

California Emergency Services Association(CESA)

Emergency Management Competency Framework

September 2015



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Special thanks to the CESA EM Standard Committee Members for their continued input, guidance and expertise in establishing this process.

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FORWARD

Today the public has high expectations of the standard of performance of those involved in emergency management in the State of California. There is a need to ensure that the professional emergency manager can lead the way and mitigate, prepare for, respond to and recover from all emergencies. We need to show our communities that we are professional, well-trained, competent, and able to assist.

This Emergency Management Competency Framework (the Framework) is the result of a comprehensive development process across the membership of the California Emergency Services Association (CESA) as well as the experience and advice of our partners and international colleagues. The release of this document charts the course for the future of emergency management in California by establishing and reaffirming the many competencies required by individuals across all levels and phases of emergency management. The Framework is the foundation for further development which involves key pieces of work: going beyond these competencies and looking to the specific skills and knowledge required to carry out key roles, working with education providers to ensure that high quality training and education exists to support all roles and functions and sharing these competencies so they may be accepted as the industry standard for the professional emergency manager. The audience for the Framework is wide and spans the entire breadth of the State, including those in full time, part-time and volunteer roles. The Framework itself is intentionally dynamic to identify existing opportunities and gaps in professional development, determine areas of priority to be addressed, and work together to build the means by which the professional emergency manager achieves increased levels of capability and professionalism.

The California Emergency Services Association wishes to acknowledge and thank everyone that has contributed to the development process thus far. Our goal is to provide a foundation for the emergency management professional in the State of California and it is our pleasure to introduce the Emergency Management Competency Framework. We look forward to your continued support in ***building capability and creating professionals***.

CESA EM Standards Committee

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Overview

Comprehensive emergency management in California follows an all-hazards, all-risks, multi-agency, integrated, and community-focused approach. The CESA EM Competency Framework (the Framework) has been developed as a strategic framework of key competencies required in order to successfully perform the functions of EM in California. It also promotes the professionalization of emergency management by recognizing the professional and personal development needs of EM stakeholders.

The EM Competency Framework is intended to function in conjunction with established Emergency Management Standards including:

- The California Emergency Services Act (CESA)
- The Standardized Emergency Management System (SEMS)
- The National Incident Management System (NIMS)

The Framework includes the following

- An overview of the background and purpose of the Framework
- The eight key areas of EM competency
- The competencies and indicators within each key area and,
- The levels of relevance and proficiency of competencies across a number of EM roles

Competency Framework Audience

This Framework is relevant to all people who perform a role in emergency management in the State of California. This includes full-time, part-time, paid and unpaid personnel at all levels of operation, locally, regionally and nationally, including the private sector and non-governmental organizations.

The Framework directly supports the responsibility of local, regional and State agencies in ensuring personnel involved in EM are adequately trained and competent. It also supports the development of standards, guidelines and other reference materials.

Development of the Competency Framework

Emergency management involves a diverse range of organizations, including those with specific roles and responsibilities identified in standard operating procedures. To drive development of the Framework, a multi-discipline committee was established from CESA membership that included local, regional and State stakeholders.

Development of the CESA EM Competency Framework included:

- A literature review and research of best practices in competency framework development and application
- Developing and conducting an online survey to obtain a current picture of EM in the State of California and to validate the competencies and indicators against a range of EM roles.
- Analyzing the results of the online survey and determining the levels of relevance and proficiency of the competencies for a number of EM roles.

The EM Competency Framework Online Survey was a survey of all membership conducted by the California Emergency Services Association. The purpose of the survey was to apply the developed competencies to the roles and functions that are carried out in EM in California, and to quantify the levels of importance, proficiency and accountability for each. A total of 225 respondents from local, regional and State agencies completed the survey.

The next phase of the EM Competency Framework involves the following key activities:

–Functional role mapping: this involves identifying the specific skills, knowledge and attributes required by key EM roles, using the competencies and indicators as a basis for development. This work is required to ensure the alignment of ‘skills-based’ training with the EM Competency Framework.

–Evaluation of education and training: current training and education providers and industry training organizations will be asked to work with CESA to evaluate to determine the alignment of current programs, unit standards, and qualifications in conjunction with the EM Competency Framework.

Using the Competency Framework

Learning and development

The strategic nature of the Framework allows for its application across a range of organizations. Learning and development professionals can apply the competencies and indicators in the Framework to develop a range of evidence-based tools such as training materials and unit standards. These tools can be pitched at key area, competency or indicator level. Once the development need, audience, and context have been identified learning objective(s) aligned with the Framework can be established. This work will further support learning and development professionals to identify, develop, and evaluate learning opportunities relevant to EM, particularly those at a skills-based level.

Career Development

The Framework details a range of roles common in California, and the competencies and indicators related to those roles. An individual looking to advance professionally can potentially use the Framework to identify the necessary competencies and indicators required to progress, either to different roles or to higher levels within the same role.

Recruitment and retention

Human resource management professionals in organizations can apply the Framework by aligning prioritized competencies and indicators to specific EM roles undertaken in their organization. This could be in the context of development of:

- Job profiles
- Interview questions
- Personnel development plans
- Performance Management Systems
- Career pathways to assist with recruitment and retention

Integration with other competency frameworks

In order to succeed, a competency framework must be aligned with organizational goals, reflect current good practice, be integrated into the organization’s human resource processes, and be maintained to reflect a changing environment.

An important consideration in applying the EM Competency Framework is how it should be aligned or integrated with existing workplace-specific frameworks or generic competency frameworks. The intention is that the EM Competency Framework be used to support the enhancement of any existing organizational competencies, rather than replace them.

Organizations will need to examine the roles and functions they undertake in EM and evaluate the relevant competencies of the EM Competency Framework against existing workplace competencies. Competencies of the Framework can be applied where opportunities for improvement are identified.

