

JUSTICE INSTITUTE OF BRITISH COLUMBIA

ESS125
Managing Walk-In Disaster Volunteers
Participant Guide

Produced for:

Provincial Emergency Program

Ministry of Public Safety and Solicitor General

by

Emergency Management Division
Justice Institute of British Columbia

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Standards of Conduct for ESS Workers



Responsibilities of ESS Workers

Commitment. Workers shall have a commitment to serve their community and the ESS mission to the best of their abilities, assuring the integrity of the program.

Confidentiality. Workers shall respect the confidentiality of information received during an emergency response to anyone other than authorized emergency workers. If necessary, clarification should be sought from appropriate authority. Confidential information must not be used for personal gains.

Quality of Service. Workers shall provide service to individuals affected by disasters in a manner that is courteous, caring, and professional, while respecting the dignity of people receiving services.

Behaviour. Workers shall:

- Conduct themselves in a manner that meets acceptable social standards and contribute to an environment of mutual respect and dignity, free from discrimination or harassment.
- Follow operational guidelines and established reporting structures.
- Exercise discretion with comments made in public about an incident, people, or other organizations involved.

Self Care. Workers shall:

- Take care of their own physical and emotional health and support team members to do the same.
- Report unsafe conditions to their supervisor, ensuring the safety of themselves and others.

Media Statements. Workers shall direct all enquiries from the media to the designated Information Officer.

Rights of ESS Workers

Orientation and Training. Workers shall have access to the appropriate training to ensure efficient and effective performance of duties.

Forum for Input. Workers shall be made aware of, and have access to, the proper chain of command for handling suggestions and complaints.

Support. Workers shall receive support from the local, regional, and provincial levels of the ESS Program.

Safe Conditions. Workers shall have a safe working environment, understanding that there is some inherent risk in responding to disasters.

Supplies and Equipment. Wherever possible, workers shall be equipped to do their job.

**Justice Institute of British Columbia
COURSE OUTLINE**

Course Code:	ESS125
Course Title:	Managing Walk-In Disaster Volunteers
Prerequisite Courses:	ESS100 Introduction to ESS ESS111 Reception Centre
Sponsoring Division:	Emergency Management Division
Previous Course Code & Title:	ESS203 Managing Walk-In Disaster Volunteers
Course Effective Date:	July 2007

# of Credits:	0.5
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Course Description:

This course is intended for those on the ESS team responsible for managing walk-in disaster volunteers. In this highly participatory workshop, participants will learn about managing large numbers of untrained walk-in disaster volunteers and have the opportunity to set up a volunteer services centre.

Course Goal(s):

The goal of the course is to provide participants with the knowledge and skills necessary to manage large numbers of untrained “walk-in” volunteers.

Course Learning Objectives:

Upon completion of this course, participants will be able to:

1. Describe the volunteer management cycle
2. Discuss volunteer management during a disaster response
3. Define roles and responsibilities of volunteers/staff in a disaster response
4. Develop plans to set up a Volunteer/Staff Management Branch workstation
5. Set up and manage one of two types of volunteer/staff management centres, based on having minimal or no warning of an impending disaster and having a sufficient warning period to allow time to organize and set up.

Course Topics/Content:

1. Introduction
 - Volunteer management cycle
 - Roles and responsibilities
 - Reception Centre organization
2. Managing walk-in volunteers—no warning of disaster
3. Managing walk-in volunteers—time to organize
4. Staying on track
 - Training
 - Scheduling
 - Orientation
 - Recognition
 - Evaluations

Text and Resource Materials: Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

Required:

Managing Walk-In Disaster Volunteers Participant Guide will be provided to students at beginning of the course.

Recommended:

None.

Course Level:

	First Year		Second Year		Third Year		Fourth Year
X	Other (describe): Continuing education						

Equivalent Course(s) within the JIBC:

None

Class Delivery Methods:

Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	7			
Simulation/Lab				
Practicum/Fieldwork				
Online				
Correspondence				
Total Class Hours	7			

Comments on Delivery Methods:

None.

Related Program(s): (where applicable)

Not applicable.

Credit Transfer exists at: (List Institutions with official transfer agreements and name equivalent courses)

Not applicable.

Course Grading System:

Check the system that applies to this course:

	Letter Grades	X	Percentage		Pass/Fail		Credit/No Credit
	Complete/Incomplete		Attendance Only		Not Applicable		

Passing Grade:	70%
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JIBC Standard Grading Scale for Letter, Grade Point and % Grades:

Letter Grade	Grade Points	% Range
A+	4.33	90-100
A	4.00	85-89
A-	3.67	80-84
B+	3.33	76-79
B	3.00	72-75
B-	2.67	68-71

Letter Grade	Grade Points	% Range
C+	2.33	64-67
C	2.00	60-63
C-	1.67	56-59
D	1.00	50-55
F	0.00	0-49

Evaluation Activities and Weighing: (complete the %'s which apply – total must equal 100%)

Final Exam	%	Assignments	100%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation:

Academic credits are awarded only upon successful completion of Prior Learning Assessment and Recognition (PLAR). For more information on the PLAR process, go to http://www.iibc.ca/emergency/Programs_Courses/Certificates/docs/EMD_Cert_Program_PLAR_Information.pdf

Participants enrolled in the Emergency Management Certificate program may use this course as an elective.

Other Course Guidelines, Procedures and Comments:

View the Justice Institute of BC Policies listed below at:

<http://www.iibc.bc.ca/studentServices/main/AcademicServices/policies.htm>

Access Policy
Harassment Policy
Prior Learning Assessment Policy
Student Code of Conduct

Academic Appeals Policy
Intellectual Property Rights Policy
Research on Human Subjects: Ethics
Student Records

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Introduction

What Are Walk-In Volunteers?

For the Provincial Emergency Program (PEP), volunteers are the “public safety lifeline.” There are more than 16,000 volunteers registered in the five PEP disciplines (Emergency Social Services, Search & Rescue, Emergency Radio Communications, PEP Air, and Road Rescue) in communities throughout British Columbia. During a disaster, these trained volunteers are frequently supplemented by convergent or “walk-in” volunteers, sometimes also referred to as “spontaneous”, “episodic”, or “unaffiliated” volunteers.

Principles of Volunteer Management

Having a volunteer management plan in place will help to ensure these valuable resources are well placed within the organization. The volunteer management cycle (Figure 1) is a simple way of looking at the vital functions or components of an effective volunteer program.

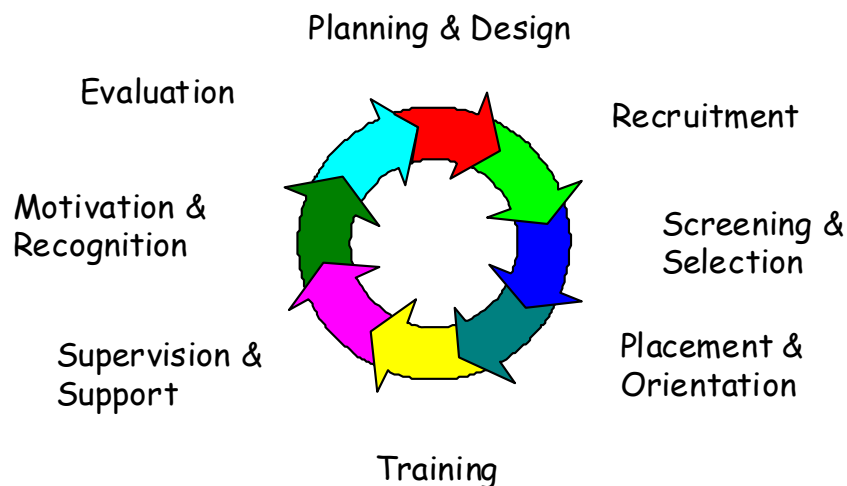


Figure 1: Volunteer Management Cycle

Planning & Design

The planning and design stage includes a needs assessment to determine exactly what your volunteer needs are in terms of specific positions, activity areas, specific tasks, and characteristics of the right volunteer for your needs. It also includes planning for recruitment - identifying your target market for the people you will approach, where you will find them, and how you will approach them.

Recruitment

Recruitment is the outreach stage. Person-to-person is still the best method; however, other approaches include advertising through the media, public displays, and telephone campaigns.

Screening & Selection

Screening and selection is just as important for volunteer positions as it is for paid positions. The volunteer should complete a volunteer registration form that serves as the basis of the interview. It is an opportunity for the interviewer to get to know the new volunteer, their strengths, experiences, interests, etc.

Placement & Orientation

Placing the volunteer in a mutually desirable and satisfying position will ensure both your needs are met. All new volunteers should receive an orientation in which they are introduced to the specific volunteer organization and provided the basic information needed to get started.

Training

Training provides the new volunteer with the tools necessary to carry out their assigned tasks.

Supervision & Support

The amount of direction and support required will depend on the needs of the volunteer and the assigned task.

Evaluation

Provide feedback to the new volunteer on how he or she is doing on an ongoing basis. This stage should also include the opportunity for the new volunteer to do a self-assessment on his or her progress.

Motivation & Recognition

Motivation and recognition involves formal and informal ways of saying thank-you and showing your appreciation.

Roles and Responsibilities of Volunteer/Staff

Management Branch

During a response, workers in Volunteer/Staff Management Branch provide support for walk-in volunteers and existing members of the team; they also recruit additional volunteers as required to maintain an operation.

Tasks relating to this function may vary amongst the five Public Safety Lifeline disciplines, but the basic principles are dictated by the BC Emergency Management System (BCERMS)

Volunteer/Staff Management Branch Function Checklist

Reports To:

Logistics Section Chief

Title (if this function is staffed):

Volunteer/Staff Management Branch Coordinator

Responsibilities:

1. Oversee the implementation and operations of the Volunteer/Staff Management Branch.
2. Consult with all Branch Coordinators and Unit Supervisors within the Reception Centre to determine their personnel needs and provide personnel, as requested on ESS Personnel Request Forms.
3. Identify, recruit, screen, and assign additional personnel, as required.
4. Ensure that Reception Centre personnel receive appropriate training and/or orientations.
5. Ensure all Reception Centre personnel sign in and out on the PEP Task Registration Form for each shift they work.

Activation Phase:

- Sign the PEP Task Registration Form. Obtain identification.
- Report to assigned supervisor to obtain current status and specific instructions.
- Establish workspace (to include orientation/training).
- Determine resource needs, such as people, equipment, phones, checklist copies, and other reference documents. Notify Supply Branch of any resource requirements.
- Obtain equipment, supplies and required forms.
- Establish and maintain a position log to list the actions taken during the shift.
- Ensure workers within the Branch are given a checklist for their respective function.

Operational Phase:

- Maintain communication with assigned supervisor.
- Maintain position log in chronological order describing actions taken during the shift.

- Work closely with other functions to determine their personnel needs.
- Ensure that all personnel sign in on PEP Task Registration Form at the start of each shift.
- Provide appropriate identification and direction for arriving personnel.
- Coordinate with the Information Officer and Safety Officer to ensure that all Reception Centre personnel receive a current situation and safety briefing upon sign-in.
- Ensure that all personnel sign out on PEP Task Registration Form at the end of each shift to help establish a time worked record for the Reception Centre.
- Assist with problem solving issues that arise from personnel recruitment and/or assignment.
- If additional ESS personnel are required to work at the Reception Centre, ensure the following tasks are performed:
 - Recruitment
 - Screening
 - Orientation
 - Assignment/Placement
 - Training
 - Support and Feedback
 - Recognition
- Establish communications with personnel agencies and other organizations that can provide human resources if required.
- Initiate request to assigned supervisor for call-out of ESS Support Organizations and/or ESS Mobile Support Teams for assistance if required.
- Create and maintain a status board or other reference document to keep track of incoming personnel resources.
- Brief Logistics Section Chief on significant issues affecting the Volunteer/Staff Management Branch.
- Attend Logistics Section briefings.
- Provide status report information to Section Chief prior to management team meetings.
- Brief Unit Supervisors within the Branch as needed.
- Prepare shift schedules as needed.
- Assist, support and provide direction to Unit Supervisors.
- Monitor Unit personnel to ensure appropriate worker care is implemented.
- Brief replacement for the next shift and identify outstanding action items or issues.

