Essential Skills
for
Security Personnel

Final Report
May 2006

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Acknowledgements

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We would like to extend our sincere gratitude for the time and energy these individuals have given to the Essential Skills for Security Personnel project and their ongoing interest in improving literacy levels among Canadians.

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Essential Skills for Security Guard Personnel Project
Final Report

I. EXECUTIVE SUMMARY

Private security, one of the fastest growing industries in Canada today, faces challenges in recruiting and retaining skilled workers. Due to the unregulated, cost competitive nature of the industry, training standards are minimal at best and companies compete for business in terms of price only, staying competitive by hiring low skilled and under-employed workers. Through funding from the National Literacy Secretariat (NLS), a division of Human Resources and Skills Development Canada (HRSDC), The Training Group at Douglas College conducted a national research project to examine whether or not the skill levels of workers met those of industry needs. A project advisory committee comprised of key stakeholders in the security industry was created to guide and oversee all aspects of the project. Three security-specific Essential Skills Occupational Profiles were developed to benchmark skill requirements. Assessments were conducted with 108 security-personnel from across Canada using the TOWES, (Test of Workplace Essential Skills) and an informal writing assessment. Analysis of the benchmarks and assessment results confirmed significant skill gaps. Findings indicated that within each of the Security groups:

Commercial Security Guards

a. 55% had Reading Text Skills at expected 'typical' level
b. 41% had Document Use Skills at expected 'typical' level
c. 66% had Numeracy Skills at expected 'typical' level

Institutional Security Guards

a. 16% had Reading Text Skills at expected 'typical' level
b. 32% had Document Use Skills at expected 'typical' level
c. 61% had Numeracy Skills at expected 'typical' level

<u>Special Event Security Guards</u>

a. 73% had Reading Text Skills at expected 'typical' level

b. 39% had Document Use Skills at expected 'typical' level

c. 73% had Numeracy Skills at expected 'typical' level

While the majority of the participants had the requisite Numeracy skills, less than half had the requisite Document Use skills and only the Special Event group demonstrated solid levels of Reading Text skills.

Project findings were presented to our project advisory committee and industry experts who identified the following next steps recommendations:

- Find ways to share the results of the project research with key stakeholders in the security industry
- Lobby policy makers to establish national standards for training and licensing of security guards
- Encourage industry associations to adopt and enforce industry standards
- Enhance Security Guard training programs like the BST 1 and 2 to address skill gaps
- Lobby for the federal and provincial governments to fund upgrading and training programs
- Implement Test of Workplace Essential Skills (TOWES) as a screening process for training programs
- Identify levels of security and align with appropriate training and licensing

II. BACKGROUND

In early 1998, The Training Group at Douglas College successfully responded to a Provincial Government request (Ministry of Education, Skills and Training) to provide Security Guard training for income assistance recipients living in the city of Surrey, BC. The Douglas College Security Guard Program was developed in consultation with an Advisory Committee who provided expertise to ensure curriculum was relevant to

industry requirements and that training provided the optimal opportunity for participant success in the private Security industry.

The Douglas College Security Guard Program met mandatory provincial licensing requirements providing Basic Standards Training 1 and 2 training and additionally included Essential and Employability Skills components. This comprehensive approach resulted in a 10-week program versus the standard 2 week program where participants receive only the minimum required by provincial standards.

The outcome of the Douglas College Security Guard program was outstanding with private Security employers vying for our participants. Employers recognized that the higher skill levels our participants left with allowed them to meet skill requirements of the job. Furthermore, it became evident that graduates of the Douglas College Security Guard Training Program had better job retention and career progression advantages. When Ministry funding ended in 2003 we were unable to compete with the cost of the two week training model and therefore discontinued Security Guard training.

Unfortunately, there is evidence that the two week training programs are often inadequate and result in security personnel who lack the necessary skills required for the job. This in turns leads to a number of issues such as concern for personal and public safety, job retention and the potential to promote workers, low wages and so on. It is this very factor that motivated The Training Group at Douglas College to undertake the Essential Skills for Security Personnel project. We are committed to enhancing the Essential Skills, knowledge and values of life-long learners in meeting their goals and enjoying the quality of life. Douglas College believes that education is significant in improving social and economic status, fostering independence, and increasing the potential for achievement in life.

III. PROJECT OBJECTIVES AND GOALS

The primary goal of the Essential Skills for Security Personnel research project is to identify skill requirements and skill gaps in the security industry. This goal addresses multiple labour market and skills issues including:

- the validation and identification of specific skills gaps in the security industry

- the need for the development of training tools to address these skills gaps

- the provision of scientific data to support interest groups with future initiatives such as regulation and licensing for specific levels of security

- the provision of information to develop better training and screening of security guards and to assist with lowering high staff turnover rates

- information on skill sets to assist with HR planning, upward mobility and to transition the perception of 'unskilled security worker' to 'Security Career'

The project provides Canadians with valuable information regarding current skill requirements and training needs in a sector where industry growth is expected to be above average. This information is critical to regions where accelerated growth is expected, for example in British Columbia, where preparations are underway to host the 2010 Winter Olympics.

IV. METHODOLOGY

The first activity we undertook was the development of a project advisory committee to ensure relevancy and industry 'buy-in'.

PROJECT ADVISORY COMMITTEE

i) Committee Member Demographics

We strategically recruited key stakeholders in the Security Industry for our twelve-member Advisory Committee to provide national representation for the project. Several committee members were closely affiliated with branch offices in other provinces. Liaison with these offices allowed us to seek input and in some cases resulted in direct project participation. Two committee members from Manitoba and Ontario participated on the project by attending meetings in person and via teleconference.

ii) Roles and Responsibilities

The Advisory Committee was established to provide support, guidance and input from key stakeholders in the Security Industry. Participants assisted with:

- identification of security specific work areas to develop Essential Skills Occupational Profiles
- industry validation of Essential Skills Occupational Profiles
- development of information for writing assessment tool
- recruitment of assessment volunteers
- review of project results to make next step recommendations

The second activity we completed was benchmarking Essential Skills level requirements within the security industry. This required the development of Essential Skills Occupational Profiles.

ESSENTIAL SKILLS OCCUPATIONAL PROFILES

i) Identifying Security Specific Jobs to Be Profiled

The methodology utilized to identify the four security specific jobs to be recommended for funding included:

1. Brainstorming session to identify all potential security specific roles (34 initially identified)
2. Grouping of common roles
3. Scoring criteria for evaluation
4. National labour market demand
5. Specific skill set requirements
6. Need for profile

This process resulted in the identification of four skill-specific occupations:

Commercial Security Guards protect property and people in shopping malls, office buildings, large residential complexes, warehouses, and research and development facilities.

Institutional Security Guards are assigned to protect property and people at healthcare and educational facilities.

Special Event Security Guards are responsible for the protection of organizers, patrons, and facilities for concerts, sporting events, political rallies, and private functions.

***Mobile Security Guard*s** provide non site specific security services requiring transitional and adaptable skills.

ii) The Sub-Contracting Process

Douglas College posted a Request for Proposal (RFP) on two occasions to invite Essential Skills profiling contractors to submit bids to profile and write Essential Skills Profiles for the identified security occupations. The first posting did not result in the submission of any proposals. Investigation of the issue and feedback from profiling contractors indicated that profiling costs had increased significantly. Douglas College consulted with the project funder and posted a second RFP with minor revisions requesting profiling services for 3 Essential Skills Security specific Occupational Profiles. In consultation with our advisory group we eliminated the previously chosen security specific occupation, Mobile Security Guards.

The RFP outlined profiling services to include:

- a total of six (6) interviews conducted across Canada for each identified security specific job
- analysis and synthesis of information into the standardized Essential Skills Occupational Profile format (as per HRSDC)
- submission to a qualified QCR reviewer with revisions as recommended
- participation in an industry based validation process coordinated by Douglas College
- revisions as per recommendations from the validation committee
- final draft profiles

Proposals received were reviewed against a standardized scoring template and the successful proponent was Leading Concepts International Inc. Occupational Profiling activities would occur over the course of the next four months.