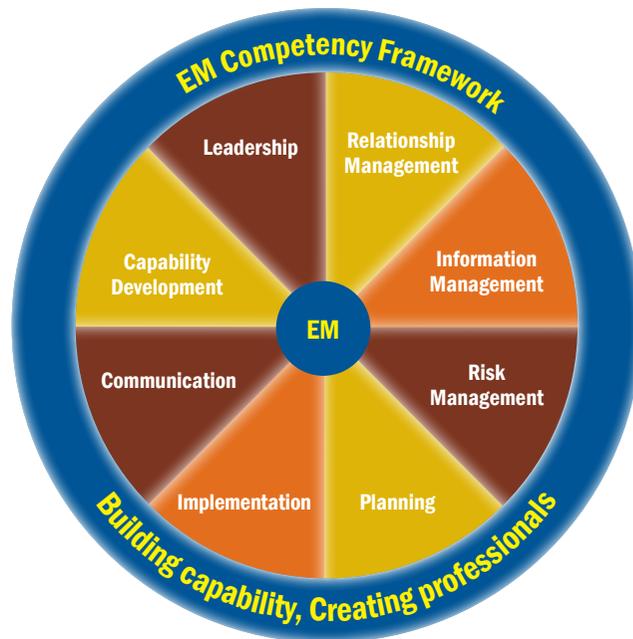
The EM Competency Framework

Components of the Framework

The primary component of the Framework is an integrated set of evidence-based competencies grouped into eight key areas. These competencies are accompanied by observable and measurable indicators described for three levels of proficiency.

Key areas

The diagram below shows eight areas of EM competency. These consist of specific capabilities that when integrated, represent core elements of EM in California



Competencies

Each key area is represented by a number of competencies - these are high-level statements of capability and sit above the indicators. These competencies may be performed over a range of proficiency levels depending on role, experience, operating level and organizational expectations.

Relationship between competencies within a key area

For some key areas the individual competencies represent steps in a progressive process, with each competency building on the preceding competencies. These steps within a key area generally take the form of:

- Establishing need or understanding
- Development of systems or application of understanding
- Production of outputs from the systems/process or knowledge and monitoring and evaluation of the processes or products.

Key areas of this progressive type are Relationship Management, Information Management, Risk Management, and Planning. For the key areas of Implementation, Communication, Capability Development, and Leadership, the individual competencies are distinct (but related) elements of the key area.

Indicators

Each competency is described by a set of indicators. Indicators are defined as observable behaviors aligned to the competency. That is, indicators represent what may be seen when the competency is being performed. The indicators are grouped according to three levels of proficiency:

- All practitioners
- Supervisory or experienced
- Advanced expertise or significant leadership

Levels within competencies

EM roles apply the competencies in the Framework in different ways, according to the functions they perform and the level of behavior required for effective job performance. In this Framework, the level of significance of the competencies for each role is described by the two measures of relevance and proficiency.

Proficiency relates to the level of aptitude or expertise required of a competency for a role. Proficiency is reported at three levels (All Practitioners, Supervisory or experienced, and Advanced Expertise or significant Leadership), which are each described in the table below.

The proficiency scale is progressive and increases in complexity or level of responsibility. Observed behavior at any level above 1 incorporates the behaviors seen at lower levels. For example, observed behavior at proficiency level 3 (Advanced expertise/Significant Leadership) incorporates the behaviors of levels 2 and 1.

Not all competencies are necessarily performed at all levels of proficiency. Some may require performance exclusively at the higher levels of proficiency, while others by their nature may exclusively be lower level. Some roles may require performance of competencies at a particular level of proficiency. In contrast, other roles may potentially be performed over the range of proficiency levels, depending on a person's experience and qualifications, and organizational expectations.

In general, a single observation of on-the-job behavior at any level is insufficient evidence of an ability to sustain the behavior over time. Multiple examples would be required to conclude with reasonable certainty that a person 'has the competency'.

Skills, knowledge and attributes

The EM Competency Framework is designed at a high level to enable application across the diverse range of roles and organizations involved in EM. As such, it does not currently provide detailed descriptions of role or function-specific skills, knowledge and attributes.

Skills, knowledge and attributes sit beneath the level of the indicators in each competency, and are associated with individual tasks. Specific skills, knowledge and attributes for indicators may be developed by organizations, education providers, and industry training organizations. Next steps will examine the competencies and indicators in more detail for key EM roles and functions, and develop, in collaboration with stakeholders, descriptions of associated skills, knowledge and attributes.

The table below shows an example of a competency, an indicator for that competency, and examples of potential skills, knowledge and attributes associated with individual tasks:

Competency	Indicator	Skill, knowledge, attribute
Effective communication with partners and communities is achieved at all levels and across all functions of EM.	Utilizes communication channels appropriate to the target audiences.	Skill Is able to operate a VHF radio in an emergency operations center. Knowledge Applies knowledge of the phonetic alphabet when operating a VHF radio in an emergency operations center. Attribute Is able to remain calm in a high pressure situation in order to communicate effectively.

EM Roles

A variety of roles are performed in EM, covering a range of functions. Some of these roles have specific statutory requirements; others reflect common current usage. Some roles perform a wide range of functions across all dimensions of EM. Other roles are specific to a narrow function. In the Framework, where a number of roles perform similar functions, roles will be grouped into a category. These categories will then have tasks associated with their function. These tasks will be covered in a "role map".

The EM Standards Committee has identified the following Role Maps for initial completion in support of the Framework:

Emergency Manager
Emergency Operations Center Staff

FORMATTING OF THE COMPENCIES

The following pages contain the 8 key areas of the EM Competency Framework, and their competencies and indicators. The diagram below shows how the key areas, competencies and indicators are displayed.

This is the third of 8 key areas in the EM Competency Framework.

KEY AREA 3 – RISK MANAGEMENT (RS)

Risk management is applied at all levels and across all functions of EM.

Risk management is fundamental to EM in California. Risk management addresses the risks associated with all hazards and requires identification and characterization of threats, analysis of the likelihood and consequences of the associated risks, evaluation of those risks to establish priorities, and development of risk treatment options. Risk management processes involve the collection and analysis of **information**.

The words in bold are other key areas within the Framework, and identify the linkages across the key areas.

Successful risk management is undertaken collaboratively, requiring coordinated activity across a range of stakeholders, enabled by effective **leadership** and **relationship management**. Regular **communication** with partner organizations and communities is essential throughout all stages of the process. In the context of EM, there is an emphasis on risk management as the precursor to **planning**. However, the same principles apply in terms of operational, financial and reputation risk – these are important dimensions in the **implementation** of plans.

There are three competencies in the key area of Risk Management:

RS01 Hazards and risks are recognized, understood and communicated.

RS02 Risk management is understood and applied.

RS03 Hazard and risk information processes are evaluated.

RS01 denotes this is the first competency in the key area of Risk Management (RS).