Deactivation Phase:

- Complete all required forms, reports, and other documentation. All forms should be submitted to the Planning Section, as appropriate, prior to departure.
- Deactivate assigned position and close logs when authorized by the Reception Centre Manager.
- Submit a list, for delivery to the appropriate section, of the following:
 - Status of all borrowed equipment
 - All ESS equipment and supplies needing restocking
 - Names of personnel and hours worked
- Clean up work area before leaving.
- Sign out when leaving.
- Leave a forwarding number.
- Access critical incident stress debriefing as needed.
- Be prepared to contribute to any post event processes (e.g., debriefs, reports etc.).

Function Aids:

- Position Log
- ESS Personnel Request Form
- Status Report
- Shift Schedule
- ESS Resource Request Form
- PEP Task Registration Form
- PEP Expense Reimbursement Request
- PEP Expense Reimbursement Request Supplement
- Volunteer/Staff Assignment Form
- Personnel Management Tracking Form
- Volunteer/Staff Intake Log
- Organization Recruitment Log
- Volunteer Intake Centre – Sample Floor Plan
- Volunteer/Staff Management Branch Screening Interview Questions
- Volunteer/Staff Orientation
- Volunteer/Staff Information Sheet
- Volunteer Registration Form
- Standards of Conduct for ESS Workers

Fully Expanded ESS Reception Centre Organization

Figure 2 illustrates the fully expanded ESS Reception Centre organizational chart. Note that not every function may be filled or addressed in every emergency.

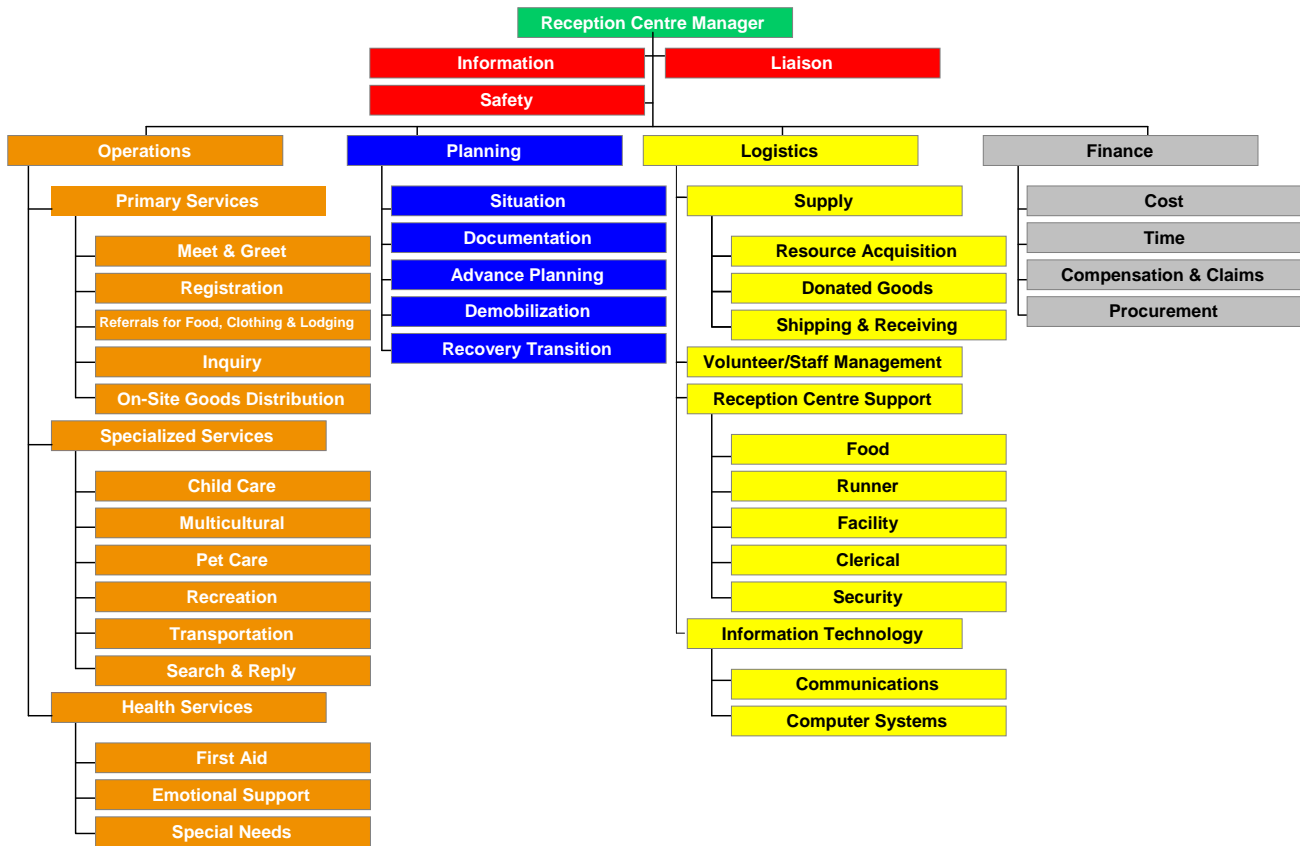


Figure 2: Reception Centre organization

ESS Reception Centre Sample Floor Plan

Figure 3 is a sample floor plan for a Reception Centre. Depending on the situation, some or all of these areas may be set up.

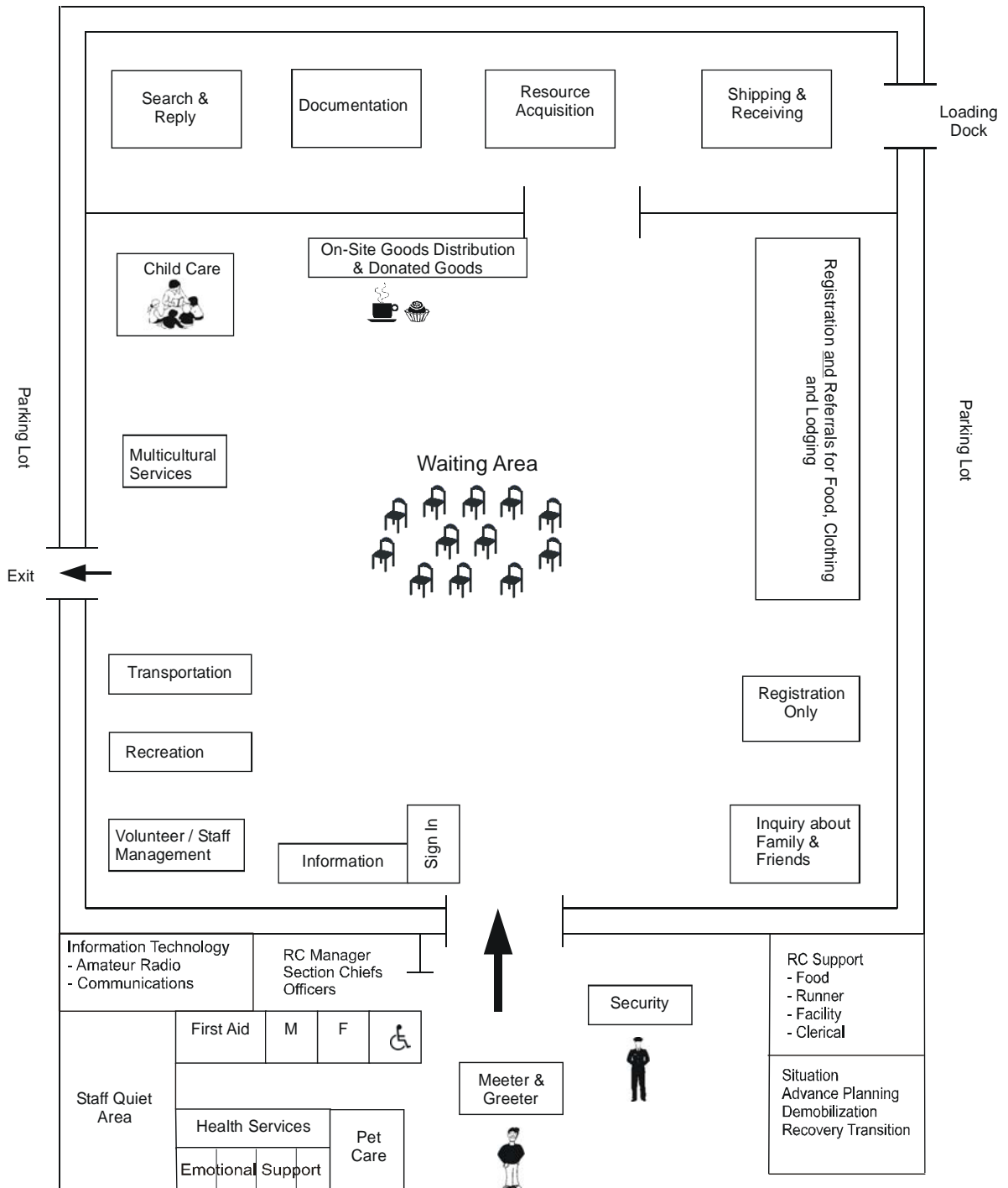


Figure 3: Sample Reception Centre plan

How to Use This Guide During a Disaster

This manual is for those who must organize large numbers of walk-in volunteers during a disaster. Some disasters allow time to organize; for example a flood that is predicted several days in advance or a slow-moving forest fire. Other disasters, like a sudden earthquake, tornado, or flash flood, give little or no warning. Each type of incident requires a different management strategy.

Section 2: Disaster: No Warning

This section deals with managing a sudden event. Here the workers within the Volunteer/Staff Management Branch must move with exceptional speed.

Section 3: On Alert: Time to Organize

In this situation procedures are more complete, less rushed by the demands of time. If the disaster you are managing begins with no warning but later becomes less frantic, switch to the more complete procedures of Section 3.

Section 4: Staying on Track

This section covers on-the-job support for volunteers, including training, scheduling, evaluation, and recognition.

Section 5: Appendix

Section 5 contains important reminders for a quick reference as well as function aids that will be required during an operation. A resource list includes books, videos, and websites on the subject of volunteer management.

Disaster: No Warning

GETTING STARTED

You may receive offers of volunteer help by phone and/or in person. Volunteers tend to converge on operations sites where the media has gathered or at a facility like a Reception Centre or search site. You may want to receive them on site, or have all volunteers directed to call or come to a separate Volunteer Intake Centre. You will need a small team of people to help you and an office to use as your headquarters.

ORGANIZING YOUR WORKSPACE

You will need:

- One or more receptionists to receive the walk-in volunteers and telephone inquiries
- Pens and paper
- Volunteer/Staff Intake Log (Figure 4)
- PEP Task Registration Form
- Position Log (for Supervisor)
- Table and chairs
- Telephones
- "Volunteers" sign at the reception table

Date: _____		Volunteer/Staff Intake Log						
Name Last First (Print Clearly)	Address (Including Postal Code)	Telephone		Availability		Skills	Call backs	Misc.
		Home	Work	Days	Hours			
<i>Evans, Patrick</i>	<i>224 Lost Lane Pine Hill V7R 3S9</i>	<i>783-1212</i>	<i>454-7890</i>	<i>Sat, Sun</i>	<i>Am - 4 hours</i>	<i>Counseling background</i>	<i>July 22</i>	
<i>Black, Cassie</i>	<i>691 Home Rd Aylmer V8A 2T8</i>	<i>224-8749</i>	<i>224-3340</i>	<i>Any Evening</i>	<i>6 pm - 9 pm</i>	<i>Tele work, Filing, Photo</i>	<i>July 22</i>	

Figure 4: Volunteer/Staff Intake Log

A sample of a blank intake log is included in the Appendix.

Action!

- Tape up the sign “Volunteers” on the wall where it is clearly visible.
- Inform your team that their first task will be to keep track of all people willing to help by recording:
 - Name
 - Address
 - Telephone
 - Skills
 - Availability
- Remember, people WILL be showing up to help, so be prepared to keep track of all offers. The EOC must authorize all press releases.
- Advertise via the news media a telephone number and/or location for volunteers to report to. The Emergency Operations Centre must authorize a press release.
- Instruct your team to say the following to potential volunteers:

“We are still in the process of setting up our operation. We are currently assessing where volunteers are required. Please give us your name and phone number, your skills, and your availability, and we’ll call you back within 24 hours.”