The next project activity was the recruitment of security personnel to participate in Essential Skills profile interviews and assessment testing.

RECRUITMENT OF SECURITY PERSONNEL

Our Advisory Committee went above and beyond expectations to assist us to recruit targeted numbers of security staff for participation in the project. In addition to circulating recruitment information packages, committee members donated incentive prizes, lunches, and time in kind to recruit volunteers. Participants were assessed in Alberta, British Columbia, Manitoba and Ontario.

The recruitment process began with the recruitment of volunteers to participate in Essential Skills Profile development interviews and followed with a campaign to recruit assessment volunteers.

ASSESSMENTS

Two assessments were implemented, the Test of Workplace Essential Skills (TOWES) and an informal writing assessment. Anonymity was assured for all assessment volunteers. Due to scheduling and attrition challenges, 108 security personnel were actually assessed.

i) TOWES

TOWES, the Test of Workplace Essential Skills, is a Canadian test that measures Essential Skills levels that directly correspond to Essential Skills Occupational Profiles. The TOWES tool uses authentic workplace documents to measure Reading Text, Document Use and Numeracy, the core skills that are needed for safe and productive employment.

> *"TOWES is significantly different from other skills assessments. Test takers must assume the role of a worker and use information imbedded in authentic documents to solve real problems. Some of the documents used include, catalogues, order forms, labels, and schematics. TOWES also has tests that represent a full range of essential skill levels needed in the Canadian workplace."* **www.towes.ca**

ii) Writing Assessment

Consultation with industry indicated that writing skills posed particular challenges for security personnel and therefore we developed an informal writing assessment tool through an ad-hoc committee. Incident Reports were identified as one document common to the security industry where writing abilities are demonstrated. To provide relevancy, the writing assessment tool was a videotape of an actual workplace scenario requiring the completion of an Incident Report.

An evaluation template was developed by the Ad-Hoc Committee to reflect the minimum level of competency expected for an Incident Report to be deemed as "acceptable" by security industry employers and clients. *Minimum* acceptance standards were identified for the evaluation process and each "Incident Report". The three dimensions of writing as defined by the Essential Skills framework were identified to be directly correlated to the minimal acceptable standard. Reports were evaluated by criteria that would represent the minimum acceptable standard and Essential Skills dimensions. A Scoring Guide was developed to clearly articulate evaluation criterion and was piloted prior to application to ensure reliability.

A second Ad-Hoc Committee of trainers and educators with no attachment to the project was responsible for evaluating the writing assessments. Evaluations were conducted twice by two individuals to ensure consistency.

iii) Assessment Participant Demographics

All 108 volunteers who participated in assessment testing were employed contract security personnel. The sample size for each of the identified security specific roles ranged from 31 – 44 assessment participants from across Canada.
Of the participants, 82% were men, and 82% of male participants were less than 45 years of age.

Age Range of Assessment Participants

16-24 yrs	25-34 yrs	35-44 yrs	45-54 yrs	55-64 yrs
26	39	24	7	12
24%	36%	22%	6%	11%

97% of the sample had completed high school and 60% had completed some form of post-secondary education.

Education Levels of Assessment Participants

Less than High School	Completed High School	Completed Trade/Certificate	University Transfer/Degree
3	40	35	30
3%	37%	32%	28%

There were an unusually high number of participants with university education in this sample, and it was suspected that these individuals were immigrants to Canada. It turned out this was the case with 27 of the 30 (90%) of the university-educated participants having immigrated to Canada. Supplementary demographic data collected indicates 40 % of participants were immigrants to Canada, 17 % (18 individuals) were recent immigrants (5 – 6 years) and 23% (25 individuals) were longer term immigrants (7+ years).

Percentage of Immigrants in Demographic Group
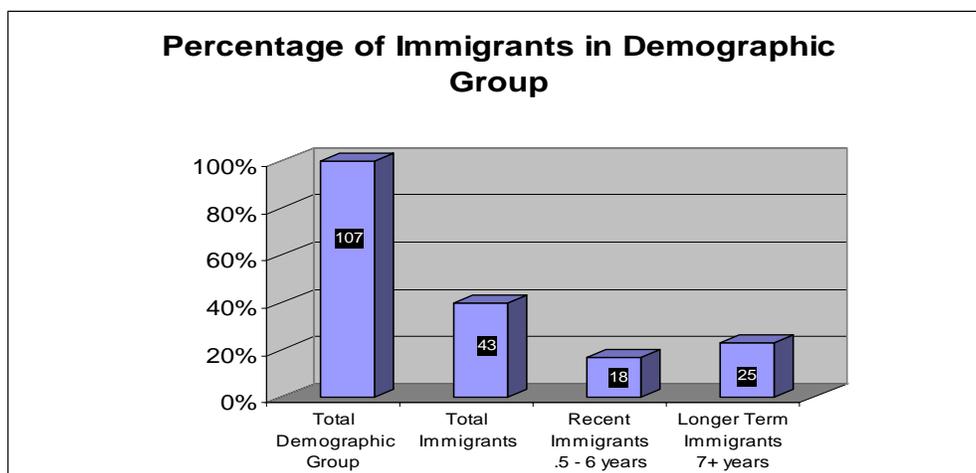
VALIDATION PROCESS

Upon completion of the Essential Skills Occupational Profiles , a validation committee comprised of key stakeholders and front line personnel in security were called upon to review and critique draft Essential Skills Occupational Profiles to ensure:

- An accurate picture of the occupation is presented
- Occupational Task Examples are thorough and clear
- Standard industry "language" is appropriately utilized

The final draft of the three Security Specific Occupational Profiles was forwarded to Dr. T. Kline along with Assessment Results for psychometric analysis.

DATA ANALYSIS

As stated in the Psychometric Report by Dr. Kline (2006), "The primary objective associated with this project was to assess to what degree, there exists a "skill gap" between the expected levels of literacy essential skills (Reading Text, Document Use, and Numeracy) needed for working as a Security Guard and the actual literacy skill levels of a sample of working Security Guards in each of three areas (Commercial, Special Event, and Institutional)."

Dr. Kline analyzed TOWES testing results from 108 volunteers, all of whom were employed as contract security personnel. Volunteers were employed in Special Event Security (sample size = 33), Institutional Security (sample size = 31), and Commercial Security (sample size = 44).

Dr. Kline reported results on a scale ranging from 0 to 500 points. The lower numbers on the scale indicate the ability to perform less complex tasks while higher numbers indicate the ability to perform more complex tasks. The 500 point scale is divided into five levels with Level 1 representing the lowest level and Level 5 representing the highest.

Level 3 (300) is the recognized minimum required by individuals to learn new skills and transfer their knowledge from one situation to another successfully. These foundational skills allow individuals to learn technical skills specific to various occupations.

In May 2006 Dr. Kline reported her findings in the Psychometric Report on the Essential Skills of Reading Text, Document Use, and Numeracy for the Security Guard Personnel Project.

Dr. Kline describes the process used to report results by stating, "For each participant a skill score ranging from 0 – 500 was generated. A recent report by the Conference Board of Canada (*Life, Literacy, and Employment, January 2006;* ***www.conferenceboard/education***) reports that to be at "Job Standard", skill levels of 300 or more are required for the current information age economy. The Conference Board of Canada defined "Marginal Level 3" for scores of 276 – 299 and "Solid Level 3" for scores of 300 – 325. Dr. Kline also identified, as defined by the Conference Board of Canada, and similarly applied this to scores at Level 2 where Marginal Level 2 is defined for scores ranging from 225 – 249 and a Solid Level 2 is defined for scores of 250 – 275. Scores at a "Solid" level indicate that the test taker is able to complete tasks successfully at that complexity level 80% of the time, whereas at the "Marginal" level the test taker is developing the skill to complete the task successfully at the given level.