RS01 Hazards and risks are recognized, understood and communicated

These are the three indicators at the All practitioners level for competency RS01.

1. All practitioners	<p>Recognizes hazards and their potential consequences.</p> <p>Demonstrates awareness of the social, economic, natural and built environments of communities.</p> <p>Promotes awareness of hazards and risks to partners and communities.</p>
2. Supervisory or experienced	<p>Demonstrates understanding of hazards of their potential consequences.</p> <p>Demonstrates understanding of the combined elements of risk and their implications.</p>

KEY AREA 1 – RELATIONSHIP MANAGEMENT (RM)

Relationships with partners and communities are managed to achieve mutual understanding and effective action.

A high level of trust is essential in the EM environment. Trust needs to be established through the development and management of effective relationships with:

- Key Individuals
- Partner Organizations
- Communities

These relationships should be established before an emergency, and the roles and responsibilities of all stakeholders must be defined and understood. EM practitioners at the local, regional and national levels work together to agree and document EM arrangements. This happens through effective communication during planning, and means that when plans are implemented, every stakeholder understands their roles, and the roles of their partners.

There are two competencies in the key area of Relationship Management:

RM01 Relationships with key individuals, partner organizations and communities are established.

RM02 Established relationships are actively managed and sustained.

RM01 Relationships with key individuals, partner organizations and communities are established	
1. All practitioners	<p>Supports the identification of the purpose and objectives of engagement.</p> <p>Supports the identification of key individuals, partner organizations and communities to be engaged.</p> <p>Awareness of key individuals, partner organizations and communities beliefs, values and expectations.</p> <p>Applies knowledge of the social, economic, natural, and built environments of communities to relationship management.</p> <p>Contributes to the establishment of credible relationships at the appropriate levels of partner organizations and community groups.</p>
2. Supervisory or experienced	<p>Identifies purpose and objectives of engagement.</p> <p>Identifies key individuals, partner organizations and communities to be engaged.</p> <p>Establishes understanding of key individuals, partner organizations and communities beliefs, values and expectations.</p> <p>Contributes to the identification of barriers to engagement and development of solutions to overcome barriers.</p> <p>Contributes to the identification of areas of mutual benefit with key individuals, partner organizations and communities.</p>
3. Advanced expertise or significant leadership	<p>Actively seeks solutions to overcome problems or barriers to relationships.</p> <p>Leads the identification of areas of mutual benefit with key individuals, partner organizations and communities.</p> <p>Drives the establishment of credible relationships at the appropriate levels of partner organizations and community groups.</p>

KEY AREA 1 – RELATIONSHIP MANAGEMENT

RM02 Established relationships are actively managed and sustained

<p>1. All practitioners</p>	<p>Actively participates in activities with partner organizations and communities (such as relevant advisory groups, workshops, seminars, exercises, and planning). Acknowledges individual and community contributions and successes (such as celebrations and awards). Uses communication techniques effectively, to enable a collective and cohesive approach to EM. Utilizes communication channels appropriate to the target audiences. Ensures key individuals, partner organizations and communities are informed. Supports consultation across own organization and with key individuals, partner organizations and communities. Identifies opportunities for engagement at the relevant level with new key individuals, partner organizations and communities. Sustains engagement with key individuals, partner organizations and communities. Assists in the application of information systems to support relationship management.</p>
<p>2. Supervisory or experienced</p>	<p>Ensures key individuals, partner organizations and communities are informed, advised and supported. Builds professional rapport by being part of the on-going exchange of information, including accessing and involving networks outside own organization. Consults widely across own organization and with key individuals, partner organizations and communities. Advocates on behalf of partners and communities. Reviews, sustains and enhances engagement with key individuals, partner organizations and communities.</p>
<p>3. Advanced expertise or significant leadership</p>	<p>Facilitates relationships between partner organizations and communities, and resolves differences where possible. Generates interest and understanding of key issues, by encouraging partners to take ownership of problems and opportunities. Formalizes relationships with partner organizations and communities when required (such as in a Memorandum of Understanding).</p>

2 KEY AREA 2 – INFORMATION MANAGEMENT (IM)

Information is collected, analyzed, and managed using appropriately structured systems and processes at all levels and across all functions of EM.

Information management is about understanding the information required to support an activity, locating required information, evaluating and applying it. Information flow can easily be disrupted by a range of internal and external factors. These factors, such as systems failure, must be monitored and addressed for effective decision-making to occur at all levels.

Information informs decision-making. To do this, systems need to be established to support gathering and storage of information. These systems may be manual or electronic, and they need to allow for analysis and translation of information so it can be understood and accessible.

There are five competencies in the key area of Information Management:

IM01 Information needs are identified and understood.

IM02 Information systems and processes are developed.

IM03 Systems and processes are applied to collect and maintain information.

IM04 Information is produced and disseminated.

IM05 Information systems and processes are evaluated.

IM01 Information needs are identified and understood

1. All practitioners	Demonstrates awareness of the purpose of the information and the outcomes required. Supports the identification of audience(s) and assists in determining their information needs. Supports the identification of sources of information, including research, to meet the needs of the audience(s).
2. Supervisory or experienced	Identifies the purpose of the information and the outcomes required. Identifies audience(s) and determines their information needs. Identifies sources of information, including research, to meet the needs of the audience(s).
3. Advanced expertise or significant leadership	Ensures that strategic goals and objectives are considered when prioritizing information needs. Applies understanding of long-range issues and relationships.



IM02 Information systems and processes are developed	
1. All practitioners	<p>Supports the identification of information system and process requirements.</p> <p>Supports the identification of available resources and likely constraints.</p> <p>Supports the development of selection criteria for information systems and processes.</p> <p>Contributes to the selection of systems and/or processes that match information requirements and are fit for purpose.</p> <p>Assists in the design of systems and processes to meet information needs.</p>
2. Supervisory or experienced	<p>Determines information system and process requirements.</p> <p>Identifies available resources and likely constraints.</p> <p>Develops selection criteria for information systems and processes.</p> <p>Selects systems and/or processes that match information requirements and are fit for purpose.</p> <p>Designs systems and processes to meet information needs maximizing available resources.</p>
3. Advanced expertise or significant leadership	<p>Evaluates the design or development of information systems or processes in the context of wider organizational goals.</p>

