by reading the key elements in the Federal Response Plan (FRP), by section, to gain an understanding. Key elements are:

1. Transportation
2. Communications
3. Public Works
4. Firefighting
5. Info. and Planning
6. Mass Care
7. Resource Support
8. Health and Medical Services
9. Urban S & R
10. HasMat
11. Food
12. Energy

Once you understand those portions that relate to your area, be prepared to work with the Federal people on behalf of your served agency(ies). Your job may be totally different than under "normal" emergencies but will be equally important to public safety.

Communication Networks

The largest portion of communication networks that are different than we would normally think is that we need to focus not just on "getting the message through" but on how to most efficiently get that traffic passed. The process is most easily defined as:

1. Divide messages by priority
Emergency then Priority then Routine then the distant fourth Health and Welfare.

2. Within each category, divide by complexity

A list of required supplies is complex where the message "Unit 4 arrived safely" is very simple. Both can be of equal priority but differ significantly in complexity. Simple messages lend themselves to voice modes where complex messages usually are more efficient on data modes.

3. Determine time "urgency"

Some messages are time dependent. These will be processed before any other in their group and may be processed before others with a higher priority. Look closely at the total situation before you make decisions here.

4. Separate by single or multiple destination

Now you are ready to determine which method is best to handle the traffic. An emergency message will normally be handled by voice and followed up by packet or other data mode(s). Where routine will normally be held until any backlog of higher priority have been handled. Health and Welfare messages will normally be handled only after the first 72 hours of an emergency and then only as outgoing messages. Evaluate each situation in perspective of the total event.

Use every pathway appropriate

Many times during an emergency, people will become very myopic in their approach to communication. They are so heavily focused on their task that they fail to recognize that there may be more expedient ways to pass the traffic. For example, a Packet operator may forget that an emergency message should first be passed by voice, with a follow up by packet. Telephones are usually overloaded during emergencies, but if you have one available and it is functional, use it as appropriate. Use every reasonable means at your disposal to get the traffic to its destination in a timely manner. Or as some would say - think outside the box.

Plan on something going wrong

The key element in your planning needs to be anticipation of some condition that we don't want. Murphy said it very clearly, "Anything that can go wrong, will. Anything that can't, still will." Anticipate problems and be ready for as many as you can. Redundancy has a worth while place in your planning.

Designing Exercises

Regular participation by individuals within your group is the best method of measuring how ready your group is to support your Served Agency(ies). Unlike what most people seem to think about riding a bicycle (you never forget?) communication skills and technical skills in support of the communications effort, require practice. Practice can become boring if the same exercise is used time and again. Thus we need to design new exercises regularly to keep as much "fun" in the exercise as possible. Let's face it, if your people enjoy an exercise they are much more likely to "make" time for the next exercise.

A few items, under your control, will make designing these exercises more effective. They are:

1. Set specific and realistic goals for the exercise.
2. Vary the skills being exercised.
3. Regularly test each aspect of your operation.
4. Articulate the purpose of the exercise.
5. Solicit and use feed-back on the exercise.
6. Choose the type of exercise
7. Let the scenario evolve

Set specific and realistic goals

This is easy. Some of the more frequently used are:

- Introduction of new procedures
- Stress a particular skill or process. Such as Packet, voice operations, APRS, ATV, etc.
- Re-Test of weakness discovered in previous exercise(s)
- "End-to-end" test of your operation (from "blind" callout, to assembly at staging areas, to setup on scene, to operation, to tear-down, to Debriefing).

Vary the skills being tested

This is also easy. It usually includes:

- Net operations
- Net interruptions and relocation
- Digital procedures
- Message handling
- Video Procedures

Regularly test all aspects of your operation

It is far too easy to emphasize one or two of the more glamorous aspects of your unit. Make sure you exercise every skill required to support your MOUs.

Articulate the goals

People respond well to timely information. If they understand the purpose of each exercise it is far easier for them to maintain focus on what the exercise is for and thus will provide more accurate information on where other training is needed.

Solicit and use feed-back

Each person like to think that their opinion and input will be listened to and used. If you consistently ask for their input, you are much more likely to get good information. The better the information, the better the results.

Choosing the type of exercise

There are three types of exercise used by most ARES groups. Which of these will work best for you is a function of the goals you have for this specific exercise

Tabletop

Tabletop exercises are especially valuable for introducing new procedures or techniques in a classroom setting. Their primary limitation is that fewer participants can be involved. Tabletop exercises are essentially role-playing meetings with one person acting as moderator and others representing various locations or functions to review their response to the situation. The main luxury of tabletop exercises is that you can interrupt the exercise to discuss any aspect of the drill.