Results corresponding to the 500 point scale are presented by Dr. Kline to reflect Marginal and Solid Levels:

Level 1	Marginal Level 2	Solid Level 2	Marginal Level 3	Solid Level 3
0 – 225	226 - 249	250 – 275	276 - 299	300+

Assessment results were then correlated to Essential Skill levels benchmarked to represent Typical and Most Complex tasks required to perform successfully in each of the three security occupations profiled by Leading Concepts Inc.

Commercial Security Essential Skill Levels

Reading:

Essential Skills complexity levels identified in the Commercial Security Occupational Profile indicate that typical tasks for Reading Text are at levels 1 – 2 and most complex are at levels 2 – 3. Dr. Kline's analysis revealed that 45% of Commercial Security participants tested below the level required to successfully accomplish typical reading tasks. Only 22.7 % of Commercial Security participants tested at a Solid Level 3, the skill level identified to manage more complex reading tasks at work.
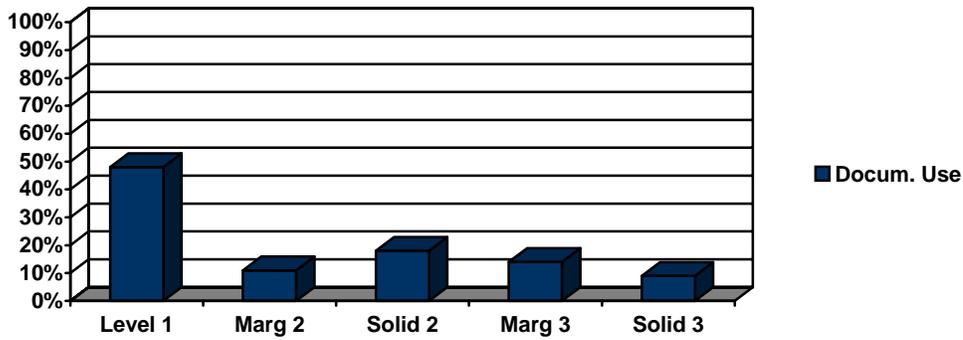

Psychometric Report
Dr. T. Kline, May 2006
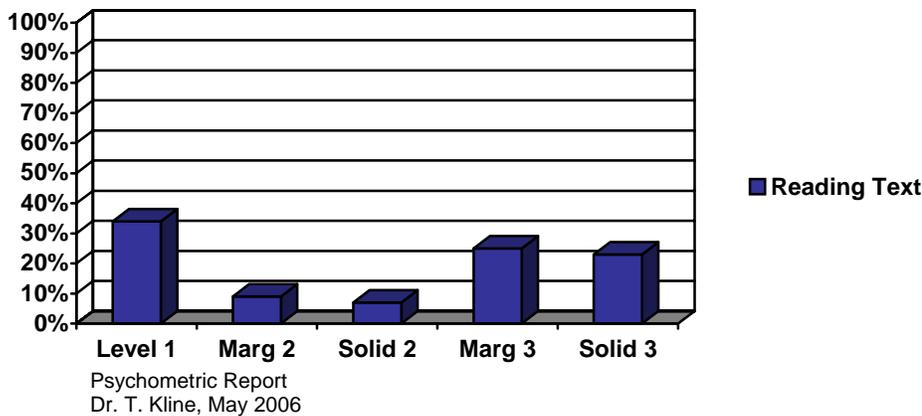
Level 1	Marginal Level 2	Solid Level 2	Marginal Level 3	Solid Level 3 +
36.4%	9.1%	6.8%	25.0%	22.7%

Document Use:

Essential Skills complexity levels identified in the Commercial Security Occupational Profile indicate that typical tasks for Document Use are at levels 1 – 2 and most complex are at level 2. Dr. Kline's analysis revealed that 59% of Commercial Security participants tested below the level required to perform typical document use tasks on the job and 41 % tested at the level identified to manage more complex document use tasks at work.

Psychometric Report, Dr. T. Kline, May 2006

Level 1	Marginal Level 2	Solid Level 2	Marginal Level 3	Solid Level 3 +
47.7%	11.4%	18.2%	13.6%	9.1%

Numeracy:

Essential Skills complexity levels identified in the Commercial Security Occupational Profile indicate that typical tasks for Numeracy are at levels 1 – 2 and most complex are at level 2. Dr. Kline's analysis revealed that 34% of Commercial Security participants tested below the level required to manage typical working with numbers tasks on the job and 66 % tested at the level identified to manage more complex working with numbers tasks at work.

Psychometric ReportDr. T. Kline, May 2006

Level 1	Marginal Level 2	Solid Level 2	Marginal Level 3	Solid Level 3 +
22.7%	11.4%	18.2%	18.2%	29.5%

Institutional Security Essential Skill Levels

Reading:

Essential Skills complexity levels identified in the Institutional Security Occupational Profile indicate that typical tasks for Reading Text are at levels 1 – 3 and most complex are at level 3. Dr. Kline's analysis revealed that 84% of Institutional Security participants tested below the level required to manage typical reading tasks on the job and only 16 % tested at the level identified to manage more complex reading tasks at work.

Psychometric Report, Dr. T. Kline, May 2006

Level 1	Marginal Level 2	Solid Level 2	Marginal Level 3	Solid Level 3 +
32.3%	12.9%	16.1%	22.6%	16.1%

Document Use:

Essential Skills complexity levels identified in the Institutional Security Occupational Profile indicate that typical tasks for Document Use are at levels 1 – 2 and most complex are at level 2. Dr. Kline's analysis revealed that 68% of Institutional Security participants tested below the level required to accomplish typical

document use tasks on the job and 32 % tested at the level identified to manage more complex document use tasks at work.
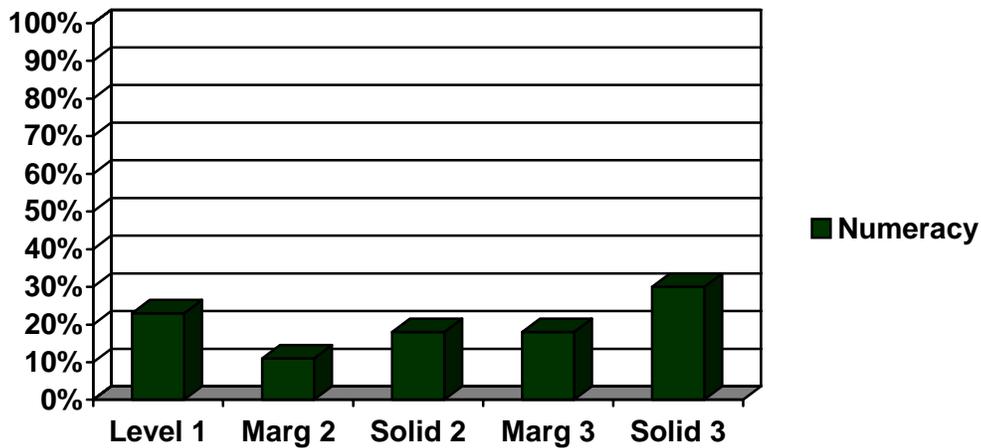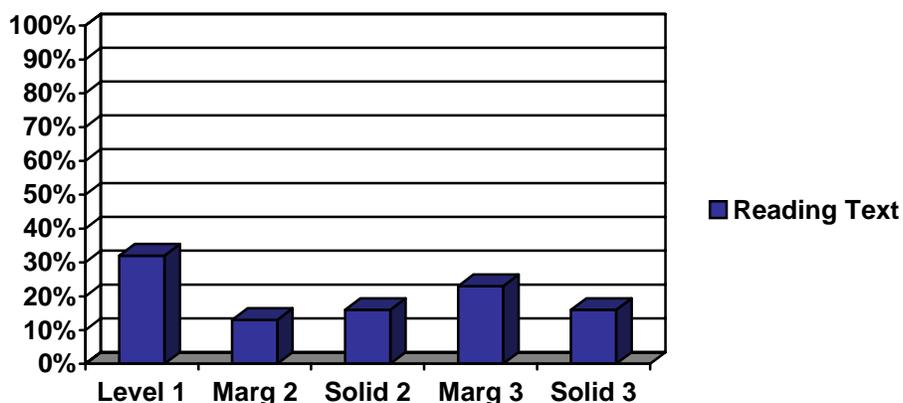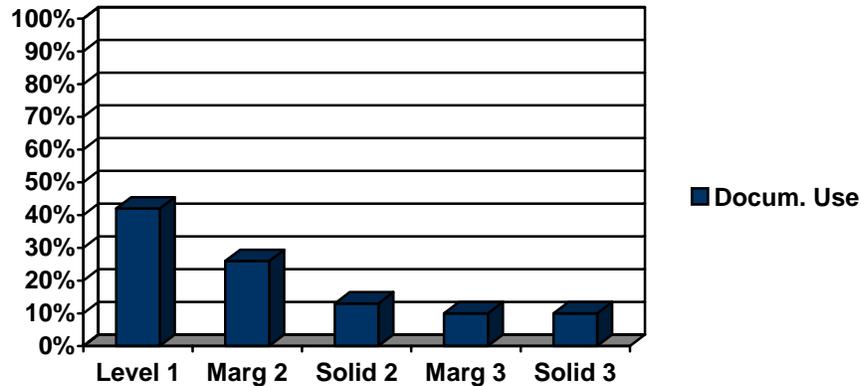

