OPERATIONAL HSSE COMPETENCIES & JOB COMPETENCE MATRICES

Version 1.4, 29 August 2016

<table>
<thead>
<tr>
<th>Version</th>
<th>Date Created</th>
<th>Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>31/10/2015</td>
<td>First Release</td>
</tr>
</tbody>
</table>
| 1.1     | 15/12/2015   | Operational HSSE Skill Pool:  
• Behavioural HSSE competency description adjusted.  
Emergency Response Skill Pool:  
• Emergency Medical Services: Competency name changed to First Aid.  
• Hazmat/ Dangerous Goods Response: NFPA reference changed from 572 to 472.  
• Incident Commander (Strategic) part-time roles: Expectation for Emergency Response Incident Command System (ICS) competency changed from Mastery to Skill. |
| 1.2     | 23/03/2016   | Emergency Response Skill Pool:  
• Designated First Aider part-time roles: Removed Knowledge expectation for Oil/Chemical Spills Response and Hazmat/ Dangerous Goods Response competencies. |
| 1.3     | 13/06/2016   | Emergency Response Skill Pool:  
• Incident Commander (Initial) part-time roles: Change Skill expectation for Emergency Response Incident Command System competency to Knowledge. |
| 1.4     | 29/08/2016   | Title Page Change  
• Removed the word “Discipline” from the title |
INTRO: GETTING THE MOST FROM THE DISCIPLINE COMPETENCIES

What is the Operational HSSE Discipline Competence Framework?

The Operational HSSE Discipline competence framework is a structured document that captures the competencies that have been identified to drive personal and professional success for the skill pools that form the Operational HSSE discipline.

Skill pools are defined as global groups of people requiring similar competences. Three (3) different skill pools contribute to the Operational HSSE discipline. These are:

- Operational HSSE,
- Emergency Response,
- Product Stewardship.

The discipline competence framework enables you to:

- Easily identify which competencies are relevant to you, in your job, today,
- Identify specific development needs that should be addressed,
- Provide focus and priority for your development needs now and for the future.

Why do we need Operational HSSE Competencies?

- They capture the skills, knowledge and behaviours that are key to delivering Operational HSSE competence in Shell.
- They set the knowledge and skill standards we need to meet if we are to deliver effectively and consistently across the Operational HSSE discipline.
- They enable us to speak a common language around skills and development, helping us to raise the overall effectiveness of the discipline.

How can I benefit from using the discipline competence framework?

The discipline competence framework is designed to be simple, focused and easy to use. It helps you to focus on skills key to your role by supporting you in:

- Doing your current job more effectively,
- Thinking about your development needs,
- Developing ideas about your longer-term career plans.

DISCIPLINE COMPETENCE FRAMEWORK

The discipline competencies include:

- Core competencies relevant to the Operational HSSE Discipline,
- Specific competencies for specialized roles in the Operational HSSE skill pool,
- Specific competencies for specialized roles in the Emergency Response skill pool,
- Specific competencies specific for specialized roles in the Product Stewardship skill pool.

The Discipline Competencies and Job Competence Profiles (JCP) will remain evergreen as they are shaped to reflect changing business needs, new approaches to learning and external best practices. Also, you can always add development areas you and your supervisor feel are important to your job that are not included in the JCP, such as essential Soft Skills or Leadership Attributes and Behavioural Imperatives as defined hereafter:
Leadership Attributes

- The Leadership Attributes are **Authenticity**, **Growth**, **Collaboration** and **Performance**. It defines the core behaviours expected of leaders (or potential leaders) and is a fundamental step-change aimed at the personal involvement of existing leaders developing others.

Behavioural Imperatives

- The “5 behaviours” relate to areas of Shell’s character that must improve to drive stronger business competitiveness and underpin our growth strategy. The 5 behaviours are **External Focus**, **Commercial Mindset**, **Delivery**, **Speed** and **Simplicity**.

**COMPETENCY PROFICIENCY SCALE**

There are 3 proficiency levels for each competence. Each has a clear definition.

1. **Knowledge**
   - Able to interpret and evaluate information and advice from experts in an area of expertise.
   - Able to use correctly the terminology (vocabulary) of the area of expertise.
   - Able to hold an informed debate with experts in the area of expertise.
   - Able to ask questions that test the viability of proposals in an area of expertise.
   - Able to carry out some of the activities with help.

2. **Skill**
   - Can do.
   - Able to perform consistently and satisfactorily majority of activities of an area of expertise.
   - Able to translate guidelines and standards for the area of expertise into practical actions.
   - Able to solve imaginatively, common technical/operational problems in the area of expertise.
   - Able to guide and advise others in technical/operational aspects of the areas of expertise.

3. **Mastery**
   - Troubleshoot/adapt.
   - Being able to diagnose and resolve significant complex, non-routine problems in the area of expertise.
   - Able to creatively solve significant, complex, non-routine problems in the area of expertise.
   - Able to adapt practices from other markets or countries for use in the area of expertise.
   - Able to generate substantial improvements to local practices and procedures for the areas of expertise.

**WHAT DO I NEED TO DO?**

- Familiarize yourself with the Competence Framework and Job Competence Matrices
- Use both tools as a core part of the developmental conversation together with your line manager.
- Based on the Job Competence Matrices, review the competencies linked to your role and identify your strengths and areas to be developed.
- Discuss with your supervisor to agree your development areas and record the outcome in your Individual Development Plan.
WHAT’S NEXT?

- Once you’ve completed your development discussion there are a range of ways that you can manage your development needs and in which your supervisor can support you.
LOOKING FOR 3 QUICK STEPS TO USE THIS BROCHURE?

**STEP 1.** Determine Job Skill Pool*

If the job Skill Pool you are looking for is Product Stewardship then access the standalone *Product Stewardship Competence Framework*.

Otherwise:

1.1. Access the Table of Content on page 6 of this brochure.

1.2. Use the relevant Appendix link or page number to access Appendix C.1 or C.2, as per the skill pool of the job you are looking for:

- C.1 = Operational HSSE
- C.2 = Emergency Response

**STEP 2.** Determine Job Competence Expectations

Using the relevant guidance in the selected C.1 or C.2 appendix, identify the generic technical role associated with the job you are looking for, i.e.:

- Practitioner, or
- Lead Practitioner, or
- Tactician, or
- Strategist.

If using Appendix C.1:

The matrix for HSE Generalists or for the Specialized Profile** relevant to the job you are looking for will give you the competencies and proficiency levels expected of professionals in this job.

If using Appendix C.2:

The matrix for Emergency Response will give you the competencies and proficiency levels expected of professionals in this job.

**STEP 3.** Review Detailed Competencies and Proficiency Levels

Having completed Step 2:

1.1. Access the Table of Content on page 6 of this brochure.

1.2. Use the links or page numbers in the Table of Content to access the detailed description of the competencies and proficiency levels relevant to this job, as determined in step 2.

- D: Operational HSSE Core Competencies
- E.1: Operational HSSE Specific Competencies
- E.2: Emergency Response Competencies

Notes: *If the job is not a Product Stewardship job or Emergency Response Management job, then it is by default in the Operational HSSE skill pool (>90% of the discipline jobs are in the Operational HSSE skill pool).

Notes: **Specialized Profiles are, for instance, Behavioural HSSE, Operational Safety or Road Safety.

NEED TO KNOW MORE?

**References**

- [Careers Development Framework for Safety & Environment Professionals](#)
- [HSSE Learning & Development](#)
- [Learning Guide for Safety & Environment Professionals](#)
- [Leadership Attributes](#)
- [Behavioural Imperatives](#)
- [HSSE Soft Skills Development Toolkit](#)

**Contacts**

- **Melvin LeBlanc**
  (Operational HSSE Learning Adviser)
APPENDICES

A. INTRODUCTION TO THE DISCIPLINE COMPETENCIES .................................................. 08
B. JOB COMPETENCE PROFILES (JCP) .............................................................................. 11
C. JCP MATRICES: ................................................................................................................. 12
  C.1. JCP MATRICES FOR ROLES IN THE OPERATIONAL HSSE SKILL POOL ............. 12
      • HSE Generalists ........................................................................................................ 12
      • Specialized Professionals ....................................................................................... 14
        o Behavioural HSSE .............................................................................................. 15
        o Construction HSE ................................................................................................ 15
        o Contractor HSSE ............................................................................................... 16
        o Incident Investigation & Learning ...................................................................... 16
        o Operational Safety ............................................................................................. 17
        o Road Safety ........................................................................................................ 17
  C.2. JCP MATRICES FOR ROLES IN THE EMERGENCY RESPONSE SKILL POOL .... 18
      • Emergency Response Professionals ...................................................................... 19
      • Part-Time Emergency Response Roles (other than in skill pool) ....................... 20
  C.3. JCP MATRICES FOR ROLES IN THE PRODUCT STEWARDSHIP SKILL POOL .. 22
      • Product Stewardship Professionals ..................................................................... 22
D. DISCIPLINE CORE COMPETENCIES DETAILED ............................................................. 23
  • HSSE & SP Management in Shell ............................................................................ 23
  • HSSE Leadership Support ....................................................................................... 24
  • HSSE Risk Management Preparation Support ....................................................... 26
  • HSSE Risk Management Application Support ........................................................ 28
  • HSSE & SP Cross-Discipline Integration .................................................................. 30
E. SPECIFIC COMPETENCIES DETAILED: ........................................................................... 31
  E.1. SPECIFIC COMPETENCIES FOR THE OPERATIONAL HSSE SKILL POOL .......... 31
      • Behavioural HSSE ................................................................................................. 31
      • Contractor HSSE ................................................................................................. 33
      • Incident Investigation & Learning ........................................................................ 35
      • Road Safety ........................................................................................................... 37
  E.2. SPECIFIC COMPETENCIES FOR THE EMERGENCY RESPONSE SKILL POOL .... 39
      • Hazards, Effects and Emergency Response .......................................................... 39
      • Emergency Response Plans and Procedures ....................................................... 40
      • Emergency Response Training and Exercises ...................................................... 41
      • Emergency Response Facilities and Equipment .................................................. 42
      • Incident Command System (ICS) .......................................................................... 43
      • Emergency Response: Incident Command Leadership ......................................... 45
      • Emergency Response: Command Activities ......................................................... 46
      • Emergency Response: General Staff Activities .................................................... 48
      • Firefighting ............................................................................................................. 51
      • General Rescue ..................................................................................................... 53
      • Specialized Rescue ............................................................................................... 54
• First Aid ............................................................................................................. 58
• Oil/ Chemical Spills Response ........................................................................ 59
• Hazmat/ Dangerous Goods Response ............................................................. 60

E.3. SPECIFIC COMPETENCIES FOR THE PRODUCT STEWARDSHIP SKILL POOL ...........62
APPENDIX A: INTRODUCTION TO THE DISCIPLINE COMPETENCIES

INTRODUCTION TO THE DISCIPLINE COMPETENCIES

CORE COMPETENCIES

A set of five (5) core competencies have been established by the discipline Leadership Team. These general competencies are intended to support:

- the Business in delivering on their general HSSE management accountabilities,
- the operationalization of HSSE management tools and techniques prepared by specialists from the HSSE & SP disciplines.

They are key to competence profiles and will be used by the majority of our Professionals in the Operational HSSE discipline for competence based development and assessment.

These HSSE & SP Management core competencies are:

- **HSSE & SP Management in Shell**
  - Can support critical Business Leaders to comply with the Shell HSSE & SP Control Framework, standards and processes.

- **HSSE Leadership Support**
  - Can support critical Business Leaders to deliver on their HSSE & SP accountabilities, as defined in the LEAD competence.

- **HSSE Risk Management Preparation Support**
  - Can support critical Business Leaders to deliver on their HSSE & SP accountabilities, as defined in the PREPARE competence.

- **HSSE Risk Management Application Support**
  - Can support the critical Business Leaders to deliver on their HSSE & SP accountabilities, as defined in the APPLY competence.

- **HSSE & SP Cross-Discipline Integration**
  - Can support critical Business Leaders to deliver on their HSSE & SP accountabilities by facilitating cross-discipline inputs for good risk management.

These general competencies are detailed in Appendix D.

Note that, as it is common for Professionals in the Operational HSSE discipline to have specialized roles and responsibilities complementing those of their primary role, individuals can agree with their Supervisor to develop additional elements from the specific competencies listed below to reflect what is expected of them in their job.