NEEDS ASSESSMENT

In those first few hours, while others record the offers to help, you will need to move quickly to find out what volunteer assistance is needed.

You will need:

- Pencil, clipboard, felt pens, tape
- Photocopies of the ESS Personnel Request Form (Figure 5)
- Flip chart paper
- Post-it notes

▪ **SAMPLE PERSONNEL REQUEST FORM**

<u>Kal Harper</u>		<u>Food Services</u>	<u>July 21</u>	<u>1300 hours</u>
Request From: (Name)		Section / Unit	Date	Time (24-hour)
# of Personnel Required	Tasks to Perform (location, duration)	Types of Skills Required	Time Needed (Check if Needed)	
2 – 4	Providing cooked meals to evacuees	Experienced cooks (food safe preferred)	1500	()
10 – 15	Serving food to evacuees	Able to deal with a variety of people	1500	()

Figure 5: Personnel Request Form

A blank ESS Personnel Request Form is available in the Appendix.

Action!

- As you circulate with the volunteer request forms, ask Supervisors what staffing they need. Find out:
 1. Tasks to be performed.
 2. Starting time and duration of the activity.
 3. The number of personnel required.
 - As you are estimating how many people are required, calculate for a few extra.
 - If more people are recruited than needed, they may be placed elsewhere.
 4. Specific qualities and skills required for each activity.
 5. Training to be provided.
- Record this information on the request form. This way you will see at a glance:
 - Which Units need volunteers.
 - How many volunteers are needed.
- Post a wall chart identifying all volunteer needs (Table 1). Use Post-it notes or an erasable board so you can reduce the numbers as you fill requests and add as more come in.

Table 1: Volunteers needed

	Documentation Unit	Food Unit	Registration	Sand-bagging	Emergency Radio Operators	First Aid
John Brown Community Centre (Reception Centre)	1	3	10		1	1
Greenwood Elementary School (Group Lodging)	1	2	1		1	
River Road Dyke				30	1	3

As the relief effort continues, keep assessing the need for volunteers so that you can plan ahead. This may be done at daily briefings or in one-to-one discussions.

SCREENING AND PLACEMENT

You now must match the offers to volunteer with the needs of the service areas.

- Call back those who have volunteered. Explain the situation and arrange for them to report to you at their earliest convenience.
- When they arrive, you will either interview them individually, very quickly, or hold a group session in which they self-select their placements.

One-Minute Interview

"Why do you want to help?" You want to screen out inappropriate volunteers right away. Go with your intuition if you are uneasy about an individual but can't quite figure out why.

"What skills and training have you used and had in the last few years?" This question helps you assess where this person will work best. Try to determine whether the skills are basic, intermediate, or advanced. Use prompts based on the needs of the service areas. For example, "We need people to fill sandbags, register evacuees on forms, and serve food. Would you be able to do one of those jobs?"

"Is there an area that particularly appeals to you?"

Group Placement

If you do not have time for one-minute interviews, have volunteers place themselves:

- Assemble the volunteers.
- Announce what jobs are available and what skills are needed for each job. Indicate the number of people you need for each job.
- Emphasize that all jobs are vital to the relief effort as a whole. You want volunteers to feel good about their contribution, no matter how mundane or menial their initial placements may seem.
- Ask volunteers to choose one of the jobs and to assemble in groups according to their choices. If any volunteers feel there are no jobs for them, they should see you.
- Compare the number of people who chose each job with the numbers you need. Shuffle as necessary.
- Convergent volunteers should not be assigned to working with vulnerable populations such as children, frail elderly, and people with disabilities.

ORIENTATION

THE FIFTEEN-MINUTE SESSION

Purpose:

Provides prospective volunteers with essential information about the disaster. At the beginning of the disaster, events are taking place at an accelerated rate. Provide people with what they must know and get back to them later with more details.

Action!

Orientations need to be given out as often as needed. Do these in a quiet area. Use flip charts or white boards, if available.

- Start with a welcome statement.
- Confirm PEP Task Registration Sign In and reminder to enter time out at end of shift.
- Explain what the event is, who is involved, etc. Explain what agencies are involved in the response effort.
- Reinforce that a positive attitude is paramount. Respect is a must. Stress will exist, but with a positive and respectful attitude things will go better. Treat each other with respect and dignity. This extends to the evacuees.
- Explain the organizational chart. Always be sure you know who your supervisor is.
- Reinforce that all aspects of this response are confidential. Do not talk to the media unless given permission. Be polite to the media if asked anything, but refer them to the Information Officer.
- Be sure to describe the layout of the site or facility. Perhaps a walkabout tour would assist with this.
- Provide practical information:
 - Washrooms
 - Shift schedule
 - Breaks
 - Worker rest areas
- Explain self-care:
 - Be careful and safe
 - Be aware of stress

All of the above should be provided on a FACT SHEET and given to every volunteer or posted in the volunteer orientation area. This may be all the orientation you will have time for.

- Hold these orientations as often as needed.
- For short-term volunteers (i.e., a couple of hours), provide only the handout to save time.
- Designate one or two people to conduct these sessions in a quiet area.
- Use flip charts to emphasize essential points.

On Alert: Time to Organize

GETTING STARTED

ORGANIZING YOUR TEAM

- ❑ Contact your Volunteer / Staff Management team members and place them on alert. Arrange a meeting if time permits. If you don't have a team to help you, recruit one.
- ❑ Determine how long your team members can help and what area of responsibility each person will handle:
 - Intake/Recruitment
 - Interviewing/Screening/Placement
 - Scheduling
 - Orientation/Training
 - Recognition
- ❑ As Volunteer/Staff Management Branch Coordinator you'll be responsible for:
 - Ensuring that the team works together
 - Record keeping/Reporting
 - Ensuring that staffing needs are being met
 - Problem solving
 - Providing team leadership by example

IDENTIFYING YOUR WORK LOCATION

- ❑ Work with your organization's management team or Emergency Program Coordinator to determine the most appropriate location for volunteer intake.
- ❑ Consider whether you should process volunteers on site a (i.e., at Reception Centre), or at a separate Volunteer Centre. The advantage of a separate site is that you can have your own workspace and minimize congestion at the site. The advantage of locating at the site is that volunteers often converge there.
- ❑ Your workspace will require telephones, tables and chairs, space for interviewing, and separate rooms for orientations and training.

ORGANIZING YOUR WORK SPACE

1. Recruitment Area

- Provide a list of instructions for those team members answering the phone, including:
 - How to answer the phone
 - What information can be given about volunteer opportunities
 - Volunteer Services phone numbers, addresses, and other information volunteers may need (post these on the wall)
- Prepare recruitment binders complete with personnel request forms and other necessary information. Have one for each person handling offers to help.
- Set up tables and chairs as needed.
- Designate some telephones for receiving calls and others for recruiting.

2. Interviewing

- Establish a waiting area.
- Establish an interview area, preferably in a separate room.

3. Orientation Area

- Establish an orientation room: a classroom set-up with flip charts that will accommodate 10 -25 volunteers at a time.
- If necessary, arrange for a TV/VCR to show a short video such as *When Disaster Strikes* or *Sandbagging Basics*.

4. Supplies

- Obtain necessary supplies:
 - Accordion file for registration forms
 - Binders, dividers
 - Staplers, pens, pencils, tape, hole punch, scissors, name tags for volunteers, file folders
 - Position/Function Checklists and Function Aids
 - Copies of forms found in the Section 5 – Appendix

GATHERING DEMOGRAPHIC INFORMATION

- Find out the following information:
 - How many evacuees are expected?
 - What is the composition of the community (age, language, ethnicity, culture, economic status)?

The answers to these questions will help you prepare for recruitment, orientation, and training.

You may refer to the inside back cover of this manual for a sample floor plan for your Volunteer Intake Centre.

NEEDS ASSESSMENT

- If a meeting of Unit Supervisors/Branch Coordinators/Section Chiefs is held, ask for approximate numbers of volunteers required so you can get your team prepared.
- If a meeting is not possible, consult the Unit Supervisors by phone or person.
- If the Unit Supervisors are not certain of what they will need, give them time to assess the situation.
- Complete a Personnel Request Form (Figure 6) based on consultation with the Unit Supervisors.
- Remember to complete the qualities and skills required so you can enhance the match between volunteers and jobs.

Some Unit Supervisors may need to be prompted before they can assess their volunteer needs. Give them a scenario:

- What if 1,000 people are evacuated?
- How many workers will you need?
- How many do you already have?
- How many should I recruit for you?
- With what skills?
- What if the duration of the response is extended?

SAMPLE PERSONNEL REQUEST FORM

<u>Kal Harper</u>	<u>Food Services</u>	<u>July 21</u>	<u>1300 hours</u>
Request From: (Name)	Section / Unit	Date	Time (24-hour)
# of Personnel Required	Tasks to Perform (location, duration)	Types of Skills Required	Time Needed (Check if Needed)
2 – 4	Providing cooked meals to evacuees	Experienced cooks (food safe preferred)	1500 ()
10 – 15	Serving food to evacuees	Able to deal with a variety of people	1500 ()

Figure 6: Personnel Request Form

A blank Personnel Request Form can be found in the Appendix.

RECRUITMENT

Instead of relying on random offers of volunteer assistance, recruit people with the specific skills you need. If you don't have enough volunteers, reach out for more. Some people are just waiting to be asked. Recruit creatively.

TAPPING COMMUNITY RESOURCES

Make a list of organizations whose members are likely to have the skills you need.

- Chamber of Commerce
- Service organizations (Lions Club, SPCA)
- Sports organizations – Hikers clubs, snow mobile clubs, and fitness clubs
- Women's organizations (Junior League, Business Women's Clubs)
- Hospital auxiliaries or volunteer departments
- Trade unions (for heavy labour, warehouse work, construction)
- Church and religious groups
- Cultural groups
- Volunteer centres
- Community organizations (Block Watch, Citizens on Patrol, Women's Institute, community centre volunteers)

Call a senior official in the organization such as the president. Explain your need for volunteers and skills required. Ask if they would be willing to recruit for you. Fax them a one-page fact sheet describing your volunteering opportunities, along with a contact name and telephone number.

Group recruitment is effective because it saves time and provides teams of people who already know one another.

LOANED EMPLOYEES

Businesses may be willing to give employees an opportunity to volunteer their help while still being paid by the company. Some requests for volunteers are so specialized this may be your only option; for example, a counsellor. Contact businesses and find out if they will loan you the people you want. In large companies, ask for the Human Resources department.

Use the Organization Recruitment Log (Figure 7) to keep track of your interactions with organizations and businesses. After disaster operations end, you will want to use this list to send letters of recognition. A blank log is included in the Appendix.

Organization Recruitment Log

Date	Contact Organization	Address	Telephone	Contact Name	# of Volunteers	Availability	Comments
July 31	Express Courier	1729 Bush Rd St. Mald V2R 2N9	879-4268	John Harp	2	Thurs & Fri 12 – 4	This week only
July 31	Retired teachers Association	42 Lowen Ave. Widaws VEZB4M	678-1234	Larry Smithie	10	Mon- Fri Various times	Call each person
July 31	Big Ben Builders	567 Concrete Blvd. Widaws V3Z B2N	668-6909	Lui Tse	3	Fri Evenings	Names attached

Figure 7: Recruitment Log

USING THE NEWS MEDIA TO ADVERTISE

- In the news release, specify the skills you need. Do not send a blanket invitation for people to help. Ask the Information Officer to prepare the release. The Reception Centre Manager must authorize the request before it is sent to the EOC for approval and release.

SAMPLE: "Volunteer telephone operators are needed immediately for afternoon and evening shifts. Excellent English skills required, Mandarin or Punjabi is an asset. Please call 1800 426-HELP.

- After the news release goes out, be prepared to receive an increased volume of phone calls.
- Prepare a fact sheet for the person(s) handling phone calls, including:
 - Specific shifts available
 - Orientation and training provided
 - Where to report
 - Whom to report to
- Media may also be utilized to advise the public when there is no further need for volunteers.