Psychometric Report, Dr. T. Kline, May 2006

Level 1	Marginal Level 2	Solid Level 2	Marginal Level 3	Solid Level 3 +
41.9%	25.8%	12.9%	9.9%	9.7%

Numeracy:

Essential Skills complexity levels identified in the Institutional Security Occupational Profile indicate that typical tasks for Numeracy are at levels 1 – 2 and most complex are at level 2. Dr. Kline's analysis revealed that 34% of Institutional Security participants tested below the level required to manage typical working with numbers tasks on the job and 66 % tested at the level identified to manage more complex working with numbers tasks at work.

Psychometric Report, Dr. T. Kline, May 2006

Level 1	Marginal Level 2	Solid Level 2	Marginal Level 3	Solid Level 3 +
29.0%	9.7%	16.1%	29.0%	16.1%

Special Event Security Essential Skill Levels

Reading:

Essential Skills complexity levels identified in the Special Event Security Occupational Profile indicate that typical tasks for Reading Text are at levels 1 – 2 and most complex are at level 3. Dr. Kline's analysis revealed that 27% of Special Event Security participants tested below the level required to manage typical reading tasks on the job and 73 % tested at the level identified to manage more complex reading tasks at work.

Psychometric Report, Dr. T. Kline, May 2006

Level 1	Marginal Level 2	Solid Level 2	Marginal Level 3	Solid Level 3 +
21.2%	6.1%	24.2%	15.2%	33.3%

Document Use:

Essential Skills complexity levels identified in the Special Event Security Occupational Profile indicate that typical tasks for Document Use are at levels 1 – 2 and most complex are at level 2. Dr. Kline's analysis revealed that 61% of Special Event Security participants tested below the level required to perform typical document use tasks on the job and 39 % tested at the level identified to manage more complex document use tasks at work.
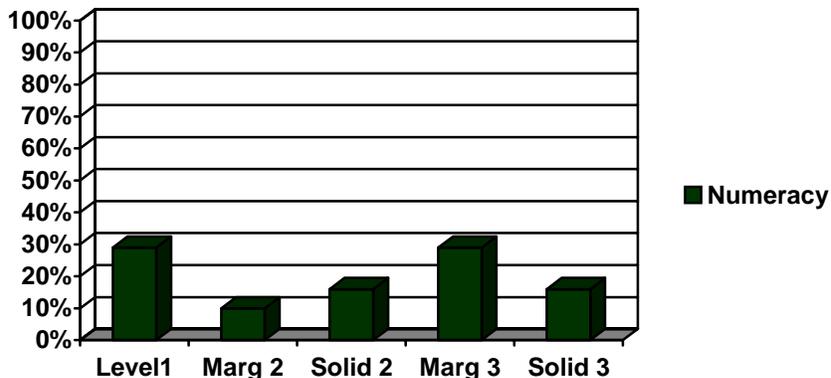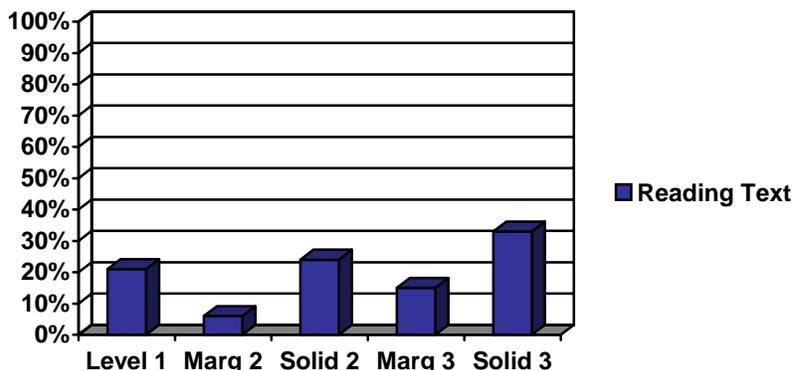
Psychometric Report, Dr. T. Kline, May 2006

Level 1	Marginal Level 2	Solid Level 2	Marginal Level 3	Solid Level 3 +
42.4%	18.2%	18.2%	9.1%	12.1%

Numeracy:

Essential Skills complexity levels identified in the Special Event Security Occupational Profile indicate that typical tasks for Numeracy are at levels 1 – 2 and most complex are at level 2. Dr. Kline's analysis revealed that 27% of Special Event Security participants tested below the level required to manage typical working with numbers tasks on the job and 73 % tested at the level identified to manage more complex working with numbers tasks at work.
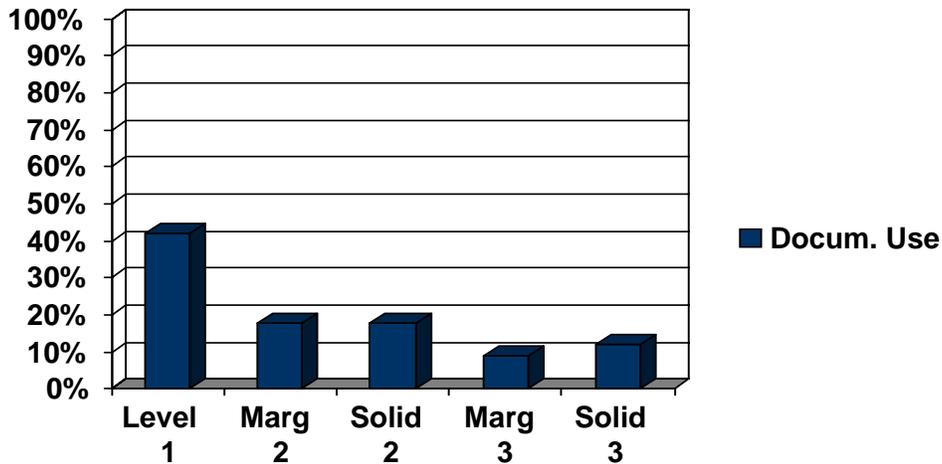

Psychometric Report, Dr. T. Kline, May 2006

Level 1	Marginal Level 2	Solid Level 2	Marginal Level 3	Solid Level 3 +
9.1%	18.2%	21.2%	3.0%	48.5%

FINDINGS

i. TOWES Results

In her conclusion Dr Kline states, "The answer to the question: "Is there a skill gap?" is a resounding "Yes". The degree to which this is a problem, however, varies depending on the skill type and security group." Results indicate all three groups need most work with Document Use skill development. Institutional Security Guards need to focus on increasing their Reading Text skill levels. This is primarily because their work situation demands a higher level of this skill than do the other two groups. Reading Text is also needed for the other two groups, but the need is not as pressing for them. The groups' Numeracy skills, while less than 100%, are the best skill set for this sample.