SPECIFIC COMPETENCIES FOR THE OPERATIONAL HSSE SKILL POOL

Four (4) specific competencies have been defined for Subject Matter Expert roles in the Operational HSSE skill pool. They have been developed with input from the relevant Global Expertise Teams.

These four specific competencies are:

- **Behavioural HSSE**
  - Can apply the principles, theories and methods of Behavioural Science to change behaviours and drive performance improvements.
APPENDIX A: INTRODUCTION TO THE DISCIPLINE COMPETENCIES

- **Contractor HSSE**
  Can support the Business to ensure that contracts consistently and effectively cover the management of HSSE risks, and to deliver effective management of HSSE risks during contracted activities.

- **Incident Investigation and Learning**
  Can support the Business to log, investigate and learn from incidents.

- **Road Safety**
  Can support the Business to manage the risk of driving and transport of people and goods on Company Business by road.

These specific competencies are detailed in Appendix E1.

SPECIFIC COMPETENCIES FOR THE EMERGENCY RESPONSE SKILL POOL

Fourteen (14) competencies have been defined for individuals holding roles in the Emergency Response skill pool. They have been developed with input from the Emergency Response Global Expertise Team.

These specific competencies are:

- **Hazards, Effects and Emergency Response**
  Can support the Business in managing the hazards and effects that have Emergency Response as a mitigation measure.

- **Emergency Response Plans & Procedures**
  Can support the Business in developing and implementing Emergency Response plans and procedures.

- **Emergency Response Training & Exercises**
  Can support the Business in developing and implementing Emergency Response training and exercises.

- **Emergency Response Facilities & Equipment**
  Can support the Business in selecting, implementing and maintaining the facilities and equipment playing a role in Emergency Response scenario development.

- **Emergency Response Incident Command System (ICS)**
  Can support the Business in developing and implementing the Shell Incident Command System used for Emergency Response and exercises.

- **Emergency Response: Incident Command Leadership**
  Can support the Business in managing emergencies as required for good risk management.

- **Emergency Response: Command Staff Activities**
  Can support the Incident Commander in delivering Emergency Response objectives and priorities.

- **Emergency Response: General Staff Activities**
  Can support the Incident Command System through proper implementation of emergency response plans.

- **Firefighting**
  Can apply the principles, theories and methods of firefighting.

- **General Rescue**
  Can apply the core principles, theories and methods of rescue.

- **Specialized Rescue**
  Can apply the principles, theories and methods of specialized discipline rescue.

- **First Aid**
  Can apply the principles, theories and methods of first aid.
APPENDIX A: INTRODUCTION TO THE DISCIPLINE COMPETENCIES

- **Oil/ Chemical Spills Response** Can apply the principles, theories and methods of response to oil/ chemical spills.
- **Hazmat/ Dangerous Goods Response** Can apply the principles, theories and methods of response to hazmat/ dangerous goods incidents.

The above specific competencies are detailed in Appendix E2.

**SPECIFIC COMPETENCIES FOR THE STEWARDSHIP SKILL POOL**

Details around the competences expected of Product Stewardship specialized roles can be found in the *Product Stewardship Focus Delivery Group Competence Framework*.

This standalone framework was developed in 2013. It captures the skills, knowledge and behaviours that have been identified to drive personal and professional success within the Downstream Product Stewardship FDG, where most of the Product Stewards sit.

Product Stewards from Trading and P&T also follow this, with specific elements adapted for their business.

The Production Chemistry discipline minds product stewardship for Upstream, making the above framework not applicable to Upstream. Their competence framework includes product stewardship as a component of their overall competence: Because Production Chemists mind RAM 5A and 5B risks associated with well control, product stewardship is considered an HSSE Critical element of their role, while this is not the case for people in product stewardship roles in DS or P&T.
APPENDIX B

JOB COMPETENCE PROFILES (JCP)

Job Competence Profiles (JCPs) are applicable across business lines, and were developed looking largely at the work processes discipline Professionals are involved in.

These JCPs use the technical competencies developed in this document.

Operational HSSE skill pool – Seven generic JCPs have been developed:

- General HSE
- Behavioural HSSE
- Construction HSE
- Contractor HSSE
- Incident Investigation and Learning
- Operational Safety
- Road Safety

Proficiency expectations for these JCPs are outlined in Appendix C1.

Emergency Response skill pool – One generic JCP has been developed:

- Emergency Response

Proficiency expectations for this JCP are outlined in Appendix C2.

Product Stewardship skill pool

The JCPs developed for the Product Stewardship skill pool can be found in the Product Stewardship Focus Delivery Group Competence Framework.

This standalone framework was developed in 2013. It captures the skills, knowledge and behaviours that have been identified to drive personal and professional success within the Downstream Product Stewardship FDG, where most of the Product Stewards sit.

Product Stewards from Trading and P&T also follow this, with specific elements adapted for their business.

The Production Chemistry discipline minds product stewardship for Upstream, making the above framework not applicable to Upstream. Their competence framework includes product stewardship as a component of their overall competence: Because Production Chemists mind RAM 5A and 5B risks associated with well control, product stewardship is considered an HSSE Critical element of their role, while this is not the case for people in product stewardship roles in DS or P&T.
APPENDIX C1

JOB COMPETENCE PROFILE MATRICES FOR ROLES IN THE OPERATIONAL HSSE SKILL POOL

HSE Generalists

Technical Roles and Typical Responsibilities

Instead of setting baseline proficiency expectations for every single HSE Generalist position, proficiency expectations have been defined for the four generic technical roles that are used in the Safety & Environment Career Development Model, i.e. for:

- Practitioners,
- Lead Practitioners,
- Tacticians and
- Strategists.

In order to understand what baseline proficiencies are expected of an HSE Generalist position, this position shall therefore first be mapped to one of the four technical roles listed above.

To carry out this mapping exercise, please use the table below which details the typical responsibilities of these four technical roles.

Table 1: Technical Roles and Typical Responsibilities of HSE Generalists

<table>
<thead>
<tr>
<th>Technical Role</th>
<th>Typical Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategist</td>
<td>Individuals in these roles will primarily define and own business HSSE strategy. They are typically responsible for providing HSE management across a business. Roles have accountability to lead and direct HSE resources for the business to deliver HSE performance. Roles will provide senior leadership assurance around compliance to Group and Business standards.</td>
</tr>
<tr>
<td>Tactician</td>
<td>Individuals in these roles will primarily lead and support implementation of the HSSE strategy through applicable tactical plans. Typically responsible for providing HSE management at significant asset, country, cluster or regional level. Roles have accountability to lead and direct HSE resources to deliver HSE performance of the area they cover. Roles will assure understanding and application of relevant HSSE standards.</td>
</tr>
<tr>
<td>Lead Practitioner</td>
<td>Individuals in these roles are typically responsible to provide business support in delivering HSSE performance. This requires a skill proficiency level in the core competencies, including local regulatory requirements. Roles can include functional supervision of appropriate HSE resources, ability to lead audits and investigations of incidents. Roles have accountability to continuously improve performance and initiate interventions as required.</td>
</tr>
<tr>
<td>Practitioner</td>
<td>Typically responsible to apply cross-discipline HSE requirements at local level, without having to be a subject matter expert in any specific area. This implies for instance activities such as carrying out toolbox meetings, safety campaigns, compliance reviews/local audits/self-assessments etc. Roles include requirements to understand how the HSSE Management System functions and provides effective controls for the associated business risk management.</td>
</tr>
</tbody>
</table>
Once the position considered has been mapped to one of the four technical roles, use the JCP matrix below to understand what technical proficiency levels are expected of Professionals in this technical role.

**HSE Generalist**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Technical Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practitioner</td>
</tr>
<tr>
<td>HSSE &amp; SP Management in Shell</td>
<td>K</td>
</tr>
<tr>
<td>HSSE Leadership Support</td>
<td>K</td>
</tr>
<tr>
<td>HSSE Risk Management Preparation Support</td>
<td>K</td>
</tr>
<tr>
<td>HSSE Risk Management Application Support</td>
<td>K</td>
</tr>
<tr>
<td>HSSE &amp; SP Cross-Discipline Integration</td>
<td>K</td>
</tr>
</tbody>
</table>

**Legend:**
- K Knowledge
- S Skill
- M Mastery

**Notes:**
HSE Generalists who are assigned specialized roles in addition to their regular role are expected to have the same specific competence as Professionals specialized in these areas.

For example, a HSE Generalist “Lead Practitioner” who is assigned the additional role of a Behavioural HSSE “Practitioner” is expected to have:

- the competence of a HSE Generalist “Lead Practitioner”, as per the above Matrix, and
- the competence of a Behavioural HSSE “Practitioner”, as per the Matrix relevant to Behavioural HSSE specialized positions (see further down in this document).
Specialized Professionals

Technical Roles and Typical Responsibilities

Instead of setting baseline proficiency expectations for every single specialized position, proficiency expectations have been defined for the four generic technical roles that are used in the Safety & Environment Career Development Model, i.e. for:

- Practitioners,
- Lead Practitioners,
- Tacticians and
- Strategists.

In order to understand what baseline proficiencies are expected of a Professional in a specialized position, this position shall therefore first be mapped to one of the four technical roles listed above.

To carry out this mapping exercise, please use the table below which details the typical responsibilities of these four technical roles in the specialized space.

Table 2: Technical Roles and Typical Responsibilities of Specialized Professionals

<table>
<thead>
<tr>
<th>Technical Role</th>
<th>Typical Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategist</td>
<td>Individuals in these roles are typically responsible for providing specialized support across all businesses (global role), a business, a region or a country. Roles have accountability to develop and steer strategy for policies, practices and people in their area of expertise covering their business responsibilities. Roles can include networking inside and outside of the company to stay relevant on latest knowledge in subject matter area and represent company views in industry forums.</td>
</tr>
<tr>
<td>Tactician</td>
<td>Individuals in these roles are typically responsible for providing specialized support at an asset or business unit level. Roles have accountability to deliver HSE performance in their specialist area. Roles can include networking inside and outside of the company to stay relevant on latest knowledge in subject matter area and represent company views in industry forums.</td>
</tr>
<tr>
<td>Lead Practitioner</td>
<td>Individuals in these roles are typically responsible to provide business support in delivering HSSE performance through their specialized skills, including local regulatory requirements. Roles can include ability to lead audits and investigations of incidents. Roles have accountability to continuously improve performance and initiate interventions as required.</td>
</tr>
<tr>
<td>Practitioner</td>
<td>Individuals in these roles are typically responsible to develop and apply specialized knowledge to deliver HSE requirements at an asset level. Roles include requirements to understand how the HSSE Management System functions and provides effective controls for the specialist area of risk management.</td>
</tr>
</tbody>
</table>

Once the position considered has been mapped to one of the four technical roles, use the matrices below to understand what technical proficiency levels are expected of Professionals in this technical role in the relevant specialization area.
### Behavioural HSSE

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practitioner</th>
<th>Lead Practitioner</th>
<th>Tactician</th>
<th>Strategist</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSSE &amp; SP Management in Shell</td>
<td>K</td>
<td>K/S¹</td>
<td>K/S¹</td>
<td>K</td>
</tr>
<tr>
<td>HSSE Leadership Support</td>
<td>K</td>
<td>S</td>
<td>K</td>
<td>K</td>
</tr>
<tr>
<td>HSSE Risk Management Preparation Support</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
</tr>
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<td>K</td>
<td>K</td>
</tr>
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<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
</tr>
</tbody>
</table>

| Behavioural HSSE                           | K            | S                 | S         | M          |

**Legend:**  
K Knowledge  
S Skill  
M Mastery

**Notes:**  
1 Knowledge level generally expected, with skill level in elements of management relevant to Behavioural HSSE.