IM03 Systems and processes are applied to collect and maintain information	
1. All practitioners	<p>Collects information to support assessment.</p> <p>Contributes to the collation of information using systems and tools.</p> <p>Regularly updates information to maintain currency using developed processes and systems.</p>
2. Supervisory or experienced	<p>Collects information and assesses it for relevance and reliability.</p> <p>Collates information using systems and tools to fulfill the requirements of the situation, including within an agreed timeframe.</p> <p>Monitors and reassesses information needs.</p>
3. Advanced expertise or significant leadership	<p>Promotes information management best practice.</p> <p>Applies learning to advance information management best practice.</p>

KEY AREA 2 – INFORMATION MANAGEMENT (IM)

IM04 Information is produced and disseminated

1. All practitioners	<p>Contributes to the evaluation of information.</p> <p>Contributes to the identification of information gaps.</p> <p>Conducts environmental scans to ensure a complete set of information.</p> <p>Assists in the production of information in a form that is fit for purpose in a timely manner (such as the production of situation report).</p> <p>Summarizes information clearly and concisely.</p> <p>Disseminates relevant and current information to identified audiences.</p>
2. Supervisory or experienced	<p>Evaluates the validity and relevance of information.</p> <p>Undertakes analysis to identify and highlight gaps in information.</p> <p>Produces information in a form that is fit for purpose in a timely manner.</p> <p>Compiles documents on complex matters that are clear, concise, well-structured, and translates technical information.</p>
3. Advanced expertise or significant leadership	<p>Ensures that strategic goals and objectives are considered when producing and disseminating information.</p>

IM05 Information systems and processes are evaluated

1. All practitioners	<p>Contributes to the monitoring and evaluation of information systems and processes.</p> <p>Supports the implementation of improvements to information systems and processes.</p>
2. Supervisory or experienced	<p>Monitors and evaluates information systems and processes.</p> <p>Implements improvements to information systems and processes.</p>
3. Advanced expertise or significant leadership	<p>Ensures that outcomes of monitoring and evaluation are implemented.</p>

3 KEY AREA 3 – RISK MANAGEMENT (RS)

Risk management is applied at all levels and across all functions of EM.

Risk management is fundamental to EM in California. Risk management addresses the risks associated with all hazards and requires identification and characterization of threats: analysis of the likelihood and consequences of the associated risks; evaluation of those risks to establish priorities; and development of risk treatment options. Risk management processes involve the collection and analysis of information.

Successful risk management is undertaken collaboratively, requiring coordinated activity across a range of stakeholders, enabled by effective **leadership** and **relationship management**. Regular **communication** with partner organizations and communities is essential throughout all stages of the process. In the context of EM, there is an emphasis on risk management as the precursor to **planning**. However, the same principles apply in terms of operational, financial and reputation risk – these are important dimensions in the **implementation** of plans.

There are three competencies in the key area of Risk Management:

RS01 Hazards and risks are recognized, understood and communicated.

RS02 Risk management is understood and applied.

RS03 Hazard and risk information processes are evaluated.

RS01 Hazards and risks are recognized, understood and communicated

1. All practitioners	Recognizes hazards and their potential consequences. Demonstrates awareness of the social, economic, natural and built environments of communities. Promotes awareness of hazards and risks to partners and communities.
2. Supervisory or experienced	Demonstrates understanding of hazards and their potential consequences. Demonstrates understanding of the combined elements of risk and their implications. Integrates understanding of the social, economic, natural and built environments of communities to build a holistic picture of risk.
3. Advanced expertise or significant leadership	Provides insights for others in understanding the combined elements of risk and their implications. Ensures that strategic goals and objectives are considered when communicating risk.



RS02 Risk management is understood and applied	
1. All practitioners	<p>Supports the development of a risk profile.</p> <p>Applies awareness of the elements of risk to risk analysis and evaluation</p> <p>Supports the establishment of priorities and development of risk treatment options for risks identified.</p>
2. Supervisory or experienced	<p>Applies understanding of hazards and risk to the development of a risk profile.</p> <p>Applies understanding of the elements of risk to risk analysis and evaluation</p> <p>Establishes priorities and develops risk treatment options for risks identified.</p> <p>Communicates and consults with partners and communities as appropriate, on residual risk and risk treatment options.</p> <p>Ensures views of partners are considered in the risk management process.</p> <p>Advocates within own organization for risk treatment.</p> <p>Promotes risk management principles to key individuals, partner organizations and communities.</p>
3. Advanced expertise or significant leadership	<p>Champions risk management principles and process within own organization and across other organizations.</p> <p>Provides insights for others in understanding the risk management process.</p> <p>Influences across organizations to ensure effective, coordinated, multi-agency risk treatment programs.</p>

RS03 Risk management processes and outcomes are monitored, evaluated and reviewed	
1. All practitioners	<p>Identifies research to ensure gaps in understanding about hazards, risks, and vulnerabilities are addressed.</p> <p>Monitors and updates information about known and emerging hazards and risks.</p> <p>Reviews and updates the risk profile.</p>
2. Supervisory or experienced	<p>Considers the impacts of future trends within the social, economic, natural and built environments on risk analysis and evaluation.</p> <p>Evaluates trends, progress and effectiveness of risk reduction programs.</p>
3. Advanced expertise or significant leadership	<p>Ensures the implementation of monitoring and evaluation outcomes.</p>

KEY AREA 4 – PLANNING (PL)

The process of comprehensive and integrated planning – development, maintenance, evaluation and review.

EM planning involves the development and documentation of scalable arrangements (including governance, structure, management systems, roles and responsibilities, processes, and procedures) for reducing risk and being ready for, responding to, and recovering from emergencies. Planning takes place at local, regional and national levels and across agencies and sectors.

Risk management identifies gaps in arrangements which are then addressed through planning. It is important that planning processes encompass proactive **relationship management** and are inclusive, integrated and aligned so that arrangements are seamless and effective. Accordingly, effective **information management** is essential as the collection, analysis and management of information underpins planning processes.

The effectiveness of EM plans is determined through **implementation**, whether in emergencies or exercises. EM plans should be evaluated and reviewed on a regular basis to determine effectiveness of current arrangements and to identify **capability development** needs.

There are four competencies in the key area of Planning:

PL01 Purposes and objectives of plans are agreed and understood.

PL02 Plans are developed, written and maintained in accordance with the agreed purpose and objectives.

PL03 Plans are coordinated and integrated across all levels and partners.

PL04 Plans are evaluated and updated.