ii. Writing Assessment Results

Results of the informal writing assessment suggest a substantial "skill gap" between the expected and actual level of writing skills. In the Supplementary Report for the Essential Skill of Writing for the Security Personnel Project, findings indicate that limited numbers of participants were able to complete the writing assessment at an acceptable level. Of the 107 security personnel who participated in the informal writing assessment, results indicate that within each of the three areas:

Commercial Security

- 30% had Writing Skills at the benchmarked level

Institutional Security

- 20% had Writing Skills at the benchmarked level

Special Event Security

- 27% had Writing Skills at the benchmarked level

Percentage of Acceptable Writing Assessments by Security Area

% of Acceptable Writing Assessments
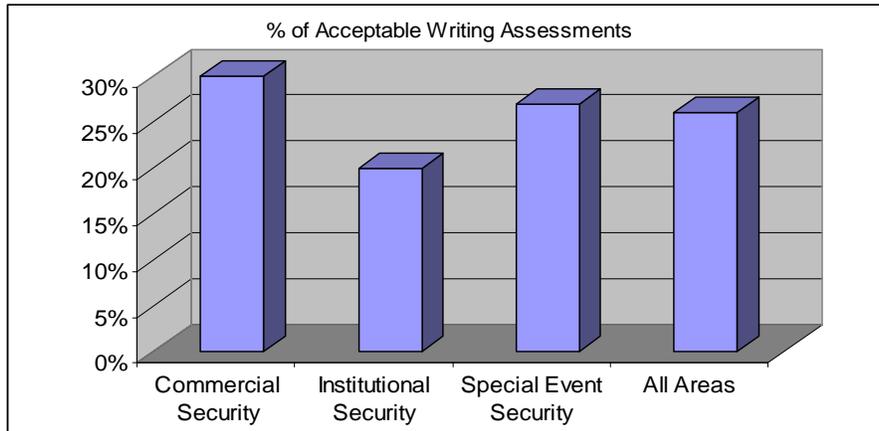
Additionally, writing assessment results were correlated to the participant's Essential Skill Reading Text levels. Findings indicate a connection between reading and writing scores. The lower the reading score, the more likely it was for individuals to have a lower writing score.

Acceptable Writing Assessments by TOWES Reading Levels
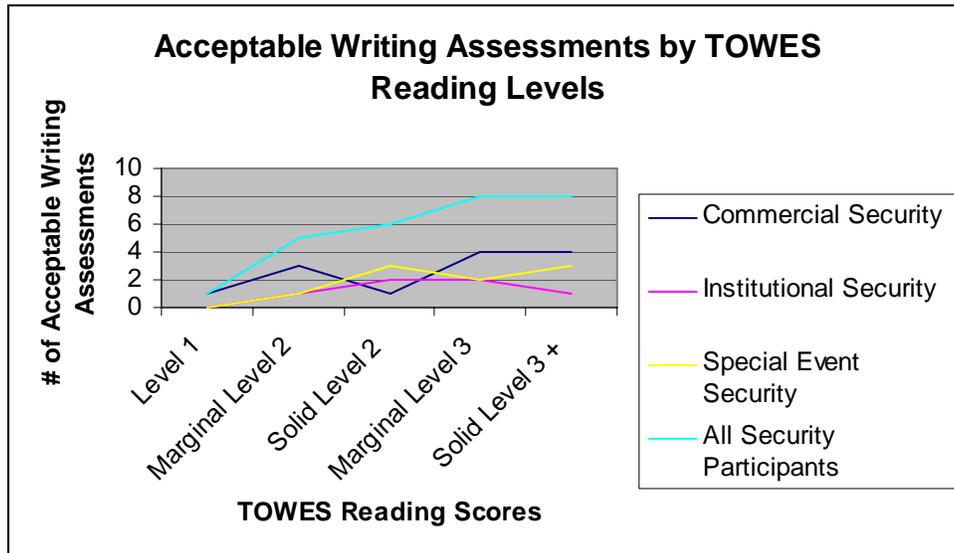
Findings indicate that on average only 27% of security personnel working in the field meet writing skill requirements. This is alarmingly high and warrants further investigation so that trainers and educators can address skill gaps and assist individuals to succeed at work.

COMMITTEE 'NEXT STEP' RECOMMENDATIONS

The Psychometric Report on the Essential Skills of Reading Text, Document Use, and Numeracy for the Security Guard Personnel Project and the Supplementary Report on the Essential Skill of Writing for the Security Guard Personnel Project were presented to Advisory Committee Members in early May 2006. While the message that skill gaps exist within the Security Industry was not surprising to the Advisory Committee, the extent to which the skill gaps exist was unexpected.

The Advisory Committee Members broke into small groups for brainstorming sessions referencing the three developed Essential Skills Profiles and Psychometric Report to discuss project results and identify next step recommendations. Recommendations and constraints were identified as follows:

Create an Awareness of the Project Findings:

1. Present Essential Skills for Security Personnel research project results at relevant conferences and forums.
2. Circulate Final Report and Project Findings to security programs, policy makers and government across Canada.
3. To prompt the Security Industry to recognize their skill needs.

Policy:

1. Establish national standards for training and licensing security guards.
2. Encourage industry associations to adopt and enforce industry standards.
3. Explore the creation of a regulatory body for the private security industry by approaching institutions such as the Justice Institute, Solicitor General and Canadian General Standards Branch.
4. Identify levels of Security with corresponding training and licensing (create different levels of skills).
5. Lobby the federal and provincial governments to fund upgrading and training programs.
6. Training of immigrants should be funded by the government.

Training

1. Security guard training programs, like British Columbia's BST 1 and 2, should be enhanced to address skill gaps.
2. Limit the number of times security guard trainees can re-write final exams.
3. Use mentoring and in-house training to upgrade skill levels.
4. Implement Test of Workplace Essential Skills (TOWES) as a screening process for entrance to training programs.
5. Bridge the technological gap that exists in the security industry.
6. Encourage government to develop a website as an interactive tool to provide information on the security industry, training and regulation.

Labour Market / Economics / Industry

1. Wages should be commensurate with skill levels.
2. Pre screen and assess rather than hiring first.
3. Influence Security Industry clients to adopt standards.
4. Raise the profile / image of the security industry from 'anyone can do it' (unskilled) to skilled employee on a career path.

Constraints:

1. Competitive nature of contract work limits profit margins
2. Minimal profit margins contribute to:
    a. low wages
    b. minimal and/or lack of training
    c. high turnover rates
3. Job tasks not stimulating enough for worker to seek further training
4. Lack of awareness that post secondary is needed
5. Security company will 'take the hit' if solely responsible for education and training
6. Limited programs available to develop skills
7. Don't make security training the responsibility of security companies
8. Large numbers of immigrants with ESL barriers

9. Security positions often viewed as interim jobs for 'unskilled workers'

10. Competent workers move into other positions and leave security

11. Poor reputation of industry as unskilled

CONCLUSIONS

Conclusions in Dr. Kline's Psychometric Report (2006) note:

> *While the samples of each group were relatively small (ranging from 31 – 44), they were drawn from across Canada and their demographic characteristics do map onto the population of Security Guard personnel in Canada. Thus, while, not large, the results are based on a representative sample. The one caveat here is that this sample did contain an unusually large percentage of university-educated individuals. However, their presence in the data set would improve the skill levels overall, rendering the findings conservative in the estimate of a skill gap. Thus, we can be reasonably confident that the findings are not overestimating the skill gap.*
>
> *Findings indicated that within each of the Security groups:*
> <u>*Commercial*</u>
> *a. 55% had Reading Text Skills at expected level*
> *b. 41% had Document Use Skills at expected level*
> *c. 66% had Numeracy Skills at expected level*
> <u>*Special Event*</u>
> *a. 73% had Reading Text Skills at expected level*
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> <u>*Institutional*</u>
> *a. 16% had Reading Text Skills at expected level*
> *b. 32% had Document Use Skills at expected level*
> *c. 61% had Numeracy Skills at expected level.*
>
> *The answer to the question: "Is there a skill gap?" is a resounding "Yes". The degree to which this is a problem, however, varies depending on the skill type and security group.*

The Essential Skills for Security Personnel research project clearly identifies and confirms the alarming skill gaps that exist within the private security industry. The confirmation of skill gaps has a number of impacts to be considered*.*

One key issue the project findings raise is the question of personal and public safety. Undoubtedly, individuals who lack the skills required to competently work in the security industry put themselves and the public at risk. Given the nature of work the private security industry provides, this concern around safety is extremely critical!