### Construction HSE

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practitioner</th>
<th>Lead Practitioner</th>
<th>Tactician</th>
<th>Strategist</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSSE &amp; SP Management in Shell</td>
<td>K</td>
<td>K/S¹</td>
<td>K/S¹</td>
<td>K</td>
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<td>K</td>
<td>S</td>
<td>S</td>
<td>K</td>
</tr>
<tr>
<td>HSSE &amp; SP Cross-Discipline Integration</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
</tr>
</tbody>
</table>

| Contractor HSSE                             | K            | S                 | S         | M          |

**Notes:**  
1 Knowledge level generally expected, with skill level in elements of management relevant to Operational Safety and to Contractor HSSE.
### Contractor HSSE

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practitioner</th>
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<th>Tactician</th>
<th>Strategist</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSSE &amp; SP Management in Shell</td>
<td>K</td>
<td>K/S¹</td>
<td>K/S¹</td>
<td>K</td>
</tr>
<tr>
<td>HSSE Leadership Support</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
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<td>HSSE Risk Management Preparation Support</td>
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<tr>
<td>HSSE Risk Management Application Support</td>
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<tr>
<td>HSSE &amp; SP Cross-Discipline Integration</td>
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<td>K</td>
<td>K</td>
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<tr>
<td>Contractor HSSE</td>
<td>K</td>
<td>S</td>
<td>S</td>
<td>M</td>
</tr>
</tbody>
</table>

**Legend:**
- **K**: Knowledge
- **S**: Skill
- **M**: Mastery

**Notes:**
1. Knowledge level generally expected, with skill level in elements of management relevant to Contractor HSSE.

### Incident Investigation & Learning

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practitioner</th>
<th>Lead Practitioner</th>
<th>Tactician</th>
<th>Strategist</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSSE &amp; SP Management in Shell</td>
<td>K</td>
<td>K/S¹</td>
<td>K/S¹</td>
<td>K</td>
</tr>
<tr>
<td>HSSE Leadership Support</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
</tr>
<tr>
<td>HSSE Risk Management Preparation Support</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
</tr>
<tr>
<td>HSSE Risk Management Application Support</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
</tr>
<tr>
<td>HSSE &amp; SP Cross-Discipline Integration</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
</tr>
<tr>
<td>Incident Investigation &amp; Learning</td>
<td>K</td>
<td>S</td>
<td>S</td>
<td>M</td>
</tr>
</tbody>
</table>

**Notes:**
1. Knowledge level generally expected, with skill level in elements of management relevant to Incident Investigation & Learning.
### Operational Safety

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practitioner</th>
<th>Lead Practitioner</th>
<th>Tactician</th>
<th>Strategist</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSSE &amp; SP Management in Shell</td>
<td>K</td>
<td>K/S¹</td>
<td>K/S¹</td>
<td>K</td>
</tr>
<tr>
<td>HSSE Leadership Support</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
</tr>
<tr>
<td>HSSE Risk Management Preparation Support</td>
<td>K</td>
<td>S</td>
<td>S/M¹</td>
<td>K</td>
</tr>
<tr>
<td>HSSE Risk Management Application Support</td>
<td>K</td>
<td>S</td>
<td>S/M¹</td>
<td>K</td>
</tr>
<tr>
<td>HSSE &amp; SP Cross-Discipline Integration</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
</tr>
<tr>
<td>Contractor HSSE</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
</tr>
</tbody>
</table>

Legend:  
- Knowledge (K)  
- Skill (S)  
- Mastery (M)

Notes:  
1. Lower proficiency level expected, with higher level in your area of expertise.

### Road Safety

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practitioner</th>
<th>Lead Practitioner</th>
<th>Tactician</th>
<th>Strategist</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSSE &amp; SP Management in Shell</td>
<td>K</td>
<td>K/S¹</td>
<td>K/S¹</td>
<td>K</td>
</tr>
<tr>
<td>HSSE Leadership Support</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
</tr>
<tr>
<td>HSSE Risk Management Preparation Support</td>
<td>K</td>
<td>S</td>
<td>S</td>
<td>K</td>
</tr>
<tr>
<td>HSSE Risk Management Application Support</td>
<td>K</td>
<td>S</td>
<td>S</td>
<td>K</td>
</tr>
<tr>
<td>HSSE &amp; SP Cross-Discipline Integration</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
</tr>
<tr>
<td>Road Safety</td>
<td>K</td>
<td>S</td>
<td>S</td>
<td>M</td>
</tr>
<tr>
<td>Contractor HSSE</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
</tr>
</tbody>
</table>

Notes:  
1. Knowledge level generally expected, with skill level in elements of management relevant to Road Safety and to Contractor HSSE.
APPENDIX C2

JOB COMPETENCE PROFILE MATRICES FOR ROLES IN THE EMERGENCY RESPONSE SKILL POOL

**Emergency Response Professionals**

**Technical Roles and Emergency Response Positions**

Instead of setting baseline proficiency expectations for every single Emergency Response position, proficiency expectations have been defined for the four generic technical roles that are used in the Safety & Environment Career Development Model, i.e. for:

- Practitioners,
- Lead Practitioners,
- Tacticians and
- Strategists.

In order to understand what baseline proficiencies are expected of a Professional in an Emergency Response position, this position shall therefore first be mapped to one of the four technical roles listed above.

To carry out this mapping exercise, please use the table below which maps Emergency Response positions to these four technical roles.

**Table 3: Technical Roles and Emergency Response Positions**

<table>
<thead>
<tr>
<th>Technical Role</th>
<th>Emergency Response Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategist</td>
<td>Individuals in these roles are either Global/ Regional Emergency Management General Managers or Managers</td>
</tr>
<tr>
<td>Tactician</td>
<td>Individuals in these roles are Emergency Response Coordinators. Such individuals are usually referred to as Emergency Management Team Leaders when their role includes Supervisory duties.</td>
</tr>
<tr>
<td>Lead Practitioner</td>
<td>Individuals in these roles are either Senior Emergency Responders (FLBM Position), Emergency Management Specialists or Emergency Management Managers (with or without Supervisory duties).</td>
</tr>
<tr>
<td>Practitioner</td>
<td>Individuals in these roles are Emergency Responders (FLBM Position).</td>
</tr>
</tbody>
</table>

Once the position considered has been mapped to one of the four technical roles, use the matrix below to understand what technical proficiency levels are expected of Professionals in this technical role.
### Emergency Response

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Practitioner</th>
<th>Lead Practitioner</th>
<th>Tactician</th>
<th>Strategist</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FLBM</td>
<td>FLBM</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Responder</td>
<td>K</td>
<td>K</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Lead Practitioner Roles (see Table 3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSSE &amp; SP Management in Shell</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td></td>
</tr>
<tr>
<td>HSSE Leadership Support</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td></td>
</tr>
<tr>
<td>Hazards, Effects and Emergency Response</td>
<td>K</td>
<td>S</td>
<td>K</td>
<td>K</td>
</tr>
<tr>
<td>Emergency Response Plans &amp; Procedures</td>
<td>K</td>
<td>S</td>
<td>K</td>
<td></td>
</tr>
<tr>
<td>Emergency Response Training &amp; Exercises</td>
<td>K</td>
<td>S</td>
<td>S</td>
<td>K</td>
</tr>
<tr>
<td>Emergency Response Facilities &amp; Equipment</td>
<td>K</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Response Incident Command System (ICS)</td>
<td>K</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Emergency Response: Incident Command Leadership</td>
<td>S</td>
<td>K</td>
<td>K</td>
<td></td>
</tr>
<tr>
<td>Emergency Response: Command Staff Activities</td>
<td>K</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Response: General Staff Activities</td>
<td>K</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLBM Firefighting</td>
<td>S</td>
<td>S</td>
<td></td>
<td>K</td>
</tr>
<tr>
<td>FLBM General Rescue</td>
<td>S</td>
<td>S</td>
<td></td>
<td>K</td>
</tr>
<tr>
<td>FLBM Specialized Rescue</td>
<td>S</td>
<td>S</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FLBM First Aid</td>
<td>S</td>
<td>S</td>
<td></td>
<td>K</td>
</tr>
<tr>
<td>FLBM Oil/Chemical Spills Response</td>
<td>S</td>
<td>S</td>
<td></td>
<td>K</td>
</tr>
<tr>
<td>FLBM Hazmat/ Dangerous Goods Response</td>
<td>S</td>
<td>S</td>
<td></td>
<td>K</td>
</tr>
</tbody>
</table>

**Legend:**

- **K**: Knowledge
- **S**: Skill
- **M**: Mastery

**Notes:**

1. Knowledge level generally expected, with skill level in elements of management relevant to Emergency Response.
2. Knowledge level expected of staff in Tactician roles with no supervisory duties; Skill level expected of staff in Tactician roles with supervisory duties.
3. It is not an expectation that Emergency Responders shall be skilled in all the competencies highlighted as Front Line Barrier Management (FLBM) competencies in the above table. The expectation is that they shall only be assigned a selection of these competencies matching their Emergency Response roles and responsibilities.
For example, a Firefighter shall be assigned the Firefighting FLBM competency, but not the Oil/ Chemical Spills Response one unless they also assigned the roles and responsibilities of an Oil/ Chemical Spills responder.

In line with the HSSE & SP Control Framework requirements, Emergency Responders (FLBM Positions) shall have their competence assured for the FLBM competencies assigned to them.

**Part-Time Emergency Response Roles**

This brochure details the competence expected of Professionals in the Operational HSSE discipline. However, for reference and convenience, the competence expected of Business staff holding Emergency Response roles on a part-time basis is detailed hereafter.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Firefighter</th>
<th>Rescuer</th>
<th>Designated First Aider (DFA)</th>
<th>Oil/ Chemical Spills Responder</th>
<th>Support Staff</th>
<th>Command Staff</th>
<th>Incident Commander (Initial)</th>
<th>Incident Commander (Intermediate)</th>
<th>Incident Commander (Strategic)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hazards, Effects and Emergency Response</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>K</td>
</tr>
<tr>
<td>Emergency Response Plans &amp; Procedures</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Emergency Response Training &amp; Exercises</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>S</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Emergency Response Facilities &amp; Equipment</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>S</td>
<td>S</td>
<td>S</td>
</tr>
<tr>
<td>Emergency Response Incident Command System (ICS)</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>K</td>
<td>S</td>
</tr>
</tbody>
</table>

| Emergency Response: Incident Command Leadership         |             |         | K                             | S                              | S             | S             | S                            | M                               |                               |
| Emergency Response: Command Staff Activities            |             |         | K                             | S                              | K             | K             | K                            | K                               |                               |
| Emergency Response: General Staff Activities            |             |         | S                             | K                              | K             | K             | K                            | K                               |                               |

**FLBM**

- Firefighting¹
- General Rescue¹
- Specialized Rescue¹
- First Aid¹
- Oil/Chemical Spills Response¹
- Hazmat/ Dangerous Goods Response¹

Legend:  
- **K** | Knowledge  
- **S** | Skill  
- **M** | Mastery
Notes:

1. In line with the HSSE & SP Control Framework requirements, individuals in Front Line Barrier Management (FLBM) roles shall have their FLBM competences assured.
This appendix is left blank intentionally.

JCP Matrices for roles in the Product Stewardship skill pool can be found in the Product Stewardship Focus Delivery Group Competence Framework.
APPENDIX D

DISCIPLINE CORE COMPETENCIES

This appendix contains a description of the five core competencies that are applicable to the vast majority of the Professionals in the Operational HSSE discipline.

DISCIPLINE CORE COMPETENCE
HSSE & SP MANAGEMENT IN SHELL

Definition

Can support critical Business Leaders to comply with the Shell HSSE & SP Control Framework, standards and processes.

COMPETENCE EXPECTED OF DISCIPLINE PROFESSIONALS

Knowledge Proficiency Level:

- Knows about the Shell HSSE & SP Control Framework and the Guides that support its implementation.
- Interprets how the Shell HSSE & SP Control Framework requirements are implemented in own organization.
- Knows about any Shell HSSE & SP Control Framework derogations granted to own organization.
- Knows about the HSSE & SP Management System relevant to own organization.
- Interprets how the HSSE & SP Management System elements are implemented in own organization.
- When relevant, knows about the standards applicable to HSSE & SP in Projects.

Skill Proficiency Level: Knowledge, PLUS the following:

- Supports implementation of HSSE & SP Control Framework requirements and closure of gaps when they exist.
- Consistently uses the Guides supporting the HSSE & SP Control Framework to address compliance shortfalls.
- Can work with the organization to prepare HSSE & SP Control Framework derogation requests.
- Contributes to HSSE & SP Control Framework reviews and updates.
- Facilitates implementation of HSSE & SP Management System processes.
- Can adjust HSSE & SP Management System processes to fit specific setups.
- When relevant, can lead the implementation of the standards applicable to HSSE & SP in Projects.
- Works with organization to continuously improve the HSSE & SP Management System processes.
DISCIPLINE CORE COMPETENCE
HSSE LEADERSHIP SUPPORT

Definition
Can support critical Business Leaders to deliver on their HSSE & SP accountabilities, as defined in the LEAD competence.