EVACUEES AS VOLUNTEERS

You may want to consider some evacuees as possible volunteers after their family and personal needs have been met. Conduct a thorough interview to ensure that they have the mental and physical stamina to handle their job. Evacuee-volunteers can provide valuable insights into the needs of other evacuees.

LIAISON WITH DIVERSE GROUPS

Ask yourself the following questions:

- Are the survivors' needs being met in the most effective way?
- Is there a need for interpreters or cultural assistance that is currently not being met?

- Ask the Unit Supervisors in the Operations Section if interpreters or advisors on cultural issues would improve their service to survivors.
- Scan the Yellow Pages and social services directories for organizations that may have the types of volunteers you need.
- Contact key individuals and arrange for a meeting to discuss how their members can help.

CHALLENGING RECRUITMENT ISSUES

- ❑ When there are more offers to help than tasks:
 - Keep a record of all offers (you never know when the situation will change).
 - If possible call back those volunteers who have not been given jobs. Let them know that their offers to help are appreciated and are being declined only because current staffing is sufficient, not because they are unwanted.
- ❑ Inappropriate volunteers:
 - Be tactful. Explain that at this time a suitable volunteer opportunity is not available.
 - Some people may be persistent. Don't send them somewhere else to become someone else's problem. Use the "repeat technique" of communication in a patient, kind way. Thank them very much for their offer. Let them know that you have recorded their offer to help.
 - If a volunteer becomes disruptive, you may need to request assistance from your direct supervisor or security at the site.

- ❑ Loss of volunteers:

As the relief effort continues, new volunteers will be needed because:

- People return to their paid work
- Vacations start or end
- Tasks or needs change
- Volunteers may overwork and burn out

Keep anticipating where and when volunteers are needed so you can plan ahead. Add more shifts so that volunteers don't burn out.

SCREENING AND PLACEMENT

Have potential volunteers complete a registration form (see Appendix) and use it to launch the interview. Because volunteers are eager to help, some may become impatient with being interviewed. Explain that interviews are necessary in order to make the best use of each volunteer. Figure 8 is a sample of a registration form.

**Emergency Social Services
Volunteer Registration Form**
(for pre-disaster & disaster volunteer registration)
(please print clearly)

Personal Information

Last Name:	Given Name(s):	Name(s) you go by:	[Mr] [Mrs] [Miss] [Ms]
Street Address:		City:	Postal Code:
Mailing Address (if different):		City:	Postal Code:
Home Phone:	Home Fax:	Cell:	Pager:
Date of Birth (optional):		Home Email Address:	

Figure 8: Volunteer Registration Form

THE TEN-MINUTE INTERVIEW

- **"Why do you want to help?"** This question may help you screen out inappropriate volunteers. Go with your intuition if you are uneasy about the individual but can't quite figure out why.
- "What skills and training have you used and had in the last few years?" Use prompts that correspond to the service area needs, such as:
 - Hospitality experience (cooking, serving)
 - Medical training (first aid, nursing)
 - Office experience (typing, filing, computer)
 Try to determine whether the skills are basic, intermediate, or advanced.
- "Are there any jobs you would prefer not to do, or cannot do?"
- "What type of work do you enjoy the most?"
 - Writing
 - Office work
 - Working with groups
 - Telephone
 - Outdoor work
 - Working alone
 - Teaching
 - Interviewing
 - Recreational activities
 - Supervisory
 - With particular age groups

- Questions to ask yourself:
 1. What skills could this person bring to the job?
 2. What tasks would the volunteer best suited for?
 3. What factors would you consider in placing this person? (age, energy level, ability to communicate, personality traits such as energy and patience)

PLACEMENT

- Ensure volunteer signs PEP Task Registration Form.
- Provide volunteers with information about their jobs.
 - Emphasize that it may be possible to reassign them if their initial placement doesn't work out.
 - Give potential volunteers the opportunity to screen themselves out if they don't feel comfortable with the placements you are offering.
 - Tell them whom to report to and when.

ORIENTATION

THE 30 - 60 MINUTE SESSION

Purpose: Provides prospective volunteers with essential information about the disaster. At the beginning of the disaster, events are taking place at an accelerated rate. Provide people with what they must know with as much detail as time allows.

Action!

Orientations need to be given out as often as needed. Do these in a quiet area. Use flip charts or white boards, if available.

- Start with a welcome statement.
- Confirm PEP Task Registration Sign In and reminder to enter time out at end of shift.
- Explain what the event is, who is involved, etc. Explain what agencies are involved in the response effort.
- Reinforce that a positive attitude is paramount. Respect is a must. Stress will exist, but with a positive and respectful attitude things will go better. Treat each other with respect and dignity. This extends to the evacuees.
- Explain the organizational chart. Always be sure you know who your supervisor is.
- Reinforce that all aspects of this response are confidential. Do not talk to the media unless given permission. Be polite to the media if asked anything, but refer them to the Information Officer.
- Describe the layout of the site or facility. Perhaps a walkabout tour would assist with this.
- Provide practical information:
 - Washrooms
 - Shift schedule
 - Breaks
 - Worker rest areas
- Explain self-care:
 - Be careful and safe
 - Be aware of stress

Additional information that should be included if time allows:

- Community diversity information: Provide information about the cultures and special needs of those affected by the disaster. Emphasize that all evacuees are to be treated with respect and sensitivity.
 - The cultural view of a disaster. For example, is it taken as God's will?
 - Aversion to charity. Accepting food, clothing, and shelter may be very upsetting for some people. Volunteers should explain that this is emergency aid from their fellow citizens to help them deal with a temporary situation, not charity. Volunteers may want to remind evacuees of times when they have helped people in need.
 - Family structure. Volunteers may be assisting people from very different backgrounds. The more information you have regarding the roles of women and men, how children and the elderly are viewed, the better you can help prepare volunteers.
 - Overgeneralization. Remember there is always a mix of new Canadians and first, second, and third generations in every cultural group. Volunteers should not make assumptions about the language spoken, cultural values, etc.

- ❑ Standards of conduct
 - Use good judgment, maintain confidentiality.
 - Focus on the evacuee – don't answer personal calls when working with an evacuee.
 - Respect coworkers.
 - Follow instructions, accept supervision.

- ❑ Worker care
 - Provide safety information if required: for example, areas that have been made unsafe by the disaster, or areas of the community that are unsafe after dark.
 - Ask volunteers to avoid overwork by taking sufficient breaks and rest. Emphasize that they should take care of themselves not only for personal reasons, but also for the benefit of the disaster victims who need their help; overstressed workers are not effective. Encourage volunteers to help each other with stress management and safety. A "buddy system" may be useful. If volunteers need support, they should talk to their supervisor, a fellow worker, or a counselor.
 - Let volunteers know what clothing is appropriate for the jobs they will be doing. Take into account safety, comfort, and appropriateness.

- ❑ Policies
 - Evacuee confidentiality; respect their need for privacy
 - Refer any media to designated Information Officer
 - Other policies

- ❑ Provide a handout summarizing the key points of the orientation. (Volunteers may be too full of anticipation and overloaded with information to remember all that they hear in the orientation.)
 - Volunteer/Staff Information Sheet
 - Brochures:
 - ❑ When Disaster Strikes
 - ❑ Volunteers
 - ❑ Emotional Health Series (4 brochures)
 - Disaster Workers on Assignment
 - Returning Home from a Disaster Assignment
 - Emotional Health Issues for Families and Friends of Disaster Workers
 - People Affected by Disasters (particularly important if volunteer is also personally affected by the disaster)
 - ❑ Self-Assessment: Prior to Disaster Assignment
 - ❑ During and After Your Shift wallet card

Note: Brochures may be ordered through the ESS Office at PEP – 1-800-585-9559.

Staying on Track

TRAINING

Although time for training may be in short supply, all volunteers must be adequately trained to do their jobs successfully. In consultation with Unit Supervisors, the Volunteer/Staff Management Branch Coordinator must decide WHO will do the training and HOW it will be accomplished. The Branch Coordinator can provide advice about:

- How many volunteers will need training
- how to keep the training simple
- What method of training might be appropriate
- How to select or make a request for trainers

METHODS OF TRAINING

1. Group

Advantages

- It saves time because a large number of people can be trained at once.
- Training is consistent because everyone receives the same training.
- Volunteers learn from each other's questions.
- It can promote teamwork.

Disadvantages

- It may be difficult to bring everyone together at the same time.
- You must have an experienced group trainer.
- Training space may be hard to find.

2. One-to-One

- ❑ Advantages
 - This works well when you have people coming in to help at different times.
 - Some individuals learn better one-to-one than in a classroom setting.
- ❑ Disadvantage
 - One-to-one training is very time consuming for the trainers.

3. On-the-Job-Training

The new volunteer begins by working with an experienced worker. When the trainee feels ready to do the job, the experienced worker observes and provides constructive feedback as needed.

- ❑ Advantages
 - The experienced workers ensure that the new workers are performing competently (sometimes individuals volunteer for tasks they are not qualified for).
 - People learn at different rates; on-the-job instruction gives new volunteers a chance to learn at their own pace.
- ❑ Disadvantage
 - Two people are working the same job.

SELECTING TRAINERS

- ❑ Group training
 - If the Unit Supervisor is not experienced in group training or does not have time to train, suggest that experienced instructors be recruited.
 - If no qualified trainers are available locally, the Reception Centre Manager may request this resource from the PREOC, through the local EOC.
- ❑ One-to-one and on-the-job training
 - Unit Supervisors manage the process. They recruit experienced front-line workers as trainers. Advise supervisors to recruit trainers who communicate well and are patient.

SCHEDULING

THE FIRST 72 HOURS

Schedules

You'll need:

- Shift Schedule form (see Figure 9). A blank copy is included in the Appendix. Make a dozen copies to start with.
- Pencils
- Recruitment binder

Action!

- Be ready to coordinate the volunteer schedules until the Unit Supervisors can take this task on.
- Record the volunteers' telephone numbers in case a change takes place and you need to get in touch with them.
- Reduce burnout by establishing shifts of a reasonable length, depending on the task – generally between 4 and 8 hours.
- Keep a list of volunteers available on short notice in case a worker doesn't show up for the assignment or must cancel at the last minute.
- Do not post schedules with full names and phone numbers.

SAMPLE SHIFT SCHEDULE

Facility: John Brown Comm. Centre **Function:** Emotional Support
Date: July 23 – July 29 **Task #:** 05-2231

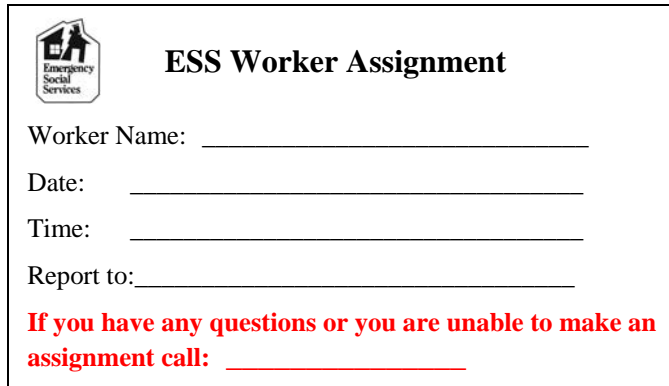
Duties / Position Title	Shift 1 - time frame from: <u>0800</u> to: <u>1230</u> Person assigned	Shift 2 – time frame from: <u>1200</u> to: <u>1630</u> Person assigned	Shift 3 – time frame from: <u>1600</u> to: <u>2000</u> Person assigned
<i>Emotional Support</i>	<i>Patrick E. (783-1212)</i>	<i>Marie K, (879-3330)</i>	<i>Baljinder S. (420-9942)</i>

Figure 9: Shift Schedule

Follow-Up

Touch base with Units using volunteers to ensure that schedules are being used and followed, that volunteers are following through with their commitments, and that volunteers are comfortable with their placements.

Volunteers should be provided with contact instructions if they find they are unable to meet commitments. Figure 10 is an example of an assignment card that can be distributed to volunteers.