Another issue for the Security Industry is the number of challenges facing the human resources aspect of the Security Industry:

- Image/reputation and low wages of security personnel leads to difficulty with staff recruitment, advancement and retention
- Contract driven, cost competitive nature of the security industry leads to poor profit margins resulting in low wages and high turnover rates
- Low wages attract unskilled or marginally skilled workers
- Unskilled workers who are unable to cope with the job requirements of a security position contribute to the high turnover rates
- Low skilled workers make it difficult for Security Companies to meet the needs of their clients

It was our initial intent to use the three security specific occupational profiles developed through this project to assist the security industry with HR issues. While the occupational profiles were vital in benchmarking the Essential Skill levels required to detect skill gaps, it is evident that they are complex and difficult to use for HR applications. Further work to simplify the profiles would enhance the value of these tools for key stakeholders in the security industry. However, better training and skills enhancement is needed to ensure workers have the Essential Skills required to succeed on the job.

Lack of a regulatory body or government policy impacts the industry's ability to move forward to develop training standards and or minimum licensing requirements. It is clear that provincially guided measures in place in British Columbia and Ontario are insufficient and require amendment. In order to create a sustainable solution for the competitive Private Security industry, 'buy-in' from policy makers and government is imperative. National regulations and standards for the industry, government investment to enhance the skill levels of Canadian security personnel entering or already in the workforce, and the creation of a sector council would complement the efforts of educators and employers.

One method of motivating action is to provide education and awareness to stakeholders within and outside of the security industry. This information or knowledge is often the catalyst needed for change to occur. Identification, validation and awareness of skills gaps in the Security Industry provide the starting point.

The question that now comes to mind is what happens next? It has always been our intent to propose a second phase to this research project to develop and implement tools and resources to assist the security industry to increase the Essential Skill levels of its workforce. In review of the advisory committee recommendations we also see the need to provide more information/knowledge to stakeholders in the security industry and to encourage the development of a national regulatory or licensing body where minimum training is established to ensure workers have the skill sets required to succeed on the job.

APPENDIX A

SECURITY GUARD COMMERCIAL

Essential Skills Profile

Security Guard - Commercial

NOC 6651

Prepared for:

The Training Group
Douglas College

Prepared by:

Leading Concepts International Inc.
Donna M. Palmer, PhD

Table of Contents

SECURITY GUARDS - COMMERCIAL

Introduction
NOC 6651
This unit group includes security guards and other related workers who guard property against theft and vandalism, control access to establishments, maintain order and enforce regulations at public events and within establishments. They are employed by private security agencies, retail stores, industrial establishments, museums and other establishments.

Focus
This Commercial Security Guard profile was prepared with the assistance of private security agencies. Commercial Security Guards protect property and people in shopping malls, office buildings, large residential complexes, warehouses, and research and development facilities.

The most important Essential Skills for Commercial Security Guards are:

- Document Use
- Writing
- Oral Communication
- Working With Others

A. Reading Text

Reading Text refers to reading material that is in the form of sentences or paragraphs. *Reading Text* generally involves reading notes, letters, memos, manuals, specifications, regulations, books, reports, or journals. *Reading Text* includes:

· forms and labels if they contain at least one sentence;
· print and non-print media such as computer screen and microfiche text; and
· paragraph-length text within charts, tables and graphs.

The Reading Text Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical text reading tasks of the Commercial Security Guards are at Complexity Levels 1 and 2. Their most complex text reading tasks are at Complexity Levels 2 and 3.

Examples
Commercial Security Guards:
- scan fire extinguisher labels to determine content types and address labels to identify intended recipients. (1)

- read brief notes that other guards and supervisors write in logbooks and shift reports. For example, they may read about shift exchange requests and reminders of scheduled alarm system inspections in shift reports. (1)

- read letters, e-mail and memos from client organizations. For example, shopping mall guards read details of special promotions such as sidewalk sales and seasonal events. (2)

- read detailed descriptions and narrative accounts in incident reports. They read descriptions of the people and vehicles involved and narrative accounts of events and actions taken by guards and emergency response personnel. They may also read statements from witnesses. (2)

- read newsletters from their employers and from clients' organizations. They read feature articles on topics such as communication, letters of recognition, commendations, training course schedules, and job opportunities. They read newsletters from clients' organizations to find out about activities at clients' facilities, new staff members and other news that may affect security. (2)

- may read security industry magazines such as *Canadian Security* to remain current on industry trends, new equipment and training opportunities. (2)

- read clients' site-specific standing orders outlining patrol and inspection duties and emergency protocols. (2)

- may read equipment manuals when troubleshooting alarm system and surveillance camera malfunctions. (3)

- read their employers' and client organizations' policy and procedure manuals for information on personal conduct and appearance, and a variety of other human resource matters. (3)

Reading Profile

Type of Text	Purpose for Reading			
	To <u>scan</u> for specific information/To <u>locate</u> information.	To <u>skim</u> for overall meaning, to get the 'gist'.	To <u>read</u> the full text to understand or to learn.	To <u>read</u> the full text to critique or to evaluate.
Forms	✓	✓		
Labels	✓			
Notes, Letters, Memos	✓	✓	✓	
Manuals, Specifications, Regulations	✓	✓	✓	
Reports, Books, Journals	✓	✓	✓	

B. Document Use

Document Use refers to tasks that involve a variety of information displays in which words, numbers, icons and other visual characteristics (e.g., line, colour, shape) are given meaning by their spatial arrangement. Workplace examples of documents include graphs, lists, tables, blueprints, schematics, drawings, signs and labels.

If a document includes a paragraph of text, as may be the case on a label or a completed form, it is also included in *Reading Text*. Documents requiring the entry of words, phrases, sentences and paragraphs are also included in *Writing*.

The Document Use Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical document reading tasks of Security Guards - Commercial are at Complexity Levels 1 and 2. Their most complex document reading tasks are at Complexity Level 2.

Examples
Security Guards - Commercial:
- identify icons on signs to locate building facilities such as washrooms, escalators and telephones and to identify safety warnings such as pedestrian crossings and high voltage electrical areas. (1)

- monitor fire alarm panels noting any irregularities as indicated by lights and audible beeps. (1) (frequently)

- scan fire extinguisher labels to determine inspection dates. (1)

- obtain names and telephone numbers from departmental contact lists and specifics of previous apprehensions from police databases. (1)

- enter licence plate numbers, vehicle models, dates and times on parking tickets. (1)

- complete shift exchange and general admittance forms by entering names, dates, times and identification numbers. They also complete inspection forms for buildings and equipment. (2)

- identify shift times, location assignments and training session dates in weekly and monthly schedules. (2)

- use flow charts to determine the order of actions and procedures to follow in situations such as a chemical spills, lost children, bomb threats and building evacuations. (2)

- scan floor plans to identify tenants' locations, exits, elevators and fire extinguishers. (2)

Creating Documents
- may sketch the positions of people and vehicles involved in accidents

Document Use Summary

- Read signs, labels or lists.
- Complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or texts of a paragraph or more.
- Read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or texts of a paragraph or more.
- Read tables, schedules or other table-like text.
- Enter information on tables, schedules or other table-like text.
- Draw, sketch or form common shapes such as circles, triangles, spheres, rectangles, squares, etc.
- Interpret scale drawings (e.g., blueprints or maps).
- Read assembly drawings (e.g. those found in service and parts manuals).
- Read schematic drawings (e.g., electrical schematics).
- Make sketches.
- Obtain information from sketches, pictures or icons.