For recall, here are these Critical Leader HSSE & SP accountabilities:

1. Be mindful of HSSE & SP risks and drive the consistent application of the organisation’s HSSE & SP MS, systematically reviewing its effectiveness and taking corrective action as necessary.

2. Demonstrate visible and felt leadership by communicating a clear vision, setting and championing challenging performance goals (such as Goal Zero) and consistently demonstrating the importance of HSSE & SP via personal involvement, visibility, decisions and actions.

3. Motivate, coach and develop staff towards improving HSSE & SP culture and behaviours.

4. Deliver compliance with applicable laws, regulations and Shell HSSE & SP requirements, applying consistent Consequence Management.

5. Engage with stakeholders and set long-term objectives in line with expectations whilst adhering to HSSE & SP Policy. Debate and take ownership of the HSSE & SP input to the Annual Assurance Letter.

COMPETENCE EXPECTED OF DISCIPLINE PROFESSIONALS

Knowledge Proficiency Level:

0. Can hold an informed debate on the requirements of the LEAD competence.

1. Knows about the HSSE & SP risks relevant to own work environment.

2. Can explain the importance of leadership in driving and sustaining HSSE & SP performance improvement.
   - Can explain why good HSSE & SP performance is a foundation of good business performance.
   - Can explain the Goal Zero vision (No harm and No leaks) and how leadership with support from HSSE & SP can create a compelling case for change.
   - Knows how to build trust as a HSSE & SP Professional.
   - Knows own role to enable Business delivery through providing coaching, change management, facilitation and intervention skills.
   - Knows how to create accountability for HSSE & SP.

3. Knows what survey tools and techniques may be used to identify organisations that need most support and to diagnose the gaps in HSSE & SP leadership and culture.
   - Can detail the tools that are available to assess and improve HSSE culture in an organisation.

4. Interprets legislation as applicable to work environment.

Skill Proficiency Level: Knowledge, PLUS the following:
1. Knows about the HSSE & SP risks in organisation.
   - Able to guide and advise on change management principles when taking corrective actions in organisation.
   - Able to facilitate management reviews of an HSSE & SP MS.

2. Able to provide coaching for operation or asset supervisors and managers or leaders, which enables their visible and felt HSSE & SP leadership.
   - Able to role model leadership behaviours and provide feedback to operation or asset supervisors and managers or leaders on how their behaviours are perceived.
   - Through application of own skills in coaching, change management, facilitation and intervention is able to create a means for leaders at all levels to champion HSSE & SP to achieve Goal Zero.

3. Able to use culture and behavioural HSSE & SP change tools.

4. Able to guide and advise on how to deliver compliance with HSSE laws and regulations.
   - When relevant to role held, able to monitor changes in HSSE laws and regulations and to assess their impact on the organisation.

5. Partners with Business Supervisors, Managers or Leaders to set long-term HSSE objectives.
   - Works with business leaders and with the organisation on input to be given to the Annual Assurance Letter.
DISCIPLINE CORE COMPETENCE
HSSE RISK MANAGEMENT PREPARATION SUPPORT

Definition
Can support critical Business Leaders to deliver on their HSSE & SP accountabilities, as defined in the PREPARE competence.

For recall, here are these Critical Leader HSSE & SP accountabilities:
1. Identify the HSSE & SP hazards and assess the potential consequences.
2. Define the barriers required to control the identified HSSE & SP hazards and the recovery measures needed.
3. Select, establish and maintain the required resources, standards and procedures to manage business, personal and process HSSE & SP Risks (including during change and across organisational interfaces).
4. Identify those positions (HSSE critical positions) responsible for the implementation or management of controls to prevent significant incidents and maintain adequate competence.
5. Establish HSSE & SP action plans and targets integrated within overall business plans.
7. Establish risk based audit plans to assure compliance with relevant standards and requirements.

COMPETENCE EXPECTED OF DISCIPLINE PROFESSIONALS

Knowledge Proficiency Level:

0. ▪ Can hold an informed debate on the requirements of the PREPARE competence.
1. ▪ Knows about the HSSE hazards at own work place.
   ▪ Knows about the potential effects of HSSE hazards at own work place.
   ▪ Knows how to use the Risk Assessment Matrix to assess HSSE risks.
   ▪ Asks questions testing whether Hazards can be substituted with ones having lower risk.
2. ▪ Knows about the criteria used to assess the effectiveness and validity of barriers.
   Includes overall cost when involved in the choice between barriers of similar effectiveness.
3. ▪ Asks questions testing the adequacy of procedures to manage general HSSE risks.
   When procedures need to be developed or adjusted for compliance reasons, asks questions testing whether Recommended Practices available from the HSSE & SP Global Expertise Teams could be used.
   ▪ Knows how the competence of staff in FLBM positions shall be assured.
   ▪ Knows how the competence of HSSE Critical Leaders shall be assured.
5. ▪ Knows about the roles a Business partner should play and the qualities required.
6. ▪ Interprets Emergency Response requirements as applicable to the work place.
技能熟练度：知识，以及以下内容：

1. 能够识别HSSE危害，并尽可能消除那些。
   - 能够评估危害的潜在急性影响。
   - 评估潜在的健康和环境危害的慢性影响，并寻求专家的帮助。
   - 常规且满意地使用风险评估矩阵来评估HSSE风险。
   - 询问是否能够将危害替换为具有较低风险的替代品。

2. 能够挑战危害的有效性或合理性。
   - 能够正确应用ALARP过程。

3. 能够建议采用一般HSSE风险的管理程序。
   - 一致且满意地倡导使用HSSE和SP全球专家团队提供的最佳实践。
   - 能够一致地和满意地挑战/帮助评估变更对风险管理的影响。

4. 能够建议所有HSSE关键职位。
   - 能够评估HSSE关键领导者的LEAD、PREPARE和APPLY能力，如果经过正式培训则为评估者。
   - 能够引导学习和发展活动，以弥补HSSE和SP关键领导者的技能和知识差距。

5. 与业务一起执行HSSE风险管理、机会和性能。

6. 能够评估/测试运营准备就绪性以管理紧急响应，符合HSSE和SP标准和指南。
   - 贡献运营计划以解决系统不足。

7. 能够开发与所感知的业务风险相称的现场/资产自我评估和检查范围和计划。
   - 能够开发基于风险的审计计划和参考条款，以确保符合相关标准和要求。

技能熟练度：技能，以及以下内容：

- 排除/适应。
  - 能够诊断和解决复杂、非例行的问题。
  - 能够创造性地解决复杂、非例行的问题。
  - 能够从其他市场或国家中采纳实践。
  - 能够生成对本地实践和程序的实质性改进。

回到：目录 - 附录
DISCIPLINE CORE COMPETENCE
HSSE RISK MANAGEMENT APPLICATION SUPPORT

Definition
Can support critical Business Leaders to deliver on their HSSE & SP accountabilities, as defined in the APPLY competence.

For recall, here are these Critical Leader HSSE & SP accountabilities:
1. Manage HSSE & SP Risks in accordance with the HSSE & SP Management System.
2. Establish safe systems of work so that risk remains As Low As Reasonably Practicable.
3. Monitor and review activities and performance to ensure effective implementation of controls and take corrective action.
4. Report and investigate incidents, take corrective action and share learning.
5. Participate in relevant site visits, inspections and internal audits to confirm that Risk Controls are in place and effective, and implement agreed actions.
6. Manage emergency situations in accordance with established plans.

COMPETENCE EXPECTED OF DISCIPLINE PROFESSIONALS

Knowledge Proficiency Level:
0. ▪ Can hold an informed debate on the requirements of the APPLY competence.
1. ▪ Knows about the correct methodology, elements and documentation required to manage risks in the blue, yellow and red areas of the Risk Assessment Matrix.
2. ▪ Asks questions testing the safety of procedures and practices for tasks and operations with personal safety risks.
   ▪ When relevant to Business environment, asks questions testing that the controls specified in a Permit to Work (PTW) process for a site, plant or operation are in place.
   ▪ Asks questions testing the effectiveness of the Management of Change (MOC) process for a site, plant or operation.
3. ▪ Can monitor the execution of remedial action plans arising from self-assessment and inspections/reviews.
4. ▪ Uses the Fountain Incident Management system to report near-misses and incidents.
   ▪ Participates in investigations to determine the immediate and underlying causes of incidents using Business-approved tools.
   ▪ Can propose corrective actions to address issues identified through incident investigations.
5. ▪ Can lead site/asset level self-assessments and inspections/reviews and report on findings.
6. ▪ Participates in emergency situations as per established plan and role.

Skill Proficiency Level: Knowledge, PLUS the following:
1. ▪ Can lead the development of the elements and documentation required to manage risks in the blue, yellow and red areas of the Risk Assessment Matrix in accordance with the HSSE
2. ▪ When relevant to Business environment, can assess the effectiveness of a Permit to Work (PTW) process for a site, plant or operation.
  ▪ Can assess the effectiveness of a Management of Change (MOC) process for a site, plant or operation.

3. ▪ Can monitor the execution of remedial action plans arising from internal and external audits.

4. ▪ Identifies and shares trends and findings from incident investigations and internal or external audits that may be relevant across area of influence.
  ▪ Can determine the immediate and underlying causes of incidents using Business-approved tools.

5. ▪ Participates in internal or external audits to check that Risk Controls are in place and effective.
  ▪ Facilitates the development of HSSE action plans to address audit and incident investigation findings and trends.

6. ▪ Can advise Crisis Team Leads on HSSE management matters during Crises.

Mastery Proficiency Level: Skill, PLUS the following:
  ▪ Troubleshoot/ Adapt.
  ▪ Able to diagnose and resolve significant complex, non-routine problems.
  ▪ Able to creatively solve significant, complex, non-routine problems.
  ▪ Able to adapt practices from other markets or countries.
  ▪ Able to generate substantial improvements to local practices and procedures.
DISCIPLINE CORE COMPETENCE
HSSE & SP CROSS-DISCIPLINE INTEGRATION

Definition: Can support critical Business Leaders to deliver on their HSSE & SP accountabilities by facilitating cross-discipline inputs for good risk management.

COMPETENCE EXPECTED OF DISCIPLINE PROFESSIONALS

Knowledge Proficiency Level:
- Recognises the limits of own knowledge and abilities in the following HSSE & SP expertise areas:
  - Health.
  - Operational HSSE (Safety expertise areas only).
  - Technical Safety Engineering.
  - Security.
  - Environment.
  - Social Performance.
- Has a broad knowledge of the services offered by specialists from the various HSSE & SP expertise areas.
  This includes some knowledge of the HSSE & SP Global Expertise Teams when such teams exist.
- Knows when to involve specialists from the various HSSE & SP expertise areas.

Skill Proficiency Level: Knowledge, PLUS the following:
- Consistently and satisfactorily requests specialist services from the various HSSE & SP expertise areas when relevant.
- Can guide and advise specialists in other HSSE & SP disciplines and functions on general HSSE management matters.

Go back to: Table of Content - Appendices
APPENDIX E1: SPECIFIC COMPETENCIES FOR THE OPERATIONAL HSSE SKILL POOL

SPECIFIC OPERATIONAL HSSE COMPETENCE

BEHAVIOURAL HSSE

Definition
Can apply the principles, theories and methods of Behavioural Science to change behaviours and drive performance improvements.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

Knowledge Proficiency Level:

- Understands and can explain:
  - Goal Zero. No harm. No leaks, and how leadership, enabled by HSSE & SP, can create a compelling case for change.
  - The importance of leadership in driving and sustaining HSSE & SP performance improvement.
  - The principles of Hearts and Minds.
  - The main tools in the Behavioural Safety toolkit.
  - The key elements of a Generative culture / High Reliability Organisation including chronic unease.
  - The Antecedent, Behaviour, Consequence model that underpins the Life-Saving Rules, and the importance of consistent and timely reward/recognition and disciplinary action.
  - How to build trust as a Behavioural Safety Professional.
  - The human factors involved in major incidents (e.g. Texas City, Mocondo, Piper Alpha) in our Industry and the lessons learned.
  - The principles of a behavioural based safety programme (BBSM) and how the identification of safe and at risk behaviour can lead to effective action plans.
  - The Shell Behavioural Safety Delivery Model.