The image shows a rectangular assignment card with a black border. In the top left corner is a logo for 'Emergency Social Services' featuring a house icon with a person inside. To the right of the logo, the title 'ESS Worker Assignment' is written in bold black text. Below the title, there are four lines of text, each followed by a horizontal line for input: 'Worker Name:', 'Date:', 'Time:', and 'Report to:'. At the bottom of the card, a red instruction reads: 'If you have any questions or you are unable to make an assignment call: _____'.

Figure 10: Volunteer Assignment Card

ORIENTATION OF UNIT SUPERVISORS

Provide Unit Supervisors with their function checklist and the necessary function aids. If the Unit Supervisors in the service areas are not experienced in managing disaster volunteers, they may benefit from an orientation provided by the Volunteer/Staff Management Branch Coordinator. Issues to cover in the orientation:

1. REDUCING VOLUNTEER STRESS

☐ What to watch for:

- Irritability
- Complaints of nausea, headaches, eye strain
- Fatigue
- Inability to handle tasks
- Forgetfulness
- Fearfulness
- Inability to accept constructive criticism
- Inability to concentrate
- Impaired decision-making
- Over-consumption of alcohol, drugs, or tobacco

☐ Ways to help:

- Determine if a change in jobs will reduce the stress level. Ask specific questions to find out. Perhaps the volunteer needs to recount the personal impact the disaster has had on him or her.
- Provide more breaks, quiet time, and regular days off.
- Emphasize the importance of balance in nutrition, sleep, work, and leisure.
- If necessary, direct volunteers to seek further assistance from an Emotional Support worker or Worker Care personnel, or encourage the volunteers to go home for a couple of days to unwind. Emphasize that their well being is important; they mustn't become "secondary disaster victims." When they return they will be ready to tackle the work feeling refreshed and rested.
- If you need assistance with a volunteer who is experiencing a great deal of distress, consult the person you report to or Emotional Support/ Worker Care personnel.

2. GIVING FEEDBACK

Supervisors should:

- Advise volunteers of the importance and value of their work to the whole operation. Some volunteers become depressed because they feel they aren't doing enough. They need to see the "big picture."

- Give clear, concise instructions.
- Praise good work and correct errors immediately.
- Give more responsibilities to volunteers if they demonstrate the ability.

3. SHIFT BRIEFINGS

Briefings should be held by the unit supervisors before each shift. When volunteers report to work, they should be provided with the latest information regarding the event. Status reports should be available for all to read. Changes in procedures can be explained and discussed. A sense of team pride can be developed. Frustration and misunderstanding can be avoided.

4. SHIFT DEBRIEFINGS

At the end of each shift, give volunteers an opportunity to express their feelings and raise concerns about unresolved trouble spots. Send them home feeling positive about their contributions.

5. TRANSFER OR TERMINATION OF A VOLUNTEER

Interviewing, screening, orientation, and training provide opportunities to assess the skills and personality of a volunteer. Checks and balances are built in, but misplacements do occur and must be dealt with as fairly and as non-judgementally as possible. A volunteer who cannot carry out job responsibilities affects the well-being of disaster survivors and the operation as a whole. The situation must be addressed. Advise the Unit Supervisor that this volunteer must be either transferred to a job more appropriate to the volunteer's skills and personality or, as a last resort, terminated.

Procedure for transfer or termination:

- Act promptly.
- Consider the options (transfer, retraining, change of behaviour).
- Meet with the volunteer privately.
- Ensure confidentiality.
- Provide concrete examples and explanations of unacceptable performance and an opportunity for the volunteer to discuss his or her feelings.
- Discuss the options. If termination is the only option, demonstrate sensitivity for the volunteer's feelings and offer follow-up support.
- Document the meeting for your record as well as for the volunteer's record.

RECOGNITION

Recognition of individuals is not an option; it is a responsibility. Many volunteers, businesses and community organizations have contributed extensively to the disaster relief operation. Keep accurate records of all assistance and offers of assistance.

INFORMAL

It is the responsibility of the Unit Supervisors to provide the day-to-day acknowledgement of workers on the job. Assist the supervisors by offering suggestions:

- Let volunteers know how valuable their work is to the whole operation
- Call volunteers by name
- Use courtesies like "please," "thank you," "good job"
- Bring in little treats
- Write thank you notes
- Go out for lunch or dinner with your team
- Encourage news media coverage of contributions by individuals or businesses
- Coordinate a community recognition event like an outdoor barbecue or evening dinner

FORMAL

This form of recognition comes a month or more after the disaster and becomes a permanent token of appreciation. Possibilities include:

- Certificate of Appreciation
- Community Service Award to businesses
- Letter of commendation from the director of the operation, mayor, or elected officials
- Letter of thanks from the community involved
- A keepsake pin
- An invitation to join the community's ESS team
- A letter to employers who lent employees as volunteers, commending the volunteers' work and the employers' contribution

The news media may be asked to convey official thank-yous to volunteers.

EVALUATIONS

Evaluations from volunteers can provide feedback to Unit Supervisors and the Management team and can help with future volunteer recruitment. They may be held on a formal or informal basis.

Unit Supervisors may not have had experience in conducting evaluations. Work with them to ensure that some form of volunteer feedback is obtained, and volunteers are thanked for their assistance.

Some typical questions for volunteers to answer:

- Did your job assignment closely match your interests and skill level?
- Did you receive adequate orientation and training?
- What suggestions do you have for improvement?
- Would you be interested in receiving information on upcoming training programs?

Encourage the various units to share volunteer feedback with you and others who might benefit from it.

Volunteer / Staff Management Team Evaluations

Conduct an overall evaluation with the team that helped you organize volunteers.

The evaluation should take place as soon as possible after the closing of the disaster. This information will enable you to make changes and will benefit other communities preparing for volunteer management. Record information about what worked, areas that need improvement, and other aspects of managing walk-in volunteers.

RECORD-KEEPING

As a Volunteer/Staff Management worker you know the value of keeping good records:

- Publicizing the number of volunteers encourages volunteering and financial donations.
- Lists of individuals and groups volunteering are required for scheduling and recognition.

APPENDIX

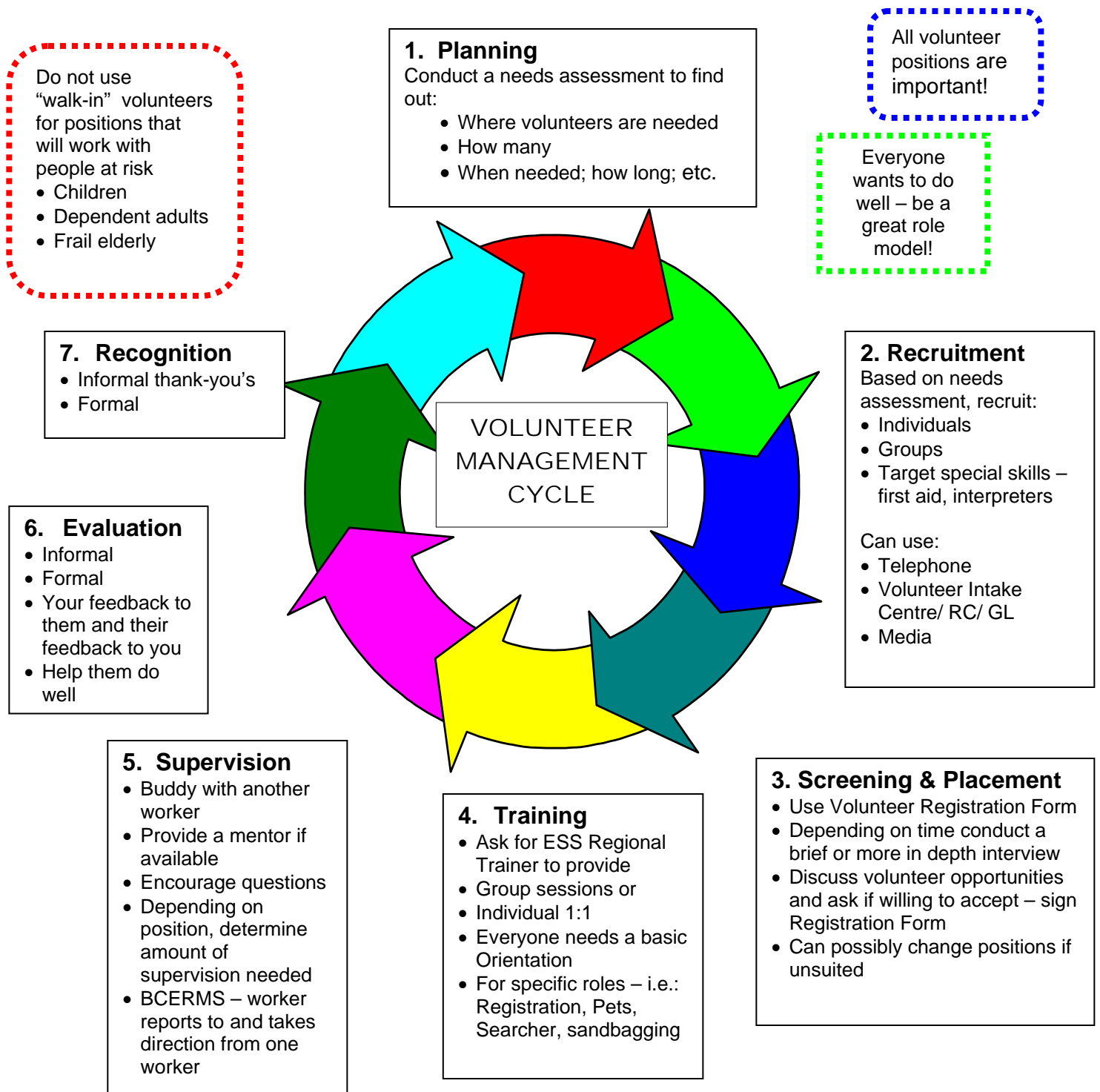
SAMPLE FUNCTION AIDS

- Note: For the most current ESS forms, refer to the Reception Centre Operational Guidelines.
- Tips for Managing Walk-in Disaster Volunteers
- Fully Expanded ESS RC Organization (form 1-7)
- Search and Rescue (SAR) Organization Chart
- Resource Request Form
- Volunteer / Staff Intake Log
- Position Log
- Personnel Request Form
- Volunteer Intake Centre - Sample Floor Plan
- Organization Recruitment Log
- ESS Volunteer Registration Form
- KISS List of ESS Response Functions
- PEP/SAR Convergent Registration Form
- Volunteer/Staff Management Branch Screening Interview Questions
- PEP Task Registration Form
- WCB, Insurance and Liability Protection for PEP Volunteers
- Volunteer/Staff Orientation
- Reception Centre Personnel Management Tracking Form
- Standards of Conduct for ESS Workers
- Volunteer/Staff Information Sheet
- Shift Schedule
- Volunteer / Staff Assignment Form

RESOURCES

- Books
- Websites
- Videos

TIPS FOR MANAGING WALK- IN DISASTER VOLUNTEERS



Criminal Record Checks or Professional Credentials May Be Required for Some Positions

Important Information for Managing Walk-In Disaster Volunteers

1. The **number one goal** of the BC Emergency Response Management System (BCERMS) is to “provide for the safety and health of all responders.” Take extra care to ensure conditions are safe and hazards have been removed before starting an activity.
2. All volunteers, including convergent volunteers, responding in a disaster must “sign in” on the Provincial Emergency Program (PEP) Task Registration Form at the start of their shift and “sign out” at the end of their shift. This must be done each day of the operation for liability protection and WCB coverage. (For complete details, see the brochure WCB, Insurance and Liability Protection for PEP Volunteers on PEP’s website www.pep.bc.ca or contained in this Appendix.)
3. Under the Good Samaritan Act, a volunteer providing emergency aid to someone is not liable for injury or death (unless grossly negligent).
4. The minimum age to enroll with PEP is 16; volunteers between 16 and 18 years of age require signed consent from their parent or guardian. There is no maximum age.
5. Volunteers should take particular care when working with vulnerable people such as children, adults with special needs, such as frail elderly, and people with mental or physical disabilities. A criminal record check may be required of volunteers for some functions.
6. Respect the rights of people with disabilities and make every effort to provide appropriate volunteer assignments.
7. Protect confidentiality – do not discuss or repeat information provided to you in confidence by clients/evacuees/volunteers outside of your job.