C. Writing

Writing includes:

· text writing and writing in documents such as filling in forms; and
· non-paper-based writing such as typing on a computer.
·

The Writing Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical writing tasks of Security Guards - Commercial are at Complexity Levels 1 and 2. Their most complex writing tasks are at Complexity Level 3.

Examples
Security Guards - Commercial:
- record observations, describe actions taken and summarize interactions with others in their evidence notebooks. (1)

- write notes for other guards in logbooks and shift reports. For example, they may ask other guards to pay special attention to the emergency exit doors that are not latching properly. (1)

- may send e-mail to supervisors requesting shift changes or vacation leave. (2)

- write detailed incident reports. They give narrative accounts of incidents, describe physical characteristics of individuals involved, outline actions taken and describe how the incidents were resolved. These reports may include witness, victim and suspect statements. (3)

- write detailed reports justifying the use of force in particular situations. (3)

- supervisors may write performance evaluation reports. The reports outline the strengths and weaknesses of guards' performances and provide recommendations for improvement. (3)

Writing Profile

Length	Purpose for Writing						
	To organize/ to remember	To keep a record/to document	To inform/ to request information	To persuade / to justify a request	To present an analysis or comparison	To present an evaluation or critique	To entertain
Texts requiring less than one paragraph of new text	✓	✓					
Texts rarely requiring more than one paragraph	✓	✓	✓	✓			
Longer texts	✓	✓	✓	✓	✓	✓	

D. Numeracy

> **Numeracy** refers to the use of numbers by workers and their requirement to think in quantitative terms in order to complete tasks. Two aspects of **Numeracy** have complexity ratings: *Numerical Calculation;* and, *Numerical Estimation.*
>
> **Numerical Calculation** is rated within four different application settings as specific knowledge of concepts or procedures are exclusive to each setting:
>
> · **Money Math** - financial transactions, such as handling cash, preparing bills or making payments;
> · **Scheduling or Budgeting and Accounting Math** - managing time and money as resources, planning and monitoring their use, assessing best value, reducing waste;
> · **Measurement and Calculation Math** - measuring and describing the physical world; and,
> · **Data Analysis Math** - analysis of numerical data such as extrapolation of information and determination of trends or statistically significant effects.
>
> **Numerical Estimation** refers to tasks involving any estimation (i.e., an approximation based on judgement) that results in a number.

Numerical Calculation

The Numerical Calculation Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The numerical calculation tasks of Security Guards - Commercial involve:

- Scheduling, Budgeting and Accounting Math at Complexity Levels 1 and 2.

- Measurement and Calculation Math at Complexity Level 1.

- Data Analysis Math at Complexity Levels 1 and 2.

Examples
Security Guards - Commercial:
- may draw up schedules for bicycle maintenance. (Scheduling or Budgeting & Accounting Math) (1)

- measure distances using stride sticks and tape measures. For example, a security guard may measure the distance that a parked car was pushed when it was hit by another vehicle. (Measurement & Calculation Math) (1)

- complete timesheets by totalling hours worked for each pay period. (Measurement & Calculation) (1)

- monitor gauge readings on fire extinguishers, fuel tanks and boilers to ensure they are within acceptable ranges. (Data Analysis Math) (1)

- supervisors schedule staff and patrols to ensure twenty-four hour coverage. They organize the schedule to provide maximum coverage during peak hours. The number of guards assigned varies from site to site depending on time of day and size of facilities. They may adjust schedules when understaffed and when accommodating priority tasks. (Scheduling or Budgeting & Accounting Math) (2)

- supervisors may reconcile payroll accounts. (Scheduling or Budgeting & Accounting Math) (2)

- supervisors may collect data and develop statistics describing the performance of workers. For example, they calculate statistics such as overtime hours worked, sick days used and on-time shifts achieved. They may also collect and analyze data on the number of incidents and emergency response calls. They may calculate and compare month-to-month averages for each of these indicators. (Data Analysis Math) (2)

Numerical Estimation
The Numerical Estimation Rating Scale ranges from Level 1 (least complex) to Level 4. The numerical estimation tasks of the Security Guards - Commercial are at Complexity Levels 1 and 2.

Examples
Security Guards - Commercial:

- estimate distances and dimensions. For example, they estimate distances involved in slips and falls and when setting up traffic barriers during emergencies. They estimate the dimensions of stains on ceiling tiles and carpets and lengths of cuts on injured people. They estimate the heights and weights of individuals of interest. (Numerical Estimation) (1)

- estimate the time required to complete patrols. Estimate the time for emergency vehicles, locksmiths, taxis and tow trucks to arrive. (Numerical Estimation) (2)

Math Skills Profile
a.   Mathematical Foundations Used

Number Concepts

Whole Numbers	Read and write, count, round off, add or subtract, multiply or divide whole numbers. For example, totaling hours worked.
Integers	Read and write integers. For example, recording temperatures in greenhouses and computer rooms.
Rational Numbers – Decimals	Read and write, round off, add or subtract decimals, multiply or divide by a decimal, multiply or divide decimals. For example, calculating the value of shoplifted goods.
Use of Rate, Ratio and Proportion	For example, observing speed limits.

Shape and Spatial Sense

See Document Use for information on	Recognizing common angles. Drawing, sketching and forming common forms and figures. Using tables, schedules or other table-like text.

b.   How Calculations Are Performed
Security Guards - Commercial perform calculations:

- in their heads.
- using a pen and paper.
- using a calculator.
- using a computer.

c.   Measurement Instruments Used

Security Guards - Commercial measure:
- time. For example, using watches, stopwatches and clocks.
- distance or dimension. For example, using rulers, tape measures, stride sticks and odometers.
- temperature. For example, using thermometers.

They use the:
- System International measuring units.
- Imperial measuring units.

E. Oral Communication

Oral Communication pertains primarily to the use of speech to give and exchange thoughts and information.

The Oral Communication Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical oral communication tasks of the Security Guards - Commercial are at Complexity Levels 1 and 2. Their most complex oral communication tasks are at Complexity Level 3.

Examples

Security Guards - Commercial:
- discuss work details with other guards. For example, they inform other guards of their whereabouts when completing patrols, relay details of equipment malfunctions and coordinate breaks. (1)

- speak with maintenance staff to inform them of areas requiring attention such as removing snow and ice from entrances and replacing burnt out light bulbs. (1)

- interact with employees of client organizations and the public. Guards in office buildings request employees' photo identification and direct visitors to offices and meeting rooms. Shopping centre guards answer questions and explain facility rules to the public. (1)

- make announcements using public address systems. For example, in shopping malls they announce mall closing times and call for parents of lost children. In office buildings they make evacuation announcements as appropriate. (2)

- speak with supervisors to clarify policies and procedures, register grievances, update facility information and explain actions taken. For example, they clarify their rights when they are subpoenaed to appear in court and inform supervisors of clients' requests to perform additional services not listed in the standing orders. (2)

- reassure patrons and tenants during emergency situations. For example, shopping centre guards provide reassurance to parents of lost children. Office building and residential complex guards reassure individuals during power outages, medical incidents, and when individuals are trapped in elevators. (2)

- diffuse potentially disruptive incidents by persuading patrons and tenants to consider the consequences of their actions and presenting alternate ways of resolving the situations. (3)

- interact with emergency response workers attending accidents, fires, hostage takings and other emergency situations at the facilities they are guarding. Direct members of the public to make way, evacuate buildings or take other actions to prevent property damage and injury. (3)

- supervisors discuss daily matters with guards including incident reports, changes to standing orders and protocols. (3)

- supervisors may persuade staff to work longer hours and different shifts due to unanticipated staff shortages. (3)

Modes of Communication Used

Security Guards - Commercial communicate:
- in person. For example, speaking to the public to give directions and provide information.