Skill Proficiency Level: Knowledge, PLUS the following:

- Identifies the need for a Behavioural HSSE intervention.
- Can explain how and when to use the main tools in the Behavioural Safety toolkit to drive performance improvement.
- Can perform a HSSE & SP Leadership and culture diagnostic using a variety of techniques, (e.g. interviews, site visits, data review or survey tools).
- Works as a business partner with leaders, understanding the case for change and providing support / challenge in developing their Goal Zero vision and personal commitments for achievement their desired outcomes.
- Can design, develop and deliver leadership and behavioural HSSE & SP programmes for assets and projects.
Uses the Shell Change Architecture to ensure change is delivered, sustained, and embedded in the organization.

Uses behavioural science knowledge and proven adult learning techniques (i.e. Facilitation or Accelerative Learning techniques) to design and deliver engaging sessions that create a shift in beliefs and HSSE & SP behaviours.

Applies behavioural safety knowledge as part of an incident investigation to identify leadership and behavioural and systemic causes.

Provides coaching for leaders and develops the coaching skills of HSSE & SP professionals to support their LT's leadership journey.

Applies both behavioural science knowledge and international experience to implement safety improvement programs in difference cultures and modifies delivery based on cultural diversity.

Partners with preferred suppliers in the design and delivery of behavioural safety programs.

Holds up the mirror to senior leaders so they can see how others perceive their HSSE & SP leadership.

Has led safety culture diagnostics and supported the transformation journey of an asset or organisation.

Intervenes in a way that enables the person to explicitly recognize their at risk behaviour the potential consequences and commit to taking different (less risky) action.

Creates sustainability through building local capability, coaching and developing others to support effective implementation of the improvement/change programme.

**Mastery Proficiency Level: Skill, PLUS the following:**

- Externally recognized as a subject matter expert invited to represent Shell at industry events and with professional bodies or communities.
- Has led behavioural science research or the translation of new research into practical application.
- Has led safety culture diagnostics and supported a sustainable transformation journey of a Business or Line of Business.
- Able to develop new leadership and behavioural HSSE&SP programmes based on established behavioural science research.
- Able to adapt industry and internal practices to other businesses and/or applications.
- Provides guidance for and reviews and improves global behavioural HSSE programmes.

Go back to: Table of Content - Appendices
SPECIFIC OPERATIONAL HSSE COMPETENCE
CONTRACTOR HSSE

Definition
Can support the Business to ensure that contracts consistently and effectively cover the management of HSSE risks, and to deliver effective management of HSSE risks during contracted activities.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

Knowledge Proficiency Level:

- Is familiar with the HSSE & SP Control Framework manual sections that relate to Contractor HSSE Management.
- Knows about the key elements of the Category Management & Contracting Process (CMCP) and can explain what HSSE requirements are applicable at which stage in the process.
- Is familiar with the HSSE component of the CP tools - Supplier Qualification System (SQS), Contract Management System (CMS) and Model Contract Library (MCL). Understands the designated roles and can explain how these tools are being utilized.
- Understands the Contract Segmentation Guideline and can describe the process specifically with regard to HSSE risk assessment.
- Knows about the Contract Mode Guidance and can articulate the main criteria for determining the Contract Mode as well as the different types of Contract Mode.
- Is familiar with the Contract HSSE Plan Guidance and can explain how a Contract HSSE Plan can result in a more effective HSSE risk management of a contract.

Skill Proficiency Level: Knowledge, PLUS the following:

- Able to translate standards and guidelines standards for Contractor HSSE Management into practical actions.
- Able to interpret the requirements of the HSSE & SP Control Framework Manual Sections relating to Contractor HSSE Management and to support their implementation and the closure of gaps when such gaps exist.
- Acts as an HSSE Lead of a contract and provide support to Contract Owner/Holder in:
  - Determining the correct Contract Mode.
  - Identifying and assessing the HSSE risks associated with the contracted activities, determining the Contract HSSE Risk, and defining how to manage these risks.
  - Assessing whether the contractor has the capability to perform the contracted activities safely, including the contractor’s capability to manage subcontractors.
  - Establishing the HSSE specific section of the CP Sourcing documentation, including the appropriate HSSE contract clauses, the intended incentive/consequence management as well as the requirements for leading and lagging KPIs.
  - Defining the level of required Company HSSE performance monitoring based on the capability of the contractor and the Contract HSSE Risk.
  - Reviewing Contract HSSE Plans.
  - Verifying that the contractor complies and manages the HSSE requirements using controls as specified in the contract and associated Contract HSSE Plan.
  - Reviewing the management of HSSE risks in contracted activities and being able to identify when to intervene and take actions for continuous improvement of HSSE performance.
Mastery Proficiency Level: Skill, PLUS the following:

- Externally recognized as a subject matter expert invited to represent Shell at industry events and with professional bodies or communities.
- Able to adapt industry and internal practices to other businesses and/or applications.
- Able to develop Contractor HSSE Management related guidance/standards and programs.
- Able to provide strategic steer on contractor safety.
- Able to translate industry benchmarking on contractor safety results into practical application.

Go back to: Table of Content - Appendices
SPECIFIC OPERATIONAL HSSE COMPETENCE
INCIDENT INVESTIGATION AND LEARNING (IIL)

Definition
Can support the Business to log, investigate and learn from incidents.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

Knowledge Proficiency Level:
- Is familiar with the HSSE & SP Control Framework manual sections that relate to Incident Investigation and Learning.
- Understands and can explain at asset, site or OU level:
  - The incident reporting procedure for the various RAM classifications.
  - The suite of tools available for Incident Investigation and Learning.
  - The Learning from Incidents (LFI) procedure.
- Can develop improvement plans for Incident Investigation and Learning at asset, site or OU level, in line with the IIL strategy.
- Can demonstrate how to report incidents in FIM (or equivalent).
- Develops and publishes quality Learning from Incident materials, and coaches others to do the same.
- Translates learnings from incidents or trend from incident data to actionable actions.
- Works with local leadership to assess the implementation effectiveness of the Learning from Incidents process.
- Supports the rollout of Reflective Learning programmes and co-facilitates Reflective Learning workshops.
- Helps build and maintain the resources’ skills to lead or facilitate Reflective Learning engagements or incident investigations.
- Participates in the investigation of incidents other than significant incidents or high potential incidents.

Skill Proficiency Level: Knowledge, PLUS the following:
- Able to translate standards and guidelines for Incident Investigation and Learning into practical actions.
- Able to interpret the requirements of the HSSE & SP Control Framework Manual Sections relating to Incident Investigation and Learning and to support their implementation and the closure of gaps when such gaps exist.
- Coaches the global network of LFI coordinators on Incident Investigation and Learning implementation.
- Able to:
  - Notify significant and high potential RAM 5C, 5D, and 5E incidents and as per the requirements detailed in the HSSE & SP Control Framework.
  - Develop global Incident Investigation and Learning procedures for the Business.
  - Analyze Business incident data and trends and translate these into meaningful learnings for the Business.
  - Develop improvement plans for Incident Investigation and Learning at global business level, in line with the IIL strategy.
  - Develop and manage global Reflective Learning and/or Learning from Incident
Assesses the impact of LFI or Reflective Learning campaigns, identifies gaps and develops improvements plans.

Collaborates with business leaders to develop and maintain resources in leading or facilitating Reflective Learning engagements and Significant Incident Investigations.

Develops processes to assess the skills of facilitators conducting Reflective Learning engagements and Significant Incident investigations and develops plans to address shortfalls.

Participates in the investigation of RAM 5C, 5D or 5E significant incidents or high potential incidents.

Mastery Proficiency Level: Skill, PLUS the following:

- Externally recognized as a subject matter expert invited to represent Shell in external bodies such as Tripod Foundation and Energy Institute’s Human Factors Committee.
- Able to develop Incident Investigation and Learning related guidance/standards and programs.
- Able to provide strategic steer on Incident Investigation and Learning.
- Able to translate from internal or external incident data or trends to meaningful learning for the Group.
- Able to adapt industry and internal practices to other businesses and/or applications.
- Able to coach senior leaders and the Learning from Incident network to support effective implementation of their Incident Investigation and Learning improvement or change plans.
- Participates in significant incident investigations involving the Causal Learning and Tripod Beta methodologies.
SPECIFIC OPERATIONAL HSSE COMPETENCE
ROAD SAFETY

Definition
Can support the Business to manage the risk of driving and transport of people and goods on Company Business by road.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

Knowledge Proficiency Level:

- Is familiar with the HSSE & SP Control Framework manual sections that relate to Road Safety.
- Can have an informed discussion on the common causes of road incidents and respective learnings from incidents.
- Has a general understanding of:
  - The risks associated with moving equipment at worksites, lifting and hoisting and load security.
  - The differences, challenges and risks of primary and secondary transport in both a Upstream and Downstream context.
- Understands and can explain:
  - The key components of Shell’s road safety management system, such as the requirements of the HSSE & SP Control Framework, and what constitutes an effective road safety case.
  - The vehicle standards and requirements for light vehicles, heavy good vehicles and buses, including operational and maintenance requirements.
  - What is NCAP and how it is applied in high risk environments.
  - Why a good Defensive Driver Training program is essential, what it is and the process for accreditation of providers.
  - What is IVMS, its minimum functional requirements, the safety and business benefits and how to implement effectively.
  - Driver fitness for work including how to manage fatigue and what is included in a fatigue management plan.
  - Why questioning and reviewing the number of road journeys or the transportation mode or mix (air, road, maritime and rail) can minimize the overall risk.
  - Journey Management Planning including what it is, why it is important and how to implement a journey management plan.
  - The need for MSDS when transporting certain types of products and waste.
  - The Road Safety Contractor Management requirements, including pillar assessment reviews and what is expected of Contract Holders/Owners.
- Is familiar with Shell’s road safety external advocacy (e.g. UN ‘Decade of Action’ initiative) and with the logic framework model for establishing an effective road safety programme in an external community.
- Is familiar with Industry practices, including the guidance available via the the International Association of Oil & Gas Producers (IOGP).
- Participates in Stakeholder Engagements, understanding road safety risks and challenging stakeholders in developing their road safety goal zero plans.

Skill Proficiency Level: Knowledge, PLUS the following:

- Able to translate standards and guidelines for Road Safety into practical actions.
Able to interpret the requirements of the HSSE & SP Control Framework Manual Sections relating to Road Safety and to support their implementation and the closure of gaps when such gaps exist.

Able to verify that:

- Vehicles, whether Company owned, leased or contracted, are selected, used and maintained in line with requirements.
- Drivers, professional or otherwise, are selected and trained in line with requirements, and use vehicles and manage journeys and Road Safety High Risk Areas in line with requirements.

Without being a subject matter expert in these areas, able to train on risks and safety procedures associated with moving equipment at worksites, lifting and hoisting and load security.

Able to lead the roll out of IVMS, including the processes to make this effective and sustainable.

Able to guide and advise others on Road Safety management. In particular, can use their Skill proficiency in the HSSE Risk Management Preparation Support and HSSE Risk Management Application Support core competencies to support the Business to manage Road Safety risks to ALARP. This includes establishing controls for owned, operated or contracted transport and transport facilities including, where appropriate, compliance with adopted international standards.

Able to provide support on Road Safety case development and bow-tie analysis.

Able to guide and advise others on behavioural safety programmes for drivers and supervisors and to translate these in practical actions.

In the context of road transport, able to guide and advise on Product Stewardship and its associated requirements.

Able to use data to analyze and improve the planning and performance of road transport, to provide formal feedback to drivers and to recommend consequence management where required.

Able to lead Road Safety pillar assessments.

Able to work with business partners to scope and implement an effective road safety programme in an external community.

Using their coaching and facilitation skills, able to provide support to Contract Owners/Holders in Road Safety Contractor Management, including for pillar assessment reviews.

Able to lead Stakeholder engagements, understanding road safety risks and challenging stakeholders in developing their road safety goal zero plans.

Mastery Proficiency Level: Skill, PLUS the following:

- Externally recognized as a Subject Matter Expert invited to represent Shell at industry events and with professional bodies and communities.
- Has led road safety research or the translation of new research into practical application.
- Able to lead and develop road risk assessments, including hazard identification and black spot mapping
- Using their coaching and facilitation skills, able to lead on road safety case development and on bow-tie analysis
- Able to develop new road safety programmes based on established new research studies.
- Able to adopt industry and internal practices to other businesses and/or applications.
- Evaluates and provides guidance/support for global road safety programs.
- Able to lead Road Safety audits and pillar assessments
- Able to serve as a defensive driving accredited assessor.
APPENDIX E2

SPECIFIC COMPETENCIES FOR THE EMERGENCY RESPONSE SKILL POOL

This appendix contains a description of the specific competencies relevant to the Professionals holding roles in the Emergency Response skill pool.