Functional

Functional exercises utilize the same facilities as the full scale drill but have the latitude of having some of the people perform their duties from home. It also provides much the same latitude the Tabletop exercise does in that the drill may be suspended for discussion of anything needed.

Full Scale

A prime example of a full scale exercise is the S.E.T. Of necessity you are looking to test every aspect of your preparedness. These exercises are very complex, prone to failure of some type (that's where you want the failures - in exercises), and will yield the best information about if and where you need to focus your training.

Scenario Evolution

EVERY scenario must have three elements.

1. Stating point
2. One or more tests
3. Ending point

Think through your simulation in detail but do not loose sight of the exercise goal. Before adding any element to your exercise, ask yourself the question "Where/how does this element fit the goals?" If it does not fit then either do not use this element or modify the goals. Nothing is "cast in concrete" until the exercise is finished.

Working with People

There are many areas in your assignment as EC that will take more time than you would wish. One of the largest will be in dealing with people that are not as cooperative as you would like. For most of these people it is simply that the pressures of home, family, job or even traffic on the way to the event or exercise has created the stubbornness. Simply give them a little extra space and time. They will go back to being cooperative very shortly. If the person is not in the above category you will need to look closely to see if this person has a hidden agenda. That is to say are they attempting to further a goal that is not in the best interest of your group. If so, then look hard at the potential contribution of this individual. If it is not significant and possibly even then, it may be best to help this person find other areas to contribute in.

In a more pleasant vein, there are many things that you as EC can do to help your people with their contribution to ARES.

- First is by being a facilitator during your meetings. There can easily be many times when you want to present specific subjects for their consideration and to help them understand why a specific action is being taken. There you need them to listen. In many others, you will need their input. It will serve you well to implement specific procedures in your meetings that state gently but clearly when you want them to listen. For all other items you want (really want) their input. They will appreciate that.

Hints and kinks to make this easier:

- Utilize their skills and talents to accomplish group goals.
- Acknowledge and act on contributions from your group.
- Help people interact smoothly and discourage off-topic conversations between group members during meetings.
- Second, effective meeting management preserves your people's time. Managing competing conversations in meetings builds positive work relationships. Off-topic or multiple discussions detract from everyone's understanding of the issues. Your people will feel that their time and contributions are valued and respected when competing conversations in meetings are well managed.
- Conflict avoidance is most frequently the topic when conflict in organizations is discussed. Conflict resolution - as quickly as possible - is the second most frequent topic. This is not good because meaningful conflict is a cornerstone in healthy, successful organizations. Conflict is necessary for effective problem solving and for effective interpersonal relationships. These statements may seem unusual to you. If you are like many people, you avoid conflict in your daily work life. You see only the negative results of conflict. Especially, as a manager you may find that you spend precious time mediating disputes between your people.

There are many reasons why people don't stand up for their beliefs and bring important differences to the table. In ARES organizations, this translates into people nodding in unison when the EC asks if the group agrees, but then complaining about the decision later.

Effectively managed conflict has many positive results for ARES. When people can disagree with each other and lobby for different ideas, your organization is healthier. Disagreements often result in a more thorough study of options and better decisions and direction. What ever you do, do not let discussions reach a personal level. Maintain conflict discussions at the technical level. Create a group norm that conflict around ideas and direction is expected and that personal attacks are not tolerated.

Some tips to make this easier:

- Create an environment in which healthy conflict is encouraged by setting clear expectations.
- Foster an environment in which differences of opinion are encouraged.
- Make differences the expectation and healthy debate about issues and ideas the norm.
- Place emphasis on the common goals that every one can help with.
- Ask others to express their opinion before you speak your own.
- What ever you do, **do not** say "I was just about to say that myself". This lessens the persons contribution and makes you look like you are attempting to make yourself look better, and that at the expense of your people.
- Reward, recognize, and thank people who are willing to take a stand and support their position. Make VERY sure it is a very public recognition when that disagreement produces positive results!

If you experience little dissension in your group, **examine your own actions**. If you believe you want different opinions expressed and want to avoid "group think," and you experience little disagreement from staff, examine your own actions. Do you, non-verbally or verbally, send the message that it is really not okay to disagree? Do you put people in a "hot seat" when they express an opinion? Do they get "in trouble" if they are wrong or a predicted solution fails to work?

Expect people to support their opinions and recommendations with data and facts. Divergent opinions are encouraged, when the opinions are arrived at through the study of data and facts.

Group expectations help establish expected and acceptable behavior. A few very good ones are:

- All members will speak honestly
- All opinions are equal
- Each person will participate.