PL01 Purposes and objectives of plans are agreed and understood

1. All practitioners	Supports the identification and engagement of planning partners. Identifies relevant legislation, strategies, policies, and other plans. Identifies and engages appropriate planning partners.
2. Supervisory or experienced	Recognizes and understands partners mandates, roles and systems in the context of the plan. Applies understanding of the social, economic, natural, and built environments of communities, in the context of the plan. Formulates the purpose and objectives of the plan in collaboration with partners.
3. Advanced expertise or significant leadership	Establishes the plan's purpose and objectives, ensuring alignment with organizational and sector goals. Applies understanding of long-range issues and relationships.



KEY AREA 4 – PLANNING (PL)

PL02 Plans are developed, written and maintained in accordance with the agreed purpose and objectives	
1. All practitioners	<p>Collects information and assesses it for relevance and reliability.</p> <p>Planning assumptions are identified.</p> <p>Involves partners in the planning process.</p> <p>Applies the principles and elements of comprehensive emergency management in the planning process.</p> <p>Applies understanding of the social, economic, natural, and built environments of communities.</p> <p>Applies information management processes and utilizes appropriate systems throughout the planning process.</p>
2. Supervisory or experienced	<p>Planning assumptions are identified and tested.</p> <p>Applies knowledge of relevant legislation, strategies, policies, and other plans in the planning process.</p> <p>Applies knowledge of partners mandates, roles and systems in the planning process.</p> <p>Develops plans in accordance with current good practice and ensures consistency with legislation and relevant guidelines, codes, and technical standards.</p> <p>Develops and evaluates alternative options and proposes courses of action.</p> <p>Establishes targets and actions for objectives.</p> <p>Develops plans within the timeframe available.</p> <p>Contributes to assessment of partners plans and planning processes to support integration of planning.</p>
3. Advanced expertise or significant leadership	<p>Provides insights for others understanding of planning process.</p> <p>Ensures that the plan is developed in alignment with organizational goals.</p> <p>Advocates for the application of the principles and elements of comprehensive emergency management in the planning process.</p>



PL03 Plans are coordinated and integrated across all levels and partners	
1. All practitioners	Participates in and contributes to planning processes of partners.
2. Supervisory or experienced	<p>Involves partners in the planning process.</p> <p>Provides planning advice and assistance proactively to partners and communities.</p> <p>Considers the potential impacts of implementation on own plans and plans of others.</p> <p>Contributes to assessment of partners systems for interoperability.</p>
3. Advanced expertise or significant leadership	<p>Influences across organizations and sectors to ensure coordinated, integrated plans.</p> <p>Champions EM outcomes in high-level strategies and plans.</p> <p>Advocates for the application of the principles and elements of comprehensive emergency management in the planning process.</p>

PL04 Plans are evaluated and updated	
1. All practitioners	<p>Contributes to the evaluation of plans to determine whether objectives have been met.</p> <p>Contributes to the evaluation of the currency of the plan against changes in circumstances.</p> <p>Contributes to updating of plans, based on evaluations.</p>
2. Supervisory or experienced	<p>Evaluates plans to determine whether objectives have been met.</p> <p>Evaluates and updates plans to incorporate lessons identified from exercises, emergencies, and research.</p> <p>Evaluates the currency of the plan against changes in circumstances, and updates plan accordingly.</p> <p>Evaluates the currency of the plan against changes in legislation, policies, other plans, technical standards, and planning practice, and updates plan accordingly.</p> <p>Identifies gaps in partners plans and works proactively to fill those gaps.</p> <p>Evaluates trends for their impacts on future planning and implementation processes.</p>
3. Advanced expertise or significant leadership	<p>Ensures the implementation of monitoring and evaluation outcomes.</p> <p>Champions EM outcomes in high-level strategies and plans</p>

KEY AREA 5 – IMPLEMENTATION (IP)

Implementation of operational plans (including response and recovery plans), and management of physical, human and financial resources.

Implementation relies on the effectiveness of operational plans and the allocation of appropriate resources (human, physical and financial). Human resource levels, available facilities and equipment and financial management processes are all factors in **planning** and need to be understood, as do the roles and responsibilities of individuals, partners organizations, agencies, and communities.

Exercising operational plans provides an opportunity to monitor and evaluate the robustness of plans and identify **capability development** needs.

Effective **information management, relationship management** and **communication** are vital to successful implementation. Implementation often takes place in pressured conditions where the situation requires quick thinking, sound decision making, and confident **leadership**.

There are five competencies in the key area of Implementation:

IP01 Assigned EOC roles are performed in accordance with existing plans and standard operating procedures.

IP02 Emergencies are managed in accordance with the scale of activity, existing plans and standard operating procedures.

IP03 Human resources are managed in order to achieve maximum effectiveness.

IP04 Physical resources (facilities, vehicles, equipment etc.) are sourced, operated and maintained in order to achieve maximum effectiveness.

IP05 Financial planning and reporting processes are implemented, and funds allocated.

IP01 Assigned EOC roles are performed in accordance with existing plans and standard operating procedures	
1. All practitioners	<p>Demonstrates understanding of the EM structure in California.</p> <p>Demonstrates understanding of EOC roles and functions, how they interrelate, and how they contribute to the overall response.</p> <p>Applies information management systems and processes.</p> <p>Demonstrates understanding of the involvement and contribution of partner organisations in an emergency response.</p> <p>Performs assigned EOC role(s) and functions in accordance with standard operating procedures.</p> <p>Demonstrates understanding of the networks and supply chains in relation to specific sectors involved in the emergency.</p>
2. Supervisory or experienced	<p>Demonstrates understanding of the legislative environment for EM in California.</p> <p>Implements and monitors operational plans.</p> <p>Applies understanding of the involvement and contribution of partner organizations in an emergency response.</p> <p>Applies understanding of the networks and supply chains in relation to specific sectors involved in the emergency.</p>
3. Advanced expertise or significant leadership	<p>Applies specialist knowledge to EOC operations.</p>



KEY AREA 5 – IMPLEMENTATION (IP)