CORE EMERGENCY RESPONSE COMPETENCE
HAZARDS, EFFECTS AND EMERGENCY RESPONSE

Definition
Can support the Business in managing the hazards and effects that have Emergency Response as a mitigation measure.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

Knowledge Proficiency Level:

- Knows about the HSSE hazards at own work place, which when released, may trigger the activation of the Emergency Response plan.
- Is familiar with and can explain the incident development scenarios identified once these hazards are released.
- Can describe the worst credible consequences identified for these scenarios.
- Can describe the Shell Emergency Response hierarchy of controls.
- Knows about the criteria used to assess the effectiveness and validity of barriers.
- Includes overall cost when involved in the choice between Emergency Response barriers of similar effectiveness.
- Asks questions testing the adequacy of procedures to manage Emergency Response.
- When procedures need to be developed or adjusted for compliance reasons, asks questions testing whether Recommended Practices available from the Emergency Response Global Expertise Team could be used.

Skill Proficiency Level: Knowledge, PLUS the following:

- Can identify HSSE hazards, which when released, may trigger the activation of the Emergency Response plan and whenever possible eliminate those.
- Able to develop alternative field practices when needed according to Shell emergency response hierarchy of controls.
- Able to challenge the effectiveness and validity of barriers playing a role in the development of Emergency Response scenarios.
- Able to advise on Emergency Response procedures.
- Consistently advocates the use of the Recommended Practices available from the Emergency Response Global Expertise Team when such practices exist.
- Able to consistently and satisfactorily challenge/ help assess the impact of changes on Emergency Response management.

Go back to: Table of Content - Appendices
CORE EMERGENCY RESPONSE COMPETENCE
EMERGENCY RESPONSE PLANS AND PROCEDURES

Definition
Can support the Business in developing and implementing Emergency Response plans and procedures.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

Knowledge Proficiency Level:
- Can describe how to establish and maintain emergency response, oil spill preparedness and response plans and procedures.
- Can describe the emergency notification and response process.
- Can describe the emergency response and incident management organization, including the roles and responsibilities of the emergency response team members, as outlined in the Emergency Response Plan.
- Can describe the coordination that is outlined in the Emergency Response Plan with relevant authorities and industry groups that provide support during emergencies, including mutual aid groups.
- Can describe the off-site emergency response resources that can be called upon to assist with the response to the different scenarios in the sites emergency response plan(s).
- Can describe the processes to maintain emergency response documentation.

Skill Proficiency Level: Knowledge, PLUS the following:
- Able to establish and maintain emergency response and oil spill preparedness and response plans and procedures.
- Able to establish and maintain an emergency notification and response process.
- Able to establish an emergency response and incident management organization as outlined in the emergency response plan that shows the members of the emergency response team along with their roles and accountabilities.
- Able to determine and maintain the various types of emergency response documentation that is needed.
- Able to maintain a roster to fill the position of incident commander and emergency response team members.

Go back to: Table of Content - Appendices
CORE EMERGENCY RESPONSE COMPETENCE
EMERGENCY RESPONSE TRAINING AND EXERCISES

Definition
Can support the Business in developing and implementing emergency response management training and exercises.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

Knowledge Proficiency Level:
- Can describe the purposes and types of exercises used to test emergency response plans and procedures, and the strength and weakness of each type.
- Participates in Emergency Response field exercises commensurate with own role at least annually.
- Can describe what options are available to develop competence on:
  - Emergency response plans,
  - The key decision-making processes used during emergency response,
  - The roles and responsibilities of individual workers and emergency responders.
- Knows how to identify Emergency Response FLBM positions.
- Knows how the competence of staff in Emergency Response FLBM positions shall be assured.

Skill Proficiency Level: Knowledge, PLUS the following:
- Able to conduct tier I exercises testing the emergency response organization readiness.
- Can translate the training matrix available in the HSSE&SP Control Framework emergency response specification into individual learning and development programmes.
- Able to assess the quality of FLBM training and qualification programmes.
- Able to develop a program testing all the scenarios included in the emergency response plan as per the timeline detailed in the HSSE & SP CF Emergency Response Management specification.
- Able to set up emergency response centres and exercise personnel operating in those centres.

Go back to: Table of Content - Appendices
CORE EMERGENCY RESPONSE COMPETENCE
EMERGENCY RESPONSE FACILITIES AND EQUIPMENT

Definition  Can support the Business in selecting, implementing and maintaining the facilities and equipment playing a role in emergency response scenario development.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

Knowledge Proficiency Level:

- Can describe the purpose of key emergency response centres such as Incident Command Posts, Staging and Emergency Operations Centres.
- As regards equipment playing a role in emergency response scenario development, can describe:
  - What elements (active release detection, bunds/dikes, passive fire and explosion protection, fire safety and emergency response) are available on site and where, which elements are HSSE-critical and what makes them HSSE-critical,
  - How the equipment available on site is selected, including capabilities, and how it is maintained.

Skill Proficiency Level: Knowledge, PLUS the following:

- Can establish, equip and maintain business emergency response centres that meet the internal and external needs of the Company’s incident management system and the emergency response team.
- As regards equipment playing a role in emergency response scenario development, able to:
  - Manage their selection, including capability and maintenance, using the relevant DEP when applicable,
  - Advise on the process to identify which equipment is HSSE-critical.

Go back to: Table of Content - Appendices
CORE EMERGENCY RESPONSE COMPETENCE
EMERGENCY RESPONSE INCIDENT COMMAND SYSTEM (ICS)

Definition: Can support the Business in developing and implementing the Shell Incident Command System used for emergencies and exercises.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

Knowledge Proficiency Level:
- Can describe:
  - How the ICS Command and General Staff support the management of incidents.
  - The reporting relationships and information flow within the ICS organization.
  - The Command and General Staff positions and their duties.
  - The elements of ICS and how these elements impact the management of an incident.
  - The process for developing incident objectives, strategies and tactics.
  - The steps in transferring and assuming incident command.
  - The major planning steps in developing an Incident Action Plan.
  - The interface between the Incident Command and the Emergency Operations Centre.
- Can list the various types of command structures and describe their main features.

Skill Proficiency Level: Knowledge, PLUS the following:
- Able to conduct a strategy meeting, tactics meeting, planning meeting and operational period briefing.
- Able to develop an incident action plan for a simulated or actual incident.
- Able to implement the incident management system on a simulated or actual expanding incident.
- Able to identify the steps in developing and implementing a demobilization plan.

Go back to: Table of Content - Appendices
SPECIFIC EMERGENCY RESPONSE SKILL POOL

APPENDIX E2: SPECIFIC COMPETENCIES FOR THE EMERGENCY RESPONSE SKILL POOL

SPECIFIC EMERGENCY RESPONSE COMPETENCE

EMERGENCY RESPONSE: INCIDENT COMMAND LEADERSHIP

Definition
Can support the Business in managing emergencies as required for good risk management.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

Knowledge Proficiency Level:

- Is familiar with:
  - The importance of command presence to an Incident Command (IC),
  - The procedures for stopping unsafe or incorrect acts or operations,
  - The Shell Incident Command System (ICS) or equivalent, including the forms to be used,
  - The principles of unified and coordinated command,
  - The procedures for transferring command.
- Can describe:
  - The purpose and operation of an Incident Action Plan (IAP),
  - The standard operating procedures of the Authority Having Jurisdiction (AHJ) and the incident reporting and documentation procedures used by the AHJ.
- Can have an informed discussion on:
  - How incident management teams function,
  - Efficient communications and communication system establishment,
  - Resource management, including techniques, roles, and responsibilities,
  - Internal and external stakeholder management during an incident or planned event,
  - The safety aspects to be considered for incident operations,
  - The ICS organisation structure expansion procedures,
  - Emergency Operations Centres (EOC),
  - Incident Command (IC) policies and procedures,
  - The business standard operating procedures related to incident termination and demobilization.
- Can describe the site or facility procedures for setting up Command, including responsibilities and authority of the IC, elements of a correct size-up report and possible locations for an incident command post.
- Can detail the strategies and tactics relevant to the various types of incidents linked to the site or facility Emergency Response Review scenarios and the business pre-incident plans.

Skill Proficiency Level: Knowledge, PLUS the following:

- Able to prioritize tasks to ensure responder safety and health, and to recognize and identify unsafe acts and operations.
- Able to analyze incident conditions and develop a plan of action, transmitting an accurate size-up report.
- Able to conduct transfer of command process.
- Able to perform a size-up and interpreting incident information for the purpose of verifying the effectiveness, applicability, and safety of the size-up.
- Able to identify stakeholders and their perceived needs, and to manage communications to those stakeholders.
Able to use and complete required Shell ICS forms for the Command and for the Command Staff and Command Support Staff perceived needs.

Able to give direction and set goals and priorities for other incident command personnel.

Able to identify and manage the resources needed to support strategic and tactical operations specific for the incident, including being able to assess the workspace needed by them.

Able to communicate by radio and other means and know accountability procedures and tactical operations specific to the incident.

Can accurately estimate the resources that can handle the remaining functions at an incident or planned event.

Able to develop and execute a demobilization plan to assigned resources, and to adjust an Incident Action Plan (IAP) to meet incident demobilization needs.

Able to conduct an after-action meeting, and can handle people with strong or conflicting opinions.

**Mastery Proficiency Level: Skill, PLUS the following:**

- Able to identify the primary government agencies and the scope of their regulatory authority.
- Can describe the concept of a Joint Information Centre (JIC) and its application.
- Understands the roles and responsibilities of people and organizations within the incident command arrangements that exist at local, regional and national levels.
- Able to lead a strategic response to an incident within local, regional and national contexts.
SPECIFIC EMERGENCY RESPONSE COMPETENCE

EMERGENCY RESPONSE: COMMAND STAFF ACTIVITIES

Definition
Can support the Incident Commander in delivering Emergency Response objectives and priorities.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

The paragraphs below are a high-level description of the knowledge and skills expected of Operations Safety Officers, Liaison Officers and Public Information Officers. Expected competence is as per the role held by an individual.

For guidance on the competence associated with other command support roles, refer to the NFPA 1026 Standard.

1. Safety Officer

Knowledge Proficiency Level:

- Can describe the Incident Command System (ICS) processes and procedures, and the components, structure, and purpose of a safety plan.
- Can describe the role and responsibilities of a Safety Officer within the ICS.
- Can describe the resources needed to support the communication, documentation and information duties of a Safety Officer.
- Can describe the principles for safe responses to incidents.
- Is familiar with the type of situations that require suspension of activities at an incident or planned event scene, and with the procedures for notifying command of halted operations.
- For the incident types that are present in the Emergency Response Review scenarios and pre-incident plans, can describe
  - The technical issues pertinent to Health and Safety,
  - The associated Health and Safety plans.
- Can describe the business procedures for communicating Health and Safety information and means to convey such information in time constrained environments.
- Can describe the procedures for conducting safety investigations whilst preserving evidence and documentation, and the technical knowledge needed for this investigation.

Skill Proficiency Level: Knowledge, PLUS the following:

- Able to acquire and document information and orders from the Incident Command.
- Able to safely translate technical knowledge to practical field applications, including recognizing personnel who are in need of rehabilitation or critical incident stress debriefing.
- Able to address identified Health and Safety concerns and to coordinate Health and Safety messages within the safety plan and Incident Action Plan (IAP).
- Able to identify significant Health and Safety hazards, assess the levels of risk associated with their release and apply relevant measures to mitigate them.
- Able to adapt a safety plan as incident hazards evolve or change, including suspending or immediately terminating hazardous activities at an incident site.
- Able to recognize dangerous conditions, quickly assess a situation and take decisions,
and communicate outcome to affected personnel and Incident Command.

- Able to recognize the need to expand and/or transfer the safety function in the ICS structure.

2. **Liaison Officer**

   **Knowledge Proficiency Level:**

   - Can describe the role and responsibilities of a Liaison Officer within the ICS.
   - Can describe the resources needed to support the communication, documentation and information duties of a Liaison Officer.
   - Can describe the policies, procedures and methods relevant to a Liaison Officer, including transfer of duties.
   - Can have an informed discussion on:
     - Response agency capabilities,
     - Cooperating with and assisting agencies,
     - The types of information needed by Command and General Staff and agencies likely to be involved in various types of incidents.
   - Can have an informed discussion on the communications methods to be used for given situations, Incident Action plans (IAP), incident complexities, incident evaluation techniques, and situations that require the cooperation of multiple agencies or disciplines.