RESOURCE REQUEST FORM

Facility / Location: _____ Date/Time: _____

Requested by: (Name & Position): _____

Contact Number: _____ Task#: _____

Item Requested & Quantity (Provide Details)	Time Needed By	Delivery Location & Contact Person

Approved by: _____
(Name & Position)

Response to Request (Completed by Logistics – Resource Acquisition)

Resource available? YES NO (circle one)

Comments: _____

Estimated Arrival: _____

Request Filled By: _____ Date/Time: _____

RECEPTION CENTRE PERSONNEL MANAGEMENT TRACKING FORM

Facility:

Date / Shift:

Task #



Title	Name of Person Responsible
Reception Centre Manager	
Liaison	
Safety	
Information	

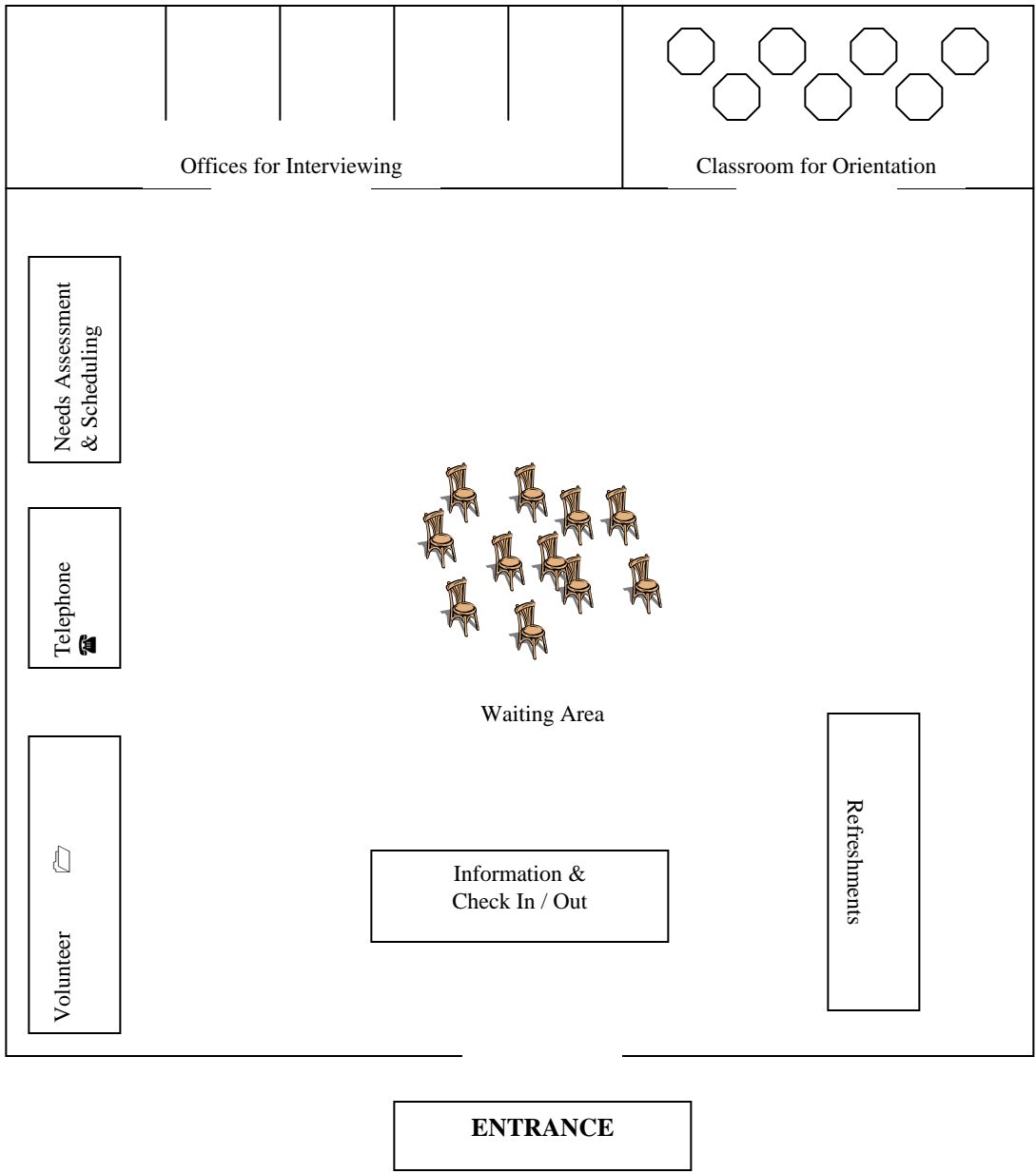
Operations Section Chief	
Primary Services Branch	
Meet & Greet	
Registration	
Referrals	
Inquiry	
On-Site Goods Distribution	
Specialized Services Branch	
Child Care	
Multicultural	
Pet Care	
Recreation	
Transportation	
Search & Reply	
Health Services Branch	
First Aid	
Emotional Support	
Special Needs	

Planning Section Chief	
Situation	
Documentation	
Advance Planning	
Demobilization	
Recovery Transition	

Logistics Section Chief	
Supply Branch	
Resource Acquisition	
Donated Goods	
Shipping/Receiving	
Volunteer/Staff Management Branch	
RC Support	
Food	
Runner	
Facility Management	
Clerical	
Security	
Information Technology Branch	
Communications	
Computer Systems	

Finance Section Chief	
Cost	
Time	
Compensation & Claims	
Procurement	

VOLUNTEER INTAKE CENTRE - SAMPLE FLOOR PLAN



Volunteer/Staff Management Branch
SCREENING INTERVIEW QUESTIONS

Applicant's Name: _____ Date: _____

Applicants Phone Number: _____

Interviewer's Name: _____ Time: _____

1. Why do you want to help? _____

2. What skills and training do you have? _____

3. Is there a particular area you wish to volunteer in? _____

Recommend this person for placement as a worker in this Reception Centre – Yes/No

VOLUNTEER/STAFF ORIENTATION

Orientations need to be given out as often as needed. Do these in a quiet area. Use flip charts or white boards, if available.

- Start with a welcome statement.
- Explain what the event is, who is involved, etc. Explain what agencies are involved in the response effort.
- Reinforce that a positive attitude is paramount. Respect is a must. Stress will exist, but with a positive and respectful attitude things will go better. Treat each other with respect and dignity. This extends to the evacuees.
- Explain the organizational chart. Always be sure you know who your supervisor is.
- Reinforce that all aspects of this response are confidential. No talking to the media unless given permission. Be polite to the media if asked anything of them, but refer them to the Information Officer.
- Be sure to describe the layout of where things are in the Reception Centre. Perhaps a walkabout tour would assist with this.
- Provide practical information:
 - Location of washrooms
 - Shift schedule
 - Breaks
 - Worker rest areas
- Explain self-care:
 - Be careful and safe
 - Be aware of stress

VOLUNTEER/STAFF INFORMATION SHEET

Thank you for being here to help. Here are a few points of information that will assist you at your assigned tasks.

This sheet provides general information only and may not answer all your questions. If you require further information, please ask your assigned supervisor.

1. Dress:

It is best to wear casual clothes when working disaster response assignments. Always make sure your clothes are as clean and neat as the situation allows. It is recommended that you wear closed toed shoes and have a jacket available. Please leave jewellery and valuables at home or locked in your car. Fanny packs are very useful to carry personal items like keys, change, driver's license, etc.

Note: Please no army fatigues.

2. Personal Identification (ID):

You are a representative of the Emergency Social Services team while working on your assigned duties. You should be given some form of ID (name tag or vest). Please wear your ID at all times while on duty and return it at the end of your shift.

If you are using your vehicle as part of your assignment, it should also carry proper ID stickers.

Never wear the ID or display it on your car when off duty.

3. Personal Conduct:

Since you are representing ESS, always conduct yourself in a positive manner. Avoid being judgmental or argumentative.

When assisting evacuees, try to avoid being distracted by personal calls. Keep your mobile phone on "silent" mode and let calls go to voice mail. You can check your messages on your breaks. If the matter is so urgent that it can't wait, you should not be working.

4. Media:

Members of the media may approach you for information. Refer media representatives to the Information Officer or Reception Centre Manager.

Do not give out information or interviews.

5. Giving Information to Evacuees:

You will be working closely with those who have recently experienced a disaster. They will look to you for information and reassurance.

When you are asked a question, give only information that you are sure of. Never pass on a rumour. If you are unsure of the answer to a question, check with a supervisor.

6. Work Assignments:

Unfortunately not all work assignments are going to be fun or glamorous. Helping to clean up or setting up tables, for example, can be hard work. However, all work assignments are important. It takes all of us working together to make a Reception Centre run properly. Try to be flexible.

We are counting on all staff to show up on time and complete their assigned shifts. If you cannot meet a commitment you have made, please tell your supervisor immediately so other staffing arrangements can be made.

Hopefully, your supervisor will have time to give you a more extensive orientation and possibly some specific training. There may be a job description available for your assigned task – ask your supervisor.

7. Stress:

You will find that disaster relief work can be very stressful. You are assuming the responsibilities for the well-being of a group of people who are under stress themselves and can be quite demanding.

You should try to avoid stress burn-out by taking regular breaks, eating properly (avoid excessive caffeine and sugar), and getting enough sleep and exercise. It also helps to talk to someone about what you are feeling.

Never try to assume too much responsibility for resolving the situation; just do your best. If you find yourself short-tempered, unable to sleep, or starting to get overly emotional, see your supervisor.



STANDARDS OF CONDUCT FOR ESS WORKERS

Responsibilities of ESS Workers:

- **Commitment** – Workers shall have a commitment to serve their community and the ESS mission to the best of their abilities, assuring the integrity of the program.
- **Confidentiality** – Workers shall respect the confidentiality of information received during an emergency response to anyone other than authorized emergency workers. If necessary, clarification should be sought from appropriate authority. Confidential information must not be used for personal gains.
- **Quality of Service** – Workers shall provide service to individuals affected by disasters in a manner that is courteous, caring, and professional, while respecting the dignity of people receiving services.
- **Behaviour** – Workers shall:
 - Conduct themselves in a manner that meets acceptable social standards and contribute to an environment of mutual respect and dignity, free from discrimination or harassment.
 - Follow operational guidelines and established reporting structures.
 - Exercise discretion with comments made in public about an incident, people or other organizations involved.
- **Self Care** - Workers shall:
 - Take care of their own physical and emotional health and support team members to do the same.
 - Report unsafe conditions to their supervisor, ensuring the safety of themselves and others.
- **Media Statement** – Workers shall direct all enquiries from the media to the designated Information Officer.

Rights of ESS Workers:

- **Orientation and Training** – Workers shall have access to the appropriate training to ensure efficient and effective performance of duties.
- **Forum for Input** – Workers shall be made aware of and have access to the proper chain of command for handling suggestions and complaints.
- **Support** – Workers shall receive support from the local, regional, and provincial levels of the ESS Program.
- **Safe Conditions** – Workers shall have a safe working environment, understanding that there is some inherent risk in responding to disasters.
- **Supplies and Equipment** – Wherever possible, workers shall be equipped to do their job.

Volunteer Registration Form

(for pre-disaster & disaster volunteer registration)

(please print clearly)

Personal Information

Last Name:	Given Name(s):	Name(s) You Go By:	[Mr] [Ms] [Miss] [Mrs]
Street Address:		City:	Postal Code:
Mailing Address (if different):		City:	Postal Code:
Home Phone ()	Home Fax: ()	Cell/Pager: ()	
Date of Birth (optional): YYYY/MM/DD		Home Email Address:	

Employment Information (optional)

Place of Employment:			
Work Address:		City:	Postal Code:
Work Phone: ()	Work Fax: ()	Cell/Pager: ()	
Occupation:		Work Email Address:	

In case of emergency notify:

Last Name:	First Name:	Relationship:	
Address:	City:	Home Phone: ()	Work Phone: ()

Do you have a valid BC Driver's Licence?