IP02 Emergencies are managed in accordance with the scale of activity, existing plans and standard operating procedures	
1. All practitioners	<p>Demonstrates understanding of the EM structure in California.</p> <p>Contributes to the establishment and implementation of EOC functions.</p> <p>Demonstrates understanding of multi-agency coordination systems.</p>
2. Supervisory or experienced	<p>Applies understanding of the EM structure in California.</p> <p>Identifies and assesses the scale of activity required by the situation, and actions required.</p> <p>Identifies existing capacity and capability, to support the operating structure and the actions required.</p> <p>Establishes the operating structure in accordance with the scale of activity, and existing plans and standard operating procedures.</p> <p>Ensures that EOC functions are established and implemented.</p> <p>Applies multi-agency coordination systems.</p> <p>Demonstrates understanding of the networks and supply chains in relation to each lifeline utility sector.</p> <p>Identifies surge and escalation points and implements contingent staffing to maintain capability.</p> <p>Identifies and addresses critical vulnerabilities and gaps in capability.</p> <p>Manages an EOC function in accordance with plans and standard operating procedures.</p>
3. Advanced expertise or significant leadership	<p>Monitors and adjusts the operating structure to reflect the scale of activity, escalating or de-escalating as necessary.</p> <p>Directs EOC operations in accordance with standard operating procedures, plans and the principles.</p> <p>Ensures the involvement and contribution of partner organizations in an emergency response.</p>

IP03 Human resources are managed in order to achieve maximum effectiveness	
1. All practitioners	<p>Adheres to internal and national human resource standards and practices.</p> <p>Supports the identification of competencies required and suitable human resources for specific tasks.</p> <p>Contributes to team goal setting and problem solving.</p> <p>Encourages and supports participation of volunteers.</p>
2. Supervisory or experienced	<p>Appoints suitably qualified and competent personnel to key roles.</p> <p>Establishes an environment in which personnel can maximize their potential.</p> <p>Identifies individuals with the appropriate skills and behaviors to fill specific EM response and recovery roles.</p> <p>Identifies competencies required and suitable human resources for specific tasks.</p> <p>Facilitates team goal setting and problem solving.</p> <p>Analyzes team and work processes and implements improvements.</p> <p>Recognizes and rewards desired behaviors and results.</p> <p>Manages staff welfare needs (physical and psychological).</p> <p>Applies relevant employment legislation and regulations consistently to the management of people.</p>
3. Advanced expertise or significant leadership	<p>Mentors and coaches others.</p> <p>Recognizes differences between individuals, cultures and teams providing feedback in accordance with the organization's performance management system.</p> <p>Inspires a culture of performance excellence by giving positive and constructive feedback to the team.</p>

IP04 Physical resources (facilities, vehicles, equipment etc.) are sourced, operated and maintained in order to achieve maximum effectiveness	
1. All practitioners	<p>Identifies, determines and sources physical resource requirements to meet the organizational needs.</p> <p>Operates facilities and equipment according to standard operating procedures.</p> <p>Allocates physical resources in a timely manner according to prescribed policies and standard operating procedures.</p> <p>Tests and maintains physical resources.</p>
2. Supervisory or experienced	<p>Secures funding for physical resources to meet requirements, ensuring effective outcomes.</p> <p>Reviews currency and effectiveness of physical resources and makes recommendations for improvements or replacements.</p>
3. Advanced expertise or significant leadership	<p>Ensures strategic goals and objectives are considered when sourcing and allocating physical resources.</p>

KEY AREA 5 – IMPLEMENTATION (IP)

IP05 Financial management processes are implemented and funds allocated

1. All practitioners	Demonstrates understanding of local, State and National government financial support.
2. Supervisory or experienced	<p>Demonstrates knowledge of general concepts of financial planning, budgeting and forecasting and how they interrelate.</p> <p>Contributes to development of long term financial plans and resource allocations.</p> <p>Assesses the costs and benefits of proposed options and courses of action.</p> <p>Manages financial resources in a timely manner according to prescribed policies and procedures.</p> <p>Monitors and assesses financial risks.</p> <p>Develops and implements systems, procedures and processes in order to improve financial management.</p>
3. Advanced expertise or significant leadership	<p>Seeks opportunities to source funding and improve efficiency.</p> <p>Formulates long term financial plans and resource allocations, ensuring alignment with organizations strategic goals.</p> <p>Ensures the appropriate allocation of financial resources to meet established goals and objectives.</p> <p>Manages financial risks.</p>

KEY AREA 6 – COMMUNICATION (CM)

Collaborative and coordinated development, prioritization and transfer of information and key messages between partners and communities.

Communication is the act of transmitting and receiving information, ideas and attitudes in order to be understood. Communication occurs face to face, over the telephone or radio, and in a range of written forms. EM stakeholders require excellent communication skills to integrate multi-agency mandates, to negotiate viewpoints, and to align plans, policies and procedures. Channels of communication should be identified and established in **planning** as part of defining and understanding the roles and responsibilities of stakeholders and the resources available to them.

Timely and effective communication is crucial in providing consistent, clear messages and information to the full range of EM audiences. Communication tests the quality and productivity of **relationship management** activities, by taking into account the specific information needs of EM audiences at particular times and identifying and utilizing appropriate channels through which information is conveyed.

Effective communication is reliant on effective **leadership** to influence action, and to drive the morale and motivation of individuals and teams to understand how they communicate impacts on the operating environment. It is integral to relationship management and to influencing desired action.

There are four competencies in the key area of Communication:

CM01 Effective communication with partners and communities is achieved at all levels and across all functions of EM.

CM02 EM public education/risk communication programs are developed to support community readiness and risk reduction.

CM03 Public information messages are developed and disseminated during response and recovery.

CM04 Media are engaged in public information management and public education.