These guidelines also set up the expectation that personal attacks are not tolerated whereas healthy debate about ideas and options is encouraged.

Handling Walk-Ons

One reality of ARES is that during emergencies you will always need more trained operators than you have. This situation is normally created because there is little or no "real work" to be done on a regular basis. Many people have an interest in ARES but receive no gratification from "just" training. Some of these people can be good operators but the majority tend to be those with an "instant gratification" syndrome and thus are less useful than we would like. The problem comes in that you most likely will not be able to tell the difference within any one individual, between a good operator and one that is merely adequate.

There are two approaches to handling the situation.

1. Use "walk-on" operators only in non critical areas

In mining diamonds each ton of ore will have a few diamonds. Are you ready to ignore one good operator to get the majority in a correct assignment? You need to be. If this is a good operator, you can put them in a higher responsibility area later in the day.

2. Attempt to quickly train the walk-on

If you have the time and have your instructional materials ready, this may produce good results. The really positive side of this approach is that any operator that is offended by being asked to read a few pages of material before going out on assignment, usually is not worth having in your group and you made a successful assessment in just a few seconds. You then go back to the prior option with this operator or, if they are really upset, send them away. It is far better to be short one operator than to send out an operator that causes problems on your net or for your Served Agency!

A few items you need to consider

- The walk-on doesn't have a valid ARES/RACES ID. This means he will not be allowed into the operational area if it is restricted. A different assignment is in order for this person.
- If the event involves an evacuation this person may be a candidate for support at one of the shelters. However, if this person has their family with them, it is best to not use them or have them be a "back-up" for the team at that shelter.
- Have walk-on operators operate as backup to a trained member of your team.
- Walk-ons can free up trained people that have skills needed elsewhere.

If you choose to be ready for on-scene training, you will want to consider having/building a small handout, in advance, to give to the person to orient him/her to operations. It should include:

- A sheet detailing the assignment.
- An overview of ICS and how they fit in.
- List of frequencies and telephone numbers.
- Copy of a Net Participant Guide in basic ECom.
- Sample of the ARRL Radiogram message and handling instructions
- Short list of do's and don'ts.

Training Others

As you begin to train others on a regular basis you will need to consider many things that are difficult to quantify. The reason they are hard to quantify is that each person learns at a different rate and in one of several different ways.

Some of the more common learning/teaching techniques are:

- Stick to the subject.

Examples, used to make a point, are good. So long as you spend more time with the main material than on examples (commonly called "war stories").

- Vary your speed of presentation.

Highly technical information should have a slower presentation rate while simpler material can be covered more quickly. Take extreme care to realize what is simple to some may be quite complex to others.

- Organize your material.

The standard "timing" for course preparation is two hours of preparation time for each hour of presentation time. This will vary with how many times you have taught the material. The first time you do a segment you may need three to four hours of prep. time for each hour of class.

- Have a specific learning goal in mind for each segment.

The most effective presentations are short, concise and handle one subject.

- Use charts and diagrams as applicable.

Many people find it easier to learn material when they have "pictures" to help with explanations. The old true-ism states "a picture is worth a thousand words".

- Make copies of the material for your students.

Handouts give the student a good place to make notes and insures they will have a place to find those notes later.

- Make notes to yourself - on your copy - about which examples work best for this segment.

As you teach, you will find specific examples that work very well in emphasizing a given point. The notes will help you remember which one(s) work the best and where.

- Above all else, try to have fun while you teach.

Students pick up, very quickly, how relaxed you are. If you are having fun teaching, your students will probably have fun learning.

It has often been said that you learn more about a subject when you teach it. That is true and it can be fun.

Staffing Events

The subject of staffing has been left for last in this document because it is only once you have addressed all of the previous subjects that you begin to have an appreciation for the complexities of staffing. In general, you will want one or two of your AECs to assist with the staffing. This person or these persons will need to be very discrete with the information they will need to adequately assist with staffing issues. All of you doing staffing will, of need, have a large database of information, *none* of which is committed to paper or computer. This is because of the very sensitive nature of that information and what could happen should the wrong person receive this information and let it be published.

Some of the information you will need, to make informed staffing decisions are the persons:

- Likes, in people, assignments and served agency(ies)
- Dislikes, in people, assignments and served agency(ies)
- Personal hygiene history (a few take a bath once a month, if they need it or not)
- Temperment
- Physical limitations (if any)
- Mental limitations (if any)
- Work history (once assigned, do they complete the assignment)

With the above in mind and a full list of assignments, you can begin the process of finding the "right person for the right assignment".