Yes No

Class _____

Driver License Number: _____

Expiry Date: _____

Are you willing to travel outside your community?

Yes No

Do you have personal transportation?

Yes No

Fluency level of English:

Speak Only Read Only Fluent

Languages other than English (specify): _____

Speak Only Read Only Fluent Willing to provide translation service

Experience: Do you have any of the following skills or training? (indicate with a check mark)

<input type="checkbox"/> Amateur Radio	<input type="checkbox"/> Food Safe Certificate	<input type="checkbox"/> Pet Care
<input type="checkbox"/> Call Sign: _____	<input type="checkbox"/> BC Games Society – Northern, Winter, Summer,	<input type="checkbox"/> Recreation Instructor
<input type="checkbox"/> Child Care (qualified/certified)	<input type="checkbox"/> Seniors, or Disability Games	<input type="checkbox"/> Search and Rescue
<input type="checkbox"/> Clothing Services/Retail	<input type="checkbox"/> Homemaker Services	<input type="checkbox"/> Security
<input type="checkbox"/> Computer Skills	<input type="checkbox"/> Interviewing	<input type="checkbox"/> Teacher
<input type="checkbox"/> Counselling Services	<input type="checkbox"/> Sign Language	<input type="checkbox"/> Tourism & Hospitality
<input type="checkbox"/> Editor/Writer	<input type="checkbox"/> Lodging Services	<input type="checkbox"/> Traffic Control
<input type="checkbox"/> Financial Services	<input type="checkbox"/> Managerial Services	<input type="checkbox"/> Volunteer Services
<input type="checkbox"/> First Aid (current certification)	<input type="checkbox"/> Medical Services (please specify)	<input type="checkbox"/> Other (please specify)
<input type="checkbox"/> Food Services		

List any previous ESS training or emergency/disaster experience:

Are you an active member of:

- ESS Team Canadian Red Cross St John Ambulance The Salvation Army
- Other (specify) _____

Possible Assignment:

Volunteers are needed for the following duties. **Please select 3 areas that you would be willing to work in and indicate your preferences by numbering them 1-3 (with 1 being your first choice).**

Meet & Greet – welcome evacuees and direct them to the appropriate service area.	Child Care – provide therapeutic play for children (criminal record check required).
Registration, Inquiry & Referrals Worker – register evacuees, take inquiries about friends and family members, and provide referrals for services required.	Pet Care – register, feed, exercise, and care for domestic pets.
Resource Acquisition – acquire and manage sources of food, clothing, and lodging.	Transportation – assist with driving if licensed and insured.
Emotional Support Services – provide emotional support for evacuees and ESS Workers.	First Aid – specify certification.
Special Needs – assist people with special needs, e.g., frail elderly, people with disabilities.	Information Technology – computer technical skills, amateur radio.
Food Services – provide refreshments for evacuees.	Recreation – provide activities for all ages and special needs groups.
Volunteer Services – recruit, train, assign, and support volunteers.	Runner – pick up and deliver supplies from one station to another.
Administrative Services - clerical support including data entry.	Other

Willing to work anywhere needed? Yes No

Do you have any health problems or restrictions that might affect your volunteer work?

Yes No If yes, please specify: _____

Availability: (Please state preferences – days/times) _____

I have read and agree to adhere to the Standards of Conduct for ESS Workers. If I do not do so, I may be subject to dismissal.

Signature of Applicant _____ Date _____

Signature of Parent or Guardian (if applicant is age 13 to 18 years inclusive):

_____ Date _____

OFFICE USE ONLY	
Starting Date: _____	Area Placed: _____
Comments: _____	
Interviewer: _____	Date: _____

KISS LIST OF ESS RESPONSE FUNCTIONS (KISS – Keep It Super Simple)

ESS FUNCTIONS	DESCRIPTION
ESS Director	In charge of overall coordination and responsibility for ESS Works with other key response groups in the Emergency Operations Centre (EOC)
Reception Centre Management <i>“Decision Makers”</i>	In charge and responsible for the smooth running of the Reception Centre (RC)
Safety	Proactively ensures safety of facility for evacuees and workers in the RC Implements Worker Care measures
Liaison	Acts as the point of contact for representatives from external agencies
Information	Works under the direction of the EOC Information Officer to ensure the RC receives complete & accurate information Coordinates any media visits with the RC Management Staff & EOC Information Officer
Operations Section <i>“The Doers”</i>	Assumes overall responsibility for the coordination of activities within the section, providing front-line services for the evacuees
Primary Services Branch Coordinator	Oversees the set up & operations of the primary services to evacuees
Meet & Greet	Welcomes evacuees coming into the RC and directs them to the appropriate service area according to their physical or emotional needs
Registration	Registers evacuees
Referrals	Interviews evacuees to determine immediate needs for food, clothing, lodging, etc. and provides referrals to community suppliers for assistance

ESS FUNCTIONS	DESCRIPTION
Inquiry	Takes inquiries about the safety and whereabouts of evacuees
On-Site Goods Distribution	Distributes on-site goods such as comfort foods, comfort kits, phone cards
Specialized Services Branch Coordinator	Oversees the set up and operation of any specialized services provided to evacuees
Child Care (Individuals assigned to work in this function must be qualified / certified Child Care Providers)	Provides care & activities for children in a safe, secure and nurturing environment while their parents or guardians are receiving services in the RC Works with the Ministry for Children and Family Development for the care & release of children not accompanied by their parents or guardians
Multicultural	Provides multicultural services as needed such as translators, ethnic foods & clothing, etc.
Pet Care	Provides care for domestic pets while their owners are receiving services in the RC
Recreation	Provides suitable & safe recreation & leisure activities for all ages and special needs groups of evacuees in the RC
Transportation	Consults with EOC to organize and provide means of transportation for evacuees from the RC to a place of lodging
Search & Reply	Attempts to reunite families & friends by matching inquiry forms with registration forms
Health Services Branch Coordinator	Oversees the arrangements for setting up and providing health services as required for first aid, emotional support & special needs
First Aid	Provides first aid to evacuees & RC workers in accordance with their level of training Makes referrals to appropriate health care facilities when needed
Emotional Support (Individuals assigned to work in this function must be qualified /certified appropriately)	Provides emotional support for evacuees & provides referrals to appropriate agencies when needed

ESS FUNCTIONS	DESCRIPTION
Special Needs	Provides assistance to pregnant women, nursing mothers, the frail elderly, dependent adults, & special needs children
Planning Section <i>“The Thinkers”</i>	Assumes overall responsibility for the coordination of all planning activities within the section which includes keeping situation reports & gathering statistics, planning for future RC needs as well as for demobilization of the RC and the transition from response to recovery
Situation	Oversees the preparation, distribution, and display of Situation Reports (data/information)
Documentation	Ensures that RC ESS forms are distributed, collected, organized, duplicated, filed, &/or archived Records information on Statistics Record & distributes them to the Situation Unit
Advance Planning	Reviews all available information to anticipate RC future needs & develops an advance plan for RC response
Demobilization	Creates a Demobilization Plan for the closing of the RC
Recovery Transition	Assists evacuees with the transition from the immediate emergency period to the longer recovery process where the community and individuals will begin to regain former stability or build to a new future
Logistics Section <i>“The Getters”</i>	Oversees workers providing human and material resources to meet the needs of the evacuees and the RC
Supply Branch	Arranges for and oversees the functions dealing with supplies used for the effective operation of the RC Resource acquisition Donated goods Shipping & receiving
Resource Acquisition	Assesses need, acquires, distributes, and tracks material resources, supplies, & equipment for use by evacuees and ESS workers Contacts existing suppliers to confirm availability to provide needed goods and services

ESS FUNCTIONS	DESCRIPTION
Donated Goods (A local authority EOC responsibility)	Receives solicited donated goods for evacuees at RC Forwards unsolicited donations as per EOC direction
Shipping & Receiving	Manages the process of receiving and shipping of supplies & equipment to and from the RC
Volunteer / Staff Management	Manages and supports existing ESS team members as well as new “walk-in” volunteers
RC Support Branch	Ensures the set up of & oversees the functioning of the following: Food Runners Facility Clerical Security
Food	Ensures that meals, snacks, & water for ESS personnel within the RC are available Ensures that comfort foods for distribution to evacuees by on-site goods distribution unit are available
Runner	Transports paper & other small items within the RC Accompanies evacuees or visitors within the RC if Meeters & Greeters not available
Facility	Ensures RC has needed furniture, space, etc. Ensures maintenance & cleanliness – including restrooms & garbage collection
Clerical	Ensures clerical services (scribes, receptionists, minute-taking, word processing, data entry, etc.) are available as required
Security	Ensures security of individuals at the RC Provides security and parking lot traffic control for the RC
Information Technology Branch	Ensures the following information technology services are carried out at the RC as required Communications Computer systems
Communications	Gets information in & out of the RC by the most appropriate means (telephone, media, written, amateur radio, etc.)

ESS FUNCTIONS	DESCRIPTION
Computer Systems	Oversees the installation of computers & internet for the RC as available Provides technical support for personnel working in the RC
Finance Section Chief <i>“The Payers”</i> (should be staffed by local authority)	Oversees workers who will maintain financial records, records time worked by all RC personnel, determines spending limits, assists with setting up new supplier contracts, and handles any WCB or damage claims
Cost	Ensures PEP has provided a PEP Task Number Documents cost information and maintains records of all financial transactions
Time	Keeps all time records and travel claims for ESS personnel
Compensation & Claims	Oversees the claims process for both personal injuries and loss or damage at the RC
Procurement	Oversees the setting up of new supplier agreements and the procurement of new supplies and equipment

CONVERGENT VOLUNTEER REGISTRATION FORM

Task No.: _____ Date: _____
(yr) (mo) (day)
 Name: _____ Age: _____ yrs M F
 Address: _____ Phone No.: _____
 Date of Birth: _____ Drivers License #: _____
 Employer: _____ Phone No.: _____
 Medical Problems, Disabilities: _____
 Next of Kin: _____ Phone No.: _____

<u>Adequate Clothing</u>		<u>Equipment</u>		<u>Food</u>		<u>Training</u>
yes	no	yes	no	yes	no	
Hat/Cap	___ ___	Compass	___ ___	Hot Bev.	___ ___	SAR: _____
Jacket	___ ___	Whistle	___ ___	Water	___ ___	Map/Compass: _____
Sweat Shirt	___ ___	Light	___ ___	Lunch	___ ___	First Aid: _____
Pants	___ ___	Matches	___ ___	Emergency	___ ___	Comm.: _____
Gloves/Mitts	___ ___	Knife	___ ___	Other	_____	Survival: _____
Footwear	___ ___	Pack	___ ___		_____	Other: _____
Sole Pattern	___ ___	F.A. Kit	___ ___		_____	

Experience

Military: _____ Outdoor Rec.: _____
 Survey: _____ Supervisory: _____
 Woods: _____ Other: _____

Recommended Assignment

1) Searcher (___) 3) Radio Operator (___) 5) Plans/ Records (___)
 2) Logistics (___) 4) First Aider (___) 6) Team Leader (___)
 Other: _____

Interviewed and Recommended by: _____ Position: _____
 I, _____ volunteer my assistance for this search operation.

 Witnessed

 Signature of Volunteer

This form does not need to be sent to PEP however the volunteer must also sign the PEP Task Registration Form for liability protection and Worksafe BC coverage.