KEY AREA 6 – COMMUNICATION (CM)

CM01 Effective communication with partners and communities is achieved at all levels and across all functions of EM

1. All practitioners	<p>Identifies purpose and objectives for communication.</p> <p>Actively participates in consultation processes across own organization and appropriate partner agencies.</p> <p>Identifies and engages with key individuals, partner organizations and communities.</p> <p>Adapts communication content and style according to the audience.</p> <p>Utilizes communication channels appropriate to the target audiences.</p> <p>Delivers messages in a manner that gains support, commitment and agreement.</p> <p>Expresses ideas clearly to individuals and groups, in both formal and informal settings.</p> <p>Listens actively and is receptive to alternative viewpoints.</p>
2. Supervisory or experienced	<p>Summarizes information clearly and concisely, whether verbal or written.</p> <p>Leads consultation across own organization and appropriate partner agencies.</p> <p>Demonstrates understanding of media priorities and operating principles.</p> <p>Advises and informs key partners in a manner that promotes alignment.</p> <p>Negotiates where necessary to achieve communication objectives.</p> <p>Compiles documents on complex matters that are clear, concise, well-structured, and translate technical information.</p>
3. Advanced expertise or significant leadership	<p>Communicates controversial or sensitive messages to partners tactfully.</p> <p>Champions the organization to external partners and communities.</p>



CM02 EM public education/risk communication programs are developed to support community readiness and risk reduction	
1. All practitioners	<p>Assesses current levels of public awareness and understanding, and identifies the best means to improve on them.</p> <p>Identifies purpose and objectives of public education/risk communication programs.</p> <p>Contributes to local, regional or national level public education/risk communication programs.</p> <p>Develops public education/risk communication resources to meet the needs of specific audiences.</p> <p>Delivers effective EM public education/risk communication programs and resources.</p> <p>Utilizes communication channels appropriate to the target audiences.</p> <p>Seeks feedback from communities on effectiveness of communications strategies.</p> <p>Recognizes and takes opportunities for maximizing public interest and participation.</p> <p>Engages with communities to raise awareness and understanding of hazards and risks.</p> <p>Identifies specific partners and communities to be engaged in EM public education programs.</p>
2. Supervisory or experienced	<p>Demonstrates understanding of effective public education/risk communication, and its impact on community readiness and risk reduction activities.</p> <p>Engages with specific partners and communities in the development of EM public education programs.</p> <p>Develops effective public education/risk communication messages consistent with research and aligned with messages of partner organizations.</p> <p>Develops effective public education/risk communication strategies and plans consistent with research and current good practice.</p>
3. Advanced expertise or significant leadership	<p>Articulates the vision and direction in order to gain commitment for public education/risk communication programs.</p> <p>Champions and drives EM public education/risk communication programs.</p>



KEY AREA 6 – COMMUNICATION (CM)

CM03 Public information messages are developed and disseminated during response and recovery	
1. All practitioners	<p>Monitors media messages across a range of channels.</p> <p>Creates key messages that are consistent with those of partner organizations.</p> <p>Creates key messages that are consistent with the latest scientific information and advice.</p> <p>Creates key messages that are clear, accurate, and timely, and conveyed in a way that targets the audience.</p> <p>Prepares public information and disseminates to the media.</p> <p>Checks the validity of public information across all communication channels, and updates regularly.</p> <p>Maintains a media/rumor log.</p>
2. Supervisory or experienced	<p>Identifies purpose and objectives of public information messages.</p> <p>Coordinates timely dissemination of consistent messages with partners.</p> <p>Manages flow of public information in an emergency response.</p> <p>Identifies and mitigates communication risks.</p> <p>Identifies and develops key public information messages.</p> <p>Briefs spokespeople regularly.</p>
3. Advanced expertise or significant leadership	<p>Participates in interviews and holds media conferences.</p> <p>Represents the organization in a way which maintains authority and credibility.</p> <p>Ensures agreement on public information messages with partners.</p> <p>Can request the broadcast of an emergency announcement.</p>



CM04 Media are engaged in public information management and public education	
1. All practitioners	<p>Identifies and prioritizes key media channels.</p> <p>Demonstrates awareness of media priorities and operating principles.</p>
2. Supervisory or experienced	<p>Applies understanding of media priorities and operating principles.</p> <p>Develops and maintains effective relationships with media.</p> <p>Develops processes to ensure the quality and timeliness of the key messages conveyed to the media.</p> <p>Engages with media to reinforce messages, and to correct misinformation.</p>
3. Advanced expertise or significant leadership	<p>Formalizes relationships with key media.</p>

KEY AREA 7 – CAPABILITY DEVELOPMENT (CD)

Development of individual and organizational capability at all levels and across all functions of EM.

Capable individuals and organizations are central to effective EM. Capability includes having and demonstrating the right attitude, displaying a willingness to learn or share learning, and being motivated to continually improve.

Execution of proper EM techniques require individuals and organizations at the local, regional and national level to exercise proactive **relationship management** and **leadership**. Individuals and organizations need to take responsibility for building on existing capability by participating in needs analyses, and undertaking development activities.

Capability development relies on individuals and organizations keeping informed of current practice and new research, and understanding how to incorporate new learning and knowledge. This supports monitoring and evaluation of capability and in turn influences and informs career progression and the professionalization of emergency management.

Levels of capability in EM are often observed, tested and developed through the **implementation** of operational plans (in emergencies and exercises) and evaluation of the implementation.

There are five competencies in the key area of Capability Development:

CD01 Capability development opportunities are actively sought and undertaken.

CD02 Training and education programs are developed and delivered.

CD03 EM exercises are developed and carried out.

CD04 Capability development opportunities are provided to build a workforce of trained and competent personnel.

CD05 Organizational capability is monitored and evaluated.

CD01 Capability development opportunities are actively sought and undertaken

1. All practitioners

- Recognizes personal and professional development needs.
- Takes personal responsibility for developing own capability.
- Identifies, and participates in, relevant training and education opportunities.
- Seeks learning opportunities through participation in emergencies, exercises, and reflective practice.
- Develops and maintains personal readiness.
- Keeps abreast of new developments in emergency management practices.
- Keeps up to date with current EM research developments.
- Participates in EM sector professional development initiatives.

2. Supervisory or experienced

- Supports development of colleagues and peers through such activities as coaching and mentoring.
- Enhances EM capability development by promoting professional development, including the exchange of ideas and experiences.

3. Advanced expertise or significant leadership

- Provides coaching and mentoring to colleagues and peers.
- Champions capability development across the organization and with EM partners.