   **Skill Proficiency Level: Knowledge, PLUS the following:**

   - Able to assess workspace and resource requirements for delivery of own responsibilities.
   - Able to acquire and document information and orders from the Incident Command.
   - Able to evaluate incident information and information contained in an Incident Action Plan (IAP), and to recognize situations that require coordinating with or involving other agencies or stakeholders.
   - Able to manage communications and successfully transfer information to other agencies.
   - Able to conduct a transfer briefing meeting.

3. **Public Information Officer (PIO)**

   **Knowledge Proficiency Level:**

   - Can describe the role and responsibilities of a Public Information Officer within the ICS.
   - Can describe the resources needed to support the documentation and information duties of a Public Information Officer.
   - Can describe the policies, procedures and methods relevant to the Public Information Officer, including transfer of duties and release of information.
   - Can describe what a Joint Information Centre (JIC) is and how it operates.

   **Skill Proficiency Level: Knowledge, PLUS the following:**

   - Able to acquire and document information and orders from the Incident Command.
   - Able to analyze information and to work with the Incident Command to identify information to be released.
   - Able to interface with news media.
   - Able to conduct a transfer briefing meeting.

[Go back to: Table of Content - Appendices]
APPENDIX E2: SPECIFIC COMPETENCIES FOR THE EMERGENCY RESPONSE SKILL POOL

SPECIFIC EMERGENCY RESPONSE COMPETENCE
EMERGENCY RESPONSE: GENERAL STAFF ACTIVITIES

Definition
Can support the Incident Command System through proper implementation of emergency response plans.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

The paragraphs below are a high-level description of the knowledge and skills expected of Operations Section Chiefs, Planning Section Chiefs, Logistics Section Chiefs and Finance/Administration Section Chiefs. Expected competence is as per the role held by an individual.

For guidance on the competence associated with other general roles, refer to the NFPA 1026 Standard.

1. Operations Section Chief

Knowledge Proficiency Level:
- Can describe the Incident Command System (ICS) processes and procedures, and the components, structure, and purpose of a safety plan.
- Can describe:
  - The role and responsibilities of an Operations Section Chief within the ICS, including information and communication requirements,
  - The resources needed to support the duties of an Operations Section Chief,
  - The policies, procedures and methods relevant to an Operations Section Chief, including ICS forms and transfer of duties,
  - The local and incident-specific procedures for incident termination and demobilization.
- Can have an informed discussion on:
  - Appropriate strategies and tactics for handling various incident scenarios identified in the Emergency Response Review and business pre-incident plans.

Skill Proficiency Level: Knowledge, PLUS the following:
- Can assume and transfer the role of Operations Section Chief within an ICS.
- Able to use the ICS forms relevant to role.
- Able to acquire, document and transfer information and orders from the Incident Command.
- Able to select appropriate strategies and tactics to mitigate an incident or planned event.
- Able to:
  - Request, deploy and manage resources to support incident or planned-event strategic and tactical goals,
  - Track and record resources, and to communicate with them by radio and other means,
  - Coordinate the demobilization of the Operations Section,
  - Document actions taken within the position.
2. **Planning Section Chief**

**Knowledge Proficiency Level:**

- Can describe:
  - The role and responsibilities of a Planning Section Chief within the ICS, including information and communication requirements,
  - The policies, procedures, references, tasks and methods relevant to a Planning Section Chief, including ICS forms and transfer of duties,
  - The resources and their deployment methods needed to support the duties of the Planning Section Chief,
  - The local and incident-specific procedures for incident termination and demobilization.

- Can have an informed discussion on:
  - The response planning process and elements,
  - The types of technical specialists used for various incidents, contact information for acquiring technical specialists, and capabilities, uses, and limitations of these specialists.
  - Communications and information display methods

**Skill Proficiency Level: Knowledge, PLUS the following:**

- Can assume and transfer the role of Planning Section Chief within an ICS.
- Able to use the ICS forms relevant to role.
- Able to acquire, document and transfer information and orders from the Incident Command.
- Able to:
  - Estimate resource needs.
  - Communicate with outside agency representatives and technical specialists to coordinate the use of outside resources.
  - Recognize potentially hazardous situation and to identify competence deficiencies within assigned staff.
  - Communicate demobilization information to assigned resources.
  - Document actions taken within the position.

3. **Logistics Section Chief**

**Knowledge Proficiency Level:**

- Can describe:
  - The role and responsibilities of a Logistics Section Chief within the ICS, including information and communication requirements,
  - The policies, procedures, references, tasks and methods relevant to the Logistics Section, including ICS forms and transfer of duties,
  - The resources and their deployment methods needed to support the duties of the Logistics Section Chief,
  - The local and incident-specific procedures for incident termination and demobilization.

- Can have an informed discussion on:
  - The needs of facilities, including food, medical and communications and their supply, reception and distribution.
Skill Proficiency Level: Knowledge, PLUS the following:

- Can assume and transfer the role of Logistics Section Chief within an ICS.
- Able to use the ICS forms relevant to role.
- Able to acquire, document and transfer information and orders from the Incident Command.
- Able to:
  - Identify and request logistical resources required to support incident needs using business logistics methods.
  - Estimate resources needed to handle remaining workload.
  - Communicate demobilization information to assigned resources.
  - Document actions taken within the position.

4. Finance/Administration Section Chief

Knowledge Proficiency Level:

- Can describe:
  - The role and responsibilities of a Finance/Administration Section Chief within the ICS, including information and communication requirements,
  - The policies, procedures, references, tasks and methods relevant to the Finance/Administration Section, including ICS forms and transfer of duties,
  - The resources and their deployment methods needed to support the duties of the Finance/Administration Section Chief,
  - The local and incident-specific procedures for incident termination and demobilization.
- Can have an informed discussion on:
  - Personnel assignments and workloads,
  - Worker compensation requirements for Shell,
  - Budgeting and cost management procedures of local agencies,
  - The components of a Finance/Administration plan per the business’s procedures and associated spreadsheets and database tools.

Skill Proficiency Level: Knowledge, PLUS the following:

- Can assume and transfer the role of Finance/Administration Section Chief within an ICS.
- Able to use the ICS forms relevant to role.
- Able to acquire, document and transfer information and orders from the Incident Command.
- Able to:
  - Create, maintain and timely implement a Finance/Administration plan for an incident or planned event, including aspects such as the potential for injuries, compensation, pay, claims, and procurement needs.
  - Communicate demobilization information to assigned resources.
  - Document actions taken within the position.

Go back to: Table of Content - Appendices
SPECIFIC EMERGENCY RESPONSE COMPETENCE

FIREFIGHTING

Definition
Can apply the principles, theories and methods of firefighting.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

The paragraphs below are a high-level description of the knowledge and skills expected of Qualified Firefighters. To understand what this qualification precisely entails, please refer to the NFPA 1081 standard.

Knowledge Proficiency Level:

- Can detail the site or local procedures to report an emergency.
- Can describe own responsibilities within the incident management system.
- Can describe operating and safety procedures for the site relating to emergency response.
- Can list the site-specific hazards relating to credible and worst case scenarios that require emergency response.
- Can have an informed discussion on the essential elements of Fire Behavior.
- Is familiar with the classifications of fire and with the types, rating systems, operating methods, and limitations of portable fire extinguishers.
- Is familiar with the fixed fire protection (or suppression?) system on site, its operation and override procedures, including the hazards associated with it and precautions for shutdown.
- Is familiar with the master stream appliances, their selection depending on fire situations, the tactics using them and their operations.
- Knows about the Emergency Response tools and equipment available on site and where to find them, their correct use and how to select the right tools and equipment depending on conditions.
- Can have an informed discussion on:
  - General firefighting principles and techniques,
  - The personal protection equipment (PPE) used for firefighting, including thermal protective clothing and self-contained breathing apparatus (SCBA),
  - Gas fires and firefighting principles and techniques, including associated threats such as impingement, inadequate drainage or inadequate cooling, BLEVE scenarios and the effects of heat and pressure on closed containers,
  - Structure fires and the principles of ventilation, including the threats associated with structure venting,
  - Fire-fighting foams, their generation, use and application techniques, including the threats associated with foam usage,
  - Fire-fighting special agents, their generation, use and application techniques, including the threats associated with special agent usage,
  - Operations carried out in hazardous areas, including communication and evacuation and the loss of air supply threat,
  - Operations carried out in areas of obscured conditions, including the psychological effects induced and ways to manage them,
  - Search and rescue techniques, the methods for locating and dealing with victims and considerations for protecting self during search and rescue operations.
Skill Proficiency Level = Firefighter Qualification

Knowledge proficiency level, PLUS the following:

- Able to support pre-incident planning through the identification of the components of fire suppression and detection systems, structural features, site-specific hazards that require Emergency Response planning and response considerations.
- Able to clean, inspect, and maintain Emergency Response equipment and to complete recording and reporting procedures.
- Able to correctly don and doff thermal protective clothing, and to perform assignments while wearing such clothing.
- Able to use self-contained breathing apparatus (SCBA), including:
  - Correctly don and doff, control breathing, use SCBA in limited-visibility conditions and to exit through restricted passages,
  - Replace SCBA air cylinders,
  - Initiate and complete emergency procedures in the event of SCBA failure or air depletion.
- Is familiar with the different types of alarms, and able to implement the response and provide information through communications.
- Able to use site drawings to identify hazardous locations, how to access water supply points and to efficiently support the deployment of emergency response teams.
- Able to select portable fire extinguishers based on the size and type of fire and to carry and operate them.
- Able to operate the site fixed fire protection systems via electrical or mechanical means.
- Able to operate the site water supply components and to identify damage or impairment.
- Able to correctly put in service a master stream appliance and evaluate and forecast a fire growth and development.
- Able to operate 38 mm (1 1/2 in.) diameter or larger handlines to safely attack and extinguish fires through the application of water.
- Able to safely intervene on gas containers and operate their control valves.
- Able to safely stop flammable gas fires through the control or isolation of their source.
- Able to assemble foam stream components and to safely extinguish an ignitable (or simulated) liquid fire through the selection and correct application of the relevant type of foam concentrate.
- Able to operate a special agent supply for use and to safely extinguish exterior fires through the correct application of various special agents.
- Able to safely extinguish interior structural fires, including hidden fires.
- Able to safely operate in vision-obscured conditions.
- Able to safely rescue individuals, including trapped or incapacitated or in environments requiring respiratory protection, and to exit through restricted passages.
- Able to transport and operate the tools and equipment needed to force entry into structures and to create openings and ventilation.
SPECIFIC EMERGENCY RESPONSE COMPETENCE
GENERAL RESCUE

Definition
Can apply the core principles, theories and methods of rescue.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

The paragraphs below are a high-level description of the core knowledge and skills expected of general rescuers. For further details, please refer to the NFPA 1006 standard.

Knowledge Proficiency Level:
- In the context of rescue, can have an informed discussion on the following topics:
  - Incident Command Systems.
  - Resource management.
  - Incident Surveys.
  - Scene surveys and searches.
  - Scene safety.
  - Single points anchors.
  - Site operations.
  - Incident size up.
  - Hazards control.
  - Victim management.
  - Equipment maintenance.
  - Rescue knots and rigging.
  - Belay and haul systems.

Skill Proficiency Level = General Rescue Qualification
Knowledge proficiency level, PLUS the following:
- Able to manage rescue resources, considering their capabilities and limitations.
- Able to ensure safety of incident scenes.
- Able to enter, manoeuvre in, and exit a search environment and provide for and perform self-escape/ self-rescue.
- Able to recognize identify hazards, analyze risks, use site control equipment and methods, use data collection and management systems and use asset and personnel tracking systems.
- Able to correctly manage victims.
- Able to maintain and assess the condition of personal protective and rescue equipment.
- Able to tie representative knots, bends, or hitches for the purpose of rescue operations.
- Able to select protective devices for rope and webbing, and to provide personnel with a safe environment where edges are present.
- Able to select rope and equipment, tie knots, rig systems, and:
  - Evaluate anchor points for required strength, location, and surface contour.
  - Attach a mechanical advantage system to an anchor system and load.
  - Perform safety checks on these systems.