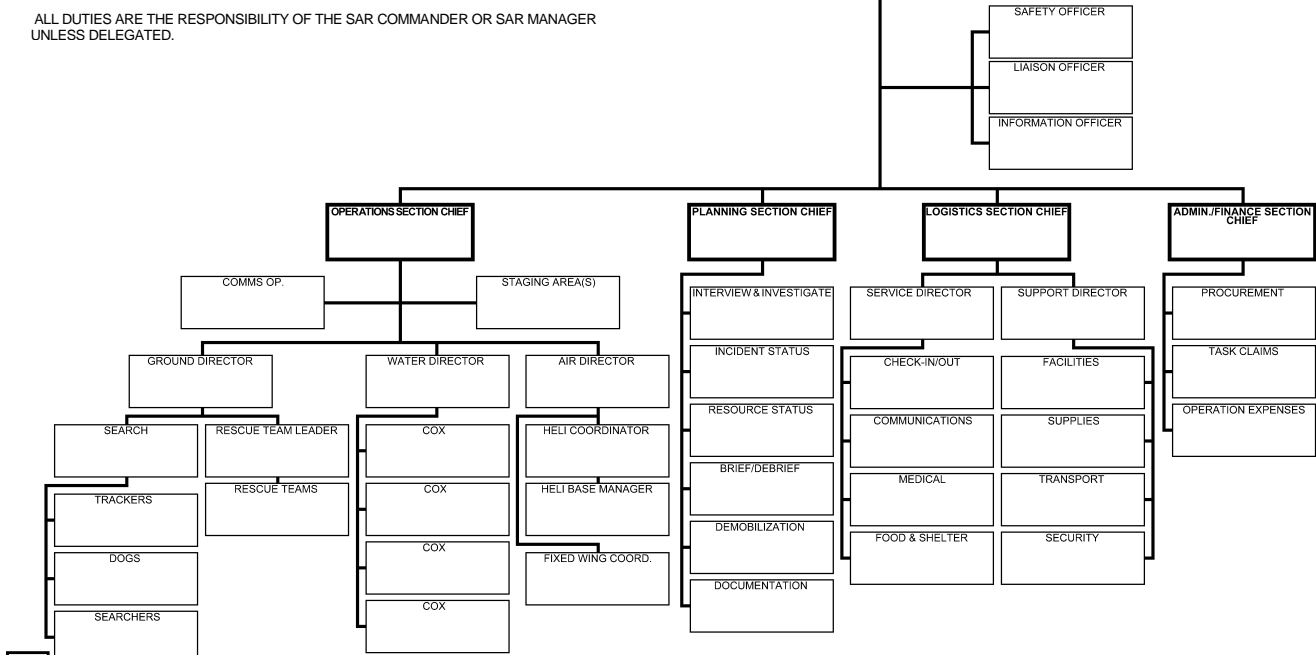
SEARCH AND RESCUE ORGANIZATION CHART

ORGANIZATION CHART	TASK #	TASK NAME :	DATE & TIME PREPARED :
	PREPARED BY (PLANNING) :		APPROVED BY (SAR MGR.) :

FOR OPERATIONAL PERIOD:	
FROM: DATE & TIME	TO: DATE & TIME



ALL DUTIES ARE THE RESPONSIBILITY OF THE SAR COMMANDER OR SAR MANAGER UNLESS DELEGATED.



ICS207

ICS207
Rev 05/10/25

WCB, INSURANCE & LIABILITY PROTECTION FOR PEP VOLUNTEERS

LIABILITY INSURANCE

1. *What kind of liability protection is provided to Provincial Emergency Program (PEP) volunteers?*

Registered PEP volunteers have three levels of liability protection:

Emergency Program Act:

Section 18 of the *Emergency Program Act*, RSBC Chap. 111, 1996, provides exemption from civil liability (unless grossly negligent) for all measures relating to emergencies or disasters. This exemption from civil liability is provided to:

- volunteers
- members of a “local authority”, as defined in the Act
- any business or public institution authorized by a local authority or by PEP under a contract or PEP task number.

\$2 million provincial liability insurance:

The government maintains a comprehensive general liability insurance policy with a limit of \$2 million covering all provincial volunteers. The policy includes legal representation provided by the provincial government.

It is very unlikely that any registered PEP volunteer would require this coverage as they are provided exemption from civil liability in the *Emergency Program Act*.

Coverage for \$2 million is considered adequate based on a government risk assessment.

Good Samaritan Act:

Under the *Good Samaritan Act*, a volunteer providing emergency aid to someone is not liable for injury or death (unless grossly negligent).

2. *Who pays the legal costs if a lawsuit, covered by the \$2 million policy, is instituted?*

The liability insurer (the government) provides a legal defence on behalf of the person named in an action.

3. *Does the liability protection cover persons with professional credentials such as doctors and engineers?*

Yes. They have the same coverage as any other volunteer. However, the liability insurance policy purchased by the government does not cover professional errors and omissions liability or medical malpractice liability.

Professionals who perform a function for which they are certified or licensed by a professional standards association have a duty of care with respect to their profession. Therefore, they would be held accountable by their respective governing bodies for failure to meet their duty of care, regardless of whether or not they were acting as a

volunteer. Acting as a volunteer does not absolve them of their professional responsibilities.

4. *What types of events does the liability insurance provide coverage for?*

Liability insurance covers authorized training and operational tasks only; it does not cover fundraising, social activities or public education activities such as mall displays.

5. *What liability do instructors bear when they certify that a volunteer is competent in a certain field?*

Instructors and students are included in the liability coverage. However, instructors are provided with course standards to which a person must qualify, and instructors must ensure these standards are not compromised when certifying students.

6. *What is the liability of search managers who are allocating personnel in the field?*

Search managers are included in the liability coverage. However, they must act in good faith, knowing the skills and abilities of the searcher.

7. *Are the assets of a society at risk from a civil suit in a negligence suit?*

Section 18 of the *Emergency Program Act* provides exemption from civil liability when a society is carrying out authorized emergency measures.

8. *Does the liability policy cover the directors and officers of a society?*

The provincially-funded liability insurance program does not cover the directors and officers of a society while they are acting in that capacity; it only covers authorized operational and training tasks.

9. *When does WCB cover a volunteer?*

Emergency service volunteers are covered under the *Workers' Compensation Act*. For the purposes of WCB coverage, volunteer activities are divided into four categories:

Operational tasks:

PEP volunteers are considered to be "on operational call"; therefore they receive coverage for the travel portion of their response (portal to portal) as well as for the operational tasks.

Training tasks:

Travel related to training tasks is not subject to the same level of urgency, therefore the travel portion is not covered by WCB. However, the training exercise itself is covered by WCB.

Demonstrations and competitions:

Demonstrations or competitions where there is a significant risk of injury are viewed as an opportunity to test the level and quality of training. A PEP training task number should be requested. Once assigned a task number, the participating volunteers qualify for WCB coverage for the demonstration/competition, but not for travel to these activities.

Public education and displays:

Public education activities, such as mall displays or parades, are not covered by WCB.

10. *What does WCB pay for if I'm injured?*

WCB only applies where there is a **loss of wages**. WCB pays partial wage replacement based on a percentage of your earnings. For those who work sporadically, the partial wage replacement is based on a percentage of a number of years' average salary. Wage replacement does not apply to persons whose present income is not affected by the injury. WCB also pays applicable medical and rehabilitation expenses.

The maximum WCB benefit is based on the average industrial wage which is currently \$59,600. The \$59,600 maximum applies to all BC workers who receive WCB coverage in the province and is not specific to PEP volunteers.

11. *What does WCB pay if someone is killed while on a task?*

Funeral expenses, a one-time-only lump sum payment which is over and above the pension amount, and a pension based on a number of variables such as the age of the surviving spouse, the number of dependents and, most significantly, the volunteer's average yearly earnings at the time of the death.

12. *Will WCB cover volunteers if the accident was their fault?*

Yes, WCB is "no fault" and volunteers would be covered.

13. *What conditions are there for WCB coverage?*

Volunteers are covered whenever they are registered for an authorized operational or training task (see categories explained in question 9 above).

14. *If a PEP volunteer is injured and lifted out of a site by helicopter, does WCB still apply?*

Yes, WCB still applies.

15. *Are air crew (spotters) covered for WCB while flying in a private aircraft? How does WCB respond in relation to aircraft insurance?*

Yes, they are covered. WCB coverage is primary; meaning no other insurance policy that may be in force at the time of the injury will pay compensation of any kind as long as WCB coverage is applicable.

VEHICLE INSURANCE

16. *Are volunteers covered for WCB while travelling in a vehicle? How does WCB pay in relation to ICBC insurance?*

Assuming volunteers are travelling to a task after being issued a task number, WCB coverage would apply. WCB would recover payments from ICBC.

17. *If I use my vehicle as a volunteer for PEP tasks, how should my vehicle be rated for insurance?*

The vehicle should be rated for its normal use; volunteer work with the vehicle does not affect the insurance rating.

EQUIPMENT INSURANCE

18. *How should the group equipment be insured?*

PEP does not provide coverage for equipment. The municipality or group should insure their own equipment, including any vehicles, boats or aircraft.

19. *Does PEP fund the repair or replacement of privately-owned or group-owned equipment used on an authorized operational task?*

Minor Personal/Group Equipment and Property:

PEP will reimburse the full cost to repair or replace, whichever is less, when equipment and property are lost or damaged on an authorized operational task for which the owner was not reimbursed for the equipment or property use.

Major Equipment (personal vehicles, boats, generators, etc.):

PEP will reimburse the lesser of the actual repair cost or the cost of the deductible portion of insurance coverage to a maximum of \$500, or if not insured, the maximum sum of \$500.

AGE FOR VOLUNTEERS

20. *For WCB and liability insurance purposes, what are the minimum and maximum ages for volunteers to enroll with PEP?*

The minimum age is 16; volunteers between 16 and 18 years of age require signed consent from their parent or guardian. There is no maximum age.

RESOURCES

Books:

"Mobilizing and Managing Volunteers in Disasters", O'Donald, Esther, Managing volunteers in a disaster - A guide for local government., Center for Volunteer Leadership, Santa Cruz, CA, 1991.

"Volunteers in Disasters, Using (and Misusing) Volunteers" American Red Cross Northern California Earthquake Relief and Preparedness Project, Burlingame, California.

"Readiness is All: Leadership, Planning and Organization are the Keys to Successful Disaster Relief" Memmott, Carol, Leadership, Jan-Mar 1995.

Better Safe... Risk Management in volunteer Programs and Community Service by Linda Graff. Dundas, Ont: Linda Graff and Associates (HN 49 V64 G724 2003)

Volunteers and the Law: A Guide for Volunteers, Organizations and Boards, Vancouver, BC. People's Law School Press (HN 110 Z9 V64 2000)

Websites:

Provincial Emergency
Program
www.pep.bc.ca

Emergency Social Services, PEP
www.ess.bc.ca

Volunteer Canada
www.volunteer.ca

Canadian Administrators of Volunteer Resources
www.cavr.ca

Volunteer BC
www.volunteer.bc.ca

Administrators Volunteer Resources of BC
www.avrbc.bc.ca

Volunteer Vancouver
www.vancouver.volunteer.ca

Energize Inc.
www.energizeinc.com

Linda Graff's website
www.lindagraff.ca

Volunteers and the Law
<http://www.vancouver.volunteer.ca/pdfs/VolunteersLaw.pdf>

Videos: (available through the Justice Institute of BC Library)

<http://www.jibc.ca>

- V1218 **Basic Volunteer Management: Building a Bridge from Dream to Reality**
(video, 75 minutes)
This video teaches people in management positions about the basics of volunteer management. It contains steps on how to start a volunteer program and how to run it with minimal problems and tension between staff and volunteers. (Heritage Arts)
(HN 49 V64 V55 1989)
- V1664 **Duty of Care** (video, 1996)
Provides an introduction and overview of the need for screening of staff in positions of trust with vulnerable individuals, and includes interviews with representatives of organizations which routinely screen staff, as well as representatives of the RCMP. (National Education Campaign on Screening, Volunteer Canada)
(HV 41 D883 1996)
- V2108 **Volunteer Screening — It's Our Duty: Interviews and Reference Checks**
(video, 83 minutes)
(1.) Shows how to use interviews and reference checks effectively. The segment follows the screening process involving two leader candidates. Topics include: how to ask questions, clarifying missing information, conducting personal reference checks, providing clear expectations about the role, and rejecting unsuitable candidates when necessary. (2.) The second segment begins with a dramatic presentation of the recruitment process, and then through a series of structured exercises, leads the participant from a theoretical knowledge to actual skills. (Boy Scouts of Canada)
(HN 49 V64 V647 1997)

Notes

Notes

VOLUNTEER INTAKE CENTRE - SAMPLE FLOOR PLAN