KEY AREA 7 – CAPABILITY DEVELOPMENT (CD)

CD02 Training and education programs are developed and delivered	
1. All practitioners	<p>Contributes to needs analysis to identify gaps in knowledge and skills.</p> <p>Supports the delivery of effective training and education to EM partners.</p>
2. Supervisory or experienced	<p>Conducts needs analysis to identify gaps in knowledge and skills.</p> <p>Develops relevant and targeted training and education resources.</p> <p>Ensures training and education resources are aligned with current EM and professional development practices.</p> <p>Leads the delivery of effective training and education across the organization and with EM partners.</p> <p>Contributes to EM training standard setting.</p> <p>Conducts assessment and moderation.</p>
3. Advanced expertise or significant leadership	<p>Champions capability development across the organization and with EM partners.</p>

CD03 EM exercises are developed and carried out	
1. All practitioners	<p>Contributes to needs analysis to determine exercise objectives.</p> <p>Contributes to the development of resources required in order to successfully carry out a EM exercise.</p> <p>Evaluates EM exercises against exercise objectives.</p>
2. Supervisory or experienced	<p>Conducts needs analysis across all EM functions to determine exercise objectives.</p> <p>Develops EM exercise scenarios and resources that meet exercise objectives.</p> <p>Manages the execution of EM exercises.</p> <p>Develops EM exercises that require integration of organizations and EM functions.</p> <p>Contributes to the development of exercises.</p>
3. Advanced expertise or significant leadership	<p>Gains commitment and buy-in to EM exercises across the organization and with EM partners.</p>

KEY AREA 7 – CAPABILITY DEVELOPMENT (CD)

CD04 Capability development opportunities are provided to build a workforce of trained and competent personnel

1. All practitioners	<p>Contributes to development needs analysis of staff and volunteers to identify gaps in organizational capability.</p> <p>Supports the provision of opportunities for individuals to undertake their roles competently.</p> <p>Contributes to the evaluation of capability development opportunities.</p>
2. Supervisory or experienced	<p>Conducts development needs analysis of staff and volunteers to identify gaps in organizational capability.</p> <p>Provides the necessary opportunities and resources for individuals to participate in relevant development opportunities.</p> <p>Provides opportunities for individuals to undertake their roles competently.</p> <p>Encourages individuals to undertake training and education to enable career progression and succession planning.</p> <p>Addresses balance between individual career expectations and organizational needs.</p> <p>Evaluates capability development opportunities.</p> <p>Considers developmental needs of staff and volunteers when building teams and assigning tasks.</p>
3. Advanced expertise or significant leadership	<p>Champions a culture of continuous learning and advocates for ongoing professional development of EM staff and volunteers.</p>

CD05 Organisational capability is monitored and evaluated

1. All practitioners	<p>Contributes to organizational monitoring and reviews to identify gaps in capability.</p>
2. Supervisory or experienced	<p>Conducts organizational reviews to identify gaps in capability.</p> <p>Implements changes to improve EM organizational capability across all phases of emergency management.</p>
3. Advanced expertise or significant leadership	<p>Leads an organizational self-review to identify gaps in capability.</p> <p>Leads the advocacy and implementation of changes to improve EM organizational capability across all phases of emergency management.</p>

8 KEY AREA 8 – LEADERSHIP (LD)

The ability to empower and influence others and drive change at all levels and across all functions of EM.

Leadership is important for the development, **communication** and achievement of EM outcomes. Leaders must be able to initiate and engage in **relationship management** activities with energy and motivation. Leaders demonstrate personal strength, courage, integrity and the ability to influence others and drive change. A crucial component of leadership is self management, which includes a learning curiosity and commitment that demonstrates an individual’s desire to lead their own **capability development**.

Leadership is exercised within integrated **planning**, for example representing an organization, contributing to planning in a consultative way, and driving the process. Leadership must occur at all levels in an organization or operating structure to create an environment that empowers others to act and succeed. While there are specific leadership and management positions within EM, the competencies in this key area are relevant to every individual operating in EM, regardless of their role.

There are four competencies in the key area of Leadership:

- LD01** An EM vision is developed and articulated.
- LD02** An environment is created that empowers others to act and succeed.
- LD03** Leadership is demonstrated through strategic decision making that influences others and drives change.
- LD04** Leadership is demonstrated through professional conduct and effective self management.



LD01 A EM vision is developed and articulated

1. All practitioners	Contributes to the development of a shared vision and direction for EM.
2. Supervisory or experienced	Considers the strategic view during the development of an EM vision and direction.
3. Advanced expertise or significant leadership	Articulates the vision and direction in order to gain commitment from key EM partners. Champions EM outcomes in high-level strategies and plans Helps others see linkages between the organization's vision, values, systems and processes.



LD02 An environment is created that empowers others to act and succeed	
1. All practitioners	<p>Contributes positively to team morale.</p> <p>Demonstrates drive and enthusiasm when participating in activities.</p>
2. Supervisory or experienced	<p>Fosters a sense of responsibility in others.</p> <p>Delegates responsibilities as appropriate and required.</p> <p>Supports development of colleagues and peers through such activities as coaching, mentoring, and exchange of ideas.</p> <p>Seeks and develops the ideas of others.</p>
3. Advanced expertise or significant leadership	<p>Inspires and influences staff through leading by example.</p> <p>Steers negotiations successfully through complex issues.</p> <p>Provides coaching and mentoring to colleagues and peers.</p>

LD03 Leadership is demonstrated through strategic decision making that influences others and drives change	
1. All practitioners	<p>Commits to, supports, and aligns actions and behaviors to the EM vision and direction.</p> <p>Demonstrates innovation when seeking solutions.</p> <p>Contributes constructively to change by challenging assumptions and seeking solutions.</p> <p>Demonstrates awareness of the implications of decisions made.</p>
2. Supervisory or experienced	<p>Demonstrates ability to think strategically.</p> <p>Encourages innovation when seeking solutions.</p> <p>Drives change by constructively challenging assumptions and seeking solutions.</p> <p>Demonstrates understanding of the implications of decisions made.</p> <p>Makes informed, decisive and timely decisions based on all available information and analysis.</p>
3. Advanced expertise or significant leadership	<p>Leads diverse groups towards a shared vision.</p> <p>Influences at the political governance level.</p> <p>Champions EM when engaging at all levels with existing and potential partners and communities.</p>



KEY AREA 8 – LEADERSHIP (LD)

LD04 Leadership is demonstrated through professional conduct and effective self management

1. All practitioners*

Displays willingness and ability to review, reflect on, and adapt behavior.

Aligns actions and behaviors to the EM vision and direction.

Contributes positively to team morale.

Listens actively and is receptive to alternative viewpoints.

Demonstrates drive and enthusiasm when participating in activities.

Monitors own stress levels and takes appropriate action to minimize impact on self and others.

Evaluates own capability and identifies areas for development.

Operates in accordance with organizational and professional ethics.

Represents the organization in a way which maintains reputation and credibility.

**LD04 refers to the competencies expected of all individuals operating in EM. For this reason, all indicators are at the 'All Practitioners' level.*