Go back to: Table of Content - Appendices
SPECIFIC EMERGENCY RESPONSE COMPETENCE
SPECIALIZED RESCUE

Definition
Can apply the principles, theories and methods of specialized discipline rescue.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

The competence expected for the two most common rescue disciplines relevant to Group operations is described below for convenience, i.e. Rope Rescue and Confined Space Rescue.

Additional rescue disciplines may be needed locally, such as Trench Rescue, Collapse Rescue, Vehicle Rescue, Ice Rescue, Mine and Tunnel Rescue and Machinery Rescue. If relevant, please refer to the NFPA 1006 standard to understand what knowledge is expected and what the Technical Rescuer Qualification entails for these additional rescue disciplines. Note that when relevant, being qualified in these disciplines is a HSSE & SP Control Framework requirement (FLBM roles).

1. Rope Rescue Discipline

The paragraphs below are a high-level description of the knowledge and skills expected of Level I and Level II Qualified Technical Rescuers performing Rope Rescue. To understand what these qualifications precisely entail, please refer to the NFPA 1006 standard.

1.1. Rope Rescue, Level I Qualification

Knowledge Proficiency Level
- Can have an informed discussion on:
  - Steep and high-angle rescue techniques involving simple rope advantage systems, multiple-point anchor systems and compound rope, including their principle, operation and related safety aspects.
  - Knot selection and rigging principles, including safety checks and methods of evaluating systems for compromised integrity.
  - Life safety harnesses, personal protective equipment and systems for ascending and descending a fixed rope, including their design and intended purposes and common hazards posed by improper maneuvering and use.

Skill Proficiency Level = Rope Rescue, Level I Qualification

Knowledge proficiency level, PLUS the following:
- Be qualified in the Core Rescue Skills.
- Able to direct a team in the safe operation of a simple rope mechanical advantage system in a high-angle raising operation, and to identify and manage potential problems.
- Able to construct safe and efficient:
  - Compound rope mechanical advantage systems, including their connection to an anchor system and to the load.
  - Multiple-point anchor systems. This includes the ability to perform the necessary safety checks on these systems and to verify that their integrity is maintained throughout the operation.
- Able to select effective compound rope systems and knots, demonstrate rigging principles
and evaluate system components for compromised integrity.

- Able to safely ascend and descend a fixed rope in a high-angle environment with obstacles.
- Able to select and safely use fit-for-purpose safety systems such as harnesses and other personal protective equipment.
- Able to direct a safe lowering operation in a high-angle environment, and to identity, communicate and manage potential problems.

1.2. Rope Rescue, Level II Qualification

Knowledge Proficiency Level

- Can have an informed discussion on:
  - Safe rescue operations in high-angle environments, from a participant and lead perspective.
  - Life safety harnesses, personal protective equipment and systems for high-angle environments, including their design and intended purposes and common hazards posed by improper maneuvering and use.
  - Techniques, systems and devices for safe transfer of victims in a high-angle or vertical environment and principles of suspension-induced injuries.
  - The types of energy sources, system isolation methods, specialized system features and tools for disabling hazards.

Skill Proficiency Level = Rope Rescuer, Level II Qualification

Knowledge proficiency level PLUS the following:

- Hold a Rope Rescue Level I qualification.
- Able to safely access victims in a high-angle environment, using techniques to climb up or down natural or manmade structures.
- Able to safely (for self and victims) complete assignments while suspended from a rope rescue system in a high-angle environment.
- Able to select and safely use victim transfer devices and specialized equipment facilitating efficient and safe victim movement and removal in a high-angle environment.
- Able to safely function as a litter tender in a high-angle lowering or hauling operation whilst minimizing risks to equipment and persons, and to manoeuver them past obstacles, including while suspended from a rope rescue system.
- Able to select and construct systems for rapid removal of victims from lanyards or rope or webbing, manage safe operation of these systems, determine condition of the suspended victim and determine specialized equipment needs for victim movement.
- Able to direct a team to:
  - Construct fit-for-purpose, efficient and safe systems intended to move a suspended rescue load along a horizontal path to avoid an obstacle.
  - Safely operate such systems and identify and manage potential problems.
  - Able to select and use tools and techniques that minimize fall potential and fall factors.
  - Able to safely isolate and manage potentially harmful energy sources found in erected structures, including power systems and construction materials.

2. Confined Space Rescue Discipline

The paragraphs below are a high-level description of the knowledge and skills expected of Level I and Level II Qualified Technical Rescuers performing Confined Space Rescue. To understand what
these qualifications precisely entail, please refer to the NFPA 1006 standard.

2.1. Confined Space Rescue, Level I Qualification

Knowledge Proficiency Level

- Can have an informed discussion on:
  - The types of confined spaces and their internal obstacles and hazards.
  - Detection and monitoring equipment, including their calibration, use and limitations.
  - Hazardous atmospheres including their effects on victims and rescuers, the required monitoring equipment, preparation for entry and operational protocols in such atmospheres.
  - Safe methods for patient care and victim packaging in confined space.
  - Personal protective and other equipment used for confined space rescue.
  - Operational and medical protocols and decontamination procedures.

Skill Proficiency Level = Confined Space Rescue, Level I Qualification

Knowledge proficiency level PLUS the following:

- Be qualified in the Core Rescue Skills.
- Able to use and confirm calibration of detection and monitoring equipment.
- Able to acquire representative samples of space and to conduct continuous monitoring of the environment to determine likelihood of exposure to environmental hazards.
- Able to prepare for safe entry into a confined space, including selection of suitable rescuers and rescuer evacuation.
- Able to use personal protective and other equipment needed for a safe confined space rescue operation.
- Able to safely enter a confined space, establish contact with victims, assess their condition and initiate fit-for-purpose care, and prepare their removal whilst minimizing the risk of further harm.
- Able to safely remove all entrants from a confined space with obstacles, ensure they are decontaminated as necessary, and deliver the victims to the EMS provider.

2.2. Confined Space Rescue, Level II Qualification

Knowledge Proficiency Level

- Can have an informed discussion on:
  - What must be considered when developing preplans, including applicable regulations.
  - The assessment of the risks associated with confined space rescue operations.
  - The control of identified risks during confined space rescue operations, including the risks associated with harmful energy and physical hazards.

Skill Proficiency Level = Confined Space Rescue, Level II Qualification

Knowledge proficiency level PLUS the following:

- Hold a Confined Space Rescue Level I qualification.
- Able to develop preplans and preplan forms for future safe confined space rescue operations, in compliance with applicable guidelines and regulations.
- Able to select and use preplan forms for safe confined space rescue operations.
- Able to assess confined space incidents and what is needed for the execution of safe
rescue operations in the context of these incidents.

- Able to lead safe confined space operations.
- Able to establish and control access to rescue areas.
- Able to utilize personal protective and other hazard control and mitigation equipment and techniques to protect rescuers from exposure to hazardous materials and atmospheres and from harmful energy releases and physical hazards.

Go back to: Table of Content - Appendices
SPECIFIC EMERGENCY RESPONSE COMPETENCE
FIRST AID

Definition
Can apply the principles, theories and methods of first aid.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

Knowledge Proficiency Level:

- Knows how the site emergency response plan shall be implemented at own site.
- Can have an informed discussion on the legal and ethical responsibilities of a first aider.
- Understands the hazards of industrial toxicology for chemicals at the facility or site.
- Can describe:
  - The process to activate the emergency response system in accordance with the site or facility response plan.
  - The process of conducting a scene assessment.
  - The components of basic Triage.
  - The basic principles of first aid and a patient survey.
  - The principles, procedures and standard precautions needed to be undertaken for personal protection from airborne and blood borne pathogens.
  - The First Aid equipment that is available on site and where it is located.
  - Can describe the first aid steps for environmental emergencies.
  - Can have an informed discussion on the protocols for patient record management.
  - Can describe the information to include in the “hand-off” report.

Skill Proficiency Level = First Aid Qualification

Knowledge proficiency level PLUS the following:

- Can demonstrate use of engineering controls to prevent or limit the spread of infectious diseases.
- Able to perform physical patient examination, assessment of medical history and assessment of vital signs.
- Can demonstrate:
  - The first aid steps for an obstructed airway,
  - Cardio Pulmonary Resuscitation (CPR),
  - The use of an Automated External Defibrillator,
  - Methods of controlling bleeding and dealing with soft tissue injuries,
  - Methods to manage fractures and appropriate methods of patient packaging for the mechanism of injury,
  - Methods to manage burn injuries,
  - Methods to recognize and management for shock and Anaphylaxis.

Go back to: Table of Content - Appendices
SPECIFIC EMERGENCY RESPONSE COMPETENCE
OIL/ CHEMICAL SPILLS RESPONSE

Definition  Can apply the principles, theories and methods of response to oil/ chemical spills.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

Knowledge Proficiency Level:

- Knows how the site emergency response plan shall be implemented at own site, including waste disposal aspects.
- Can describe the process for activating the emergency response system.
- Can have an informed discussion on the key features of the response to different oil spill scenarios at own site.
- Can describe how to select and use proper specialized personal protective equipment provided.
- Can detail the oil spill response equipment available on site and where it is located.
- Can explain when and how to use the different types of oil spill response equipment available.
- Can describe own role within the Incident Command System as detailed in the emergency response plan.

Skill Proficiency Level = Oil/ Chemical Spills Response Qualification

Knowledge proficiency level PLUS the following:

- Can demonstrate:
  - Correct and safe deployment of spill containment equipment.
  - Donning and doffing of specialized PPE as provided.
  - Correct use of monitoring and sampling equipment as provided.
  - Able to safely perform advanced control, containment, and/or confinement operations within the capabilities of the resources.
  - Able to determine and implement decontamination procedures.
  - Able to maintain effective communications with co-workers throughout the whole operation.
  - Able to dispose of waste materials correctly and safely.

Go back to: Table of Content - Appendices
SPECIFIC EMERGENCY RESPONSE COMPETENCE

HAZMAT/ DANGEROUS GOODS RESPONSE

Definition
Can apply the principles, theories and methods of response to hazmat/ dangerous goods incidents.

COMPETENCE EXPECTED OF SPECIALIZED PROFESSIONALS

The core competence expected of responders to hazmat/ dangerous goods is detailed below. Specific site set-ups may require additional specialized competences. These are detailed in the NFPA 472 standard where the knowledge and skills required for Hazmat/ Dangerous Goods Responder Qualifications can be found. Note that when relevant, getting qualified for these additional specialized competences is a HSSE & SP Control Framework requirement (FLBM roles).

Knowledge Proficiency Level:

- Knows how the site emergency response plan shall be implemented at own site.
- Can describe own responsibilities within the incident management system.
- Knows the classification, identification and verification of known and unknown materials by using field survey instruments and equipment.
- Is familiar with the hazardous materials vocabulary.
- Understands the potential outcomes associated with an exposure to hazardous substances.
- Has the ability to recognize the presence of hazardous substances in an emergency.
- Can have an informed discussion on the 5-step Isolate to Terminate process and how it affects the hazardous materials response.
- Knows how to select and use proper specialized chemical personal protective equipment provided.
- Understands hazard and risk assessment techniques.
- Can recognize different types of containers and markings and is familiar with the hazards associated with the materials they contain.
- Can identify factors that determine how hazardous materials containers will behave during an incident and develop a strategy for a response based on the analysis of the container and its behaviour.
- Can explain how hazardous materials enter the body and what their potential effects are.
- Can describe the different roles in the incident management system (IMS) and what role the first responder will play in a hazardous material incident.

Skill Proficiency Level = Hazmat/ Dangerous Goods Response Qualification

Knowledge proficiency level PLUS the following:

- Can demonstrate:
  - The use of monitoring equipment available at the site.
  - Techniques for safe and efficient removal of victims from a hazardous environment.
  - Techniques for decontaminating ambulatory and non-ambulatory responders, including large numbers of people.
- Can categorize the different types of personal protective equipment (PPE) by their characteristics.
- Able to don and doff and to work in each type of PPE available.
- Able to safely and efficiently perform advance control, containment and/or confinement operations.
- Understands and can implement the different types of decontamination and demonstrate proper selection, set-up, operation, and tear down of a decontamination line.

[Go back to Table of Content - Appendices]
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A description of the specific competencies relevant to the Professionals holding specialized roles in the Product Stewardship skill pool can be found in the Product Stewardship Focus Delivery Group Competence Framework.