- using the telephone. For example, speaking to other guards and office staff.

- using a two-way radio. For example, using radios to communicate with other security guards.

Oral Communication Profile

Type	To greet	To take messages	To provide/ receive information, explanation, direction	To seek, obtain information	To co-ordinate work with that of others	To reassure comfort	To discuss (exchange information, opinions)	To persuade	To facilitate, animate	To instruct, instill understanding, knowledge	To negotiate, resolve conflict	To entertain
Purpose for Oral Communication												
Listening (little or no interaction)			✔									
Speaking (little or no interaction)			✔							✔		
Interact with co-workers			✔	✔	✔		✔					
Interact with those you supervise or direct			✔	✔	✔		✔	✔		✔	✔	
Interact with supervisor/ manager			✔	✔	✔		✔				✔	
Interact with peers and colleagues from other organizations			✔	✔	✔							
Interact with customers/ clients/ public	✔		✔			✔		✔		✔	✔	
Interact with suppliers, servicers			✔									
Participate in group discussion			✔	✔	✔		✔					
Present information to a small group												
Present information to a large group												

F. Thinking Skills

Thinking Skills differentiate among five different types of cognitive functions. However, these functions are interconnected and include:

1. *Problem Solving*
2. *Decision Making*
3. *Critical Thinking*
4. *Job Task Planning and Organizing*
5. *Significant Use of Memory*
6. *Finding Information*

1. Problem Solving

Problem solving involves problems that require solutions. For example, a mechanic solves problems, e.g., the car shakes when driven over 80 km/hr, by eliminating probable causes until the correct one is identified and remedied. Most problems concern mechanical challenges, people or situations.

The Problem Solving Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical problem solving tasks of Security Guards - Commercial are at Complexity Levels 1 and 2. Their most complex problem solving tasks are at Complexity Level 3.

Examples
Security Guards - Commercial:
- encounter building occupants, tenants and clients' customers who are unable to communicate using one of Canada's two official languages. For example, in a shopping mall, a security guard may issue parking citations to customers who evidently don't understand either the English on the front of the citation or the French on the back. The guard uses signs to indicate that the citation is important and polls other workers in the mall to see if anyone speaks the customer's language. (1)

- find that communications are hindered by radio and cellular telephone malfunctions, reduced reception areas and excessive noise. They move to other areas and locate landlines to re-establish communication. (1)

- may find that incident reports are incomplete. They contact previous shifts and request additional details. (2)

- supervisors find that security is compromised when guards are ill and when there are scheduling errors. They make adjustments to the areas of coverage and work extended hours to ensure all duties are completed. (2)

- encounter arriving visitors who are not on admittance lists and visitors who do not have appropriate identification. They contact clients' staff to verify identification and ensure that these unexpected and inadequately documented visitors are cleared for admission. (2)

- may encounter resistance and hostility when confronting tenants, shoppers and visitors about their behaviour and actions. For example, when ticketing an illegally-parked car a guard is confronted by the angry and abusive owner. The guard explains the parking regulations to the shopper and describes the video surveillance evidence which supports the ticketing. (3)

2.   Decision Making

> ***Decision making*** refers to making a choice among options.
>
> ***Decision making*** occurs during problem solving, but not all decision making is part of problem solving. It is, therefore, presented as a separate thinking skill. For example, buyers for retail outlets regularly make decisions about which suppliers to buy from, i.e., they select from the options for particular types of merchandise. This is not problem solving.

The Decision Making Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical decision making tasks of Security Guards - Commercial are at Complexity Levels 1 and 2. Their most complex decision making tasks are at Complexity Level 2.

Examples
Security Guards - Commercial:

- choose times for personal breaks, making sure not to leave facilities unguarded and co-workers short-handed. (1)

- choose methods for educating parking violators. Depending on weather conditions, prior violations and a variety of other contextual factors, issue warnings, write tickets and citations or order tow trucks to remove vehicles from facilities. (2)

- supervisors decide staffing and task assignments. They consider site requirements, seniority and guards' backgrounds and experiences. (2)

- supervisors assign overtime or run open shifts. Considerations include staff availability and the standing order requirements of each building. (2)

3.   Critical Thinking

> ***Critical Thinking*** is the process of evaluating ideas or information, using a rational, logical thought process, and referring to objective criteria, to reach a rational judgement about value, or to identify strengths and weaknesses.

> ***Critical Thinking*** may be an element in other thinking skills. For example, judgement is sometimes required to evaluate the choices offered during the course of ***Decision Making*** and to evaluate solutions proposed as a result of ***Problem Solving***. In other cases, Critical Thinking is an independent job task.

The Critical Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical critical thinking tasks of Security Guards - Commercial are at Complexity Levels 1 and 2. Their most complex critical thinking tasks are at Complexity Level 2.

Examples
Security Guards – Commercial:
- supervisors assess guards' suitability for assignments. They consider each location's standing orders and each guard's abilities. (1)

- evaluate the risks posed by members of the public. For example, they assess the volatility of disruptive individuals being escorted from clients' premises. They consider body language, tone of voice and level of agitation of the individuals. (1)

- assess the criticality of injuries using their first aid training. (2)

4. Job Task Planning and Organizing

> There are two aspects to ***Planning and Organizing: Job Task Planning and Organizing*** and ***Organizational Planning***.
>
> ***Job Task Planning and Organizing*** refers to the extent to which the workers plan and organize their own tasks.
>
> ***Organizational Planning*** refers to the job incumbent's involvement in the organization's broader planning and organizing tasks (i.e., planning and organizing the work of others, operational planning, strategic planning).

The Job Task Planning and Organizing Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Security Guards - Commercial plan and organize their job tasks at Complexity Level 3.

Description
Commercial security guards are assigned duties and given particular job tasks by their supervisors; however, it is up to the guards to order these job tasks. For example, they may be assigned to patrol buildings according to site-specific standing orders, but they vary these patrols so that patterns are not predictable. Emergencies may disrupt their schedules, but they resume their duties and re-organize job tasks after dealing with these events.

Commercial security guard supervisors organize daily job tasks to achieve the goals set for them by management. To be effective, they must be able to set daily, weekly, monthly and long-

term priorities and plan job tasks to satisfy these priorities. Interruptions for pressing human resource matters such as absent employees and for emergencies such as accidents and criminal activity complicate their job task planning.

Commercial security guard supervisors plan the work of security guards. They determine the type and frequency of patrols and create the assignment schedules.

5. Significant Use of Memory

> ***Significant Use of Memory*** includes any significant or unusual use of memory for workers in the occupational group. It does not include normal memory use that is a requirement for every occupation.

Examples
Security Guards - Commercial:

- recall the order of events leading up to and following incidents so that they can accurately describe these incidents in reports.

- commit to memory the standing orders for sites, including inspection and patrol duties, roles during emergency responses and specific obligations to clients. For example, they remember instructions for the reception of visitors.

- remember identification details such as ethnicity, height, weight, eye and hair colour and clothing worn. They remember vehicle makes, models, colours and license plate numbers.

- remember site-specific deficiencies and problems. For example, they remember which doors do not close properly.

6. Finding Information

> ***Finding Information*** involves using any of a variety of sources including text, people, computerized databases or information systems.
>
> ***Finding Information*** is highlighted in this section as an essential job skill. However, workers' use of various information sources may be referred to in other sections such as *A. Reading Text, B. Use of Documents, E. Oral Communication* and *H. Computer Use*.

The Finding Information Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Security Guards - Commercial tasks that involve finding information are at Complexity Levels 1 and 2.

Examples
Security Guards - Commercial:

- locate contact information for occupants, tenants, owners of parked cars and service providers. (1)

- gather information about accidents and incidents from a variety of sources. They question witnesses, take measurements and view video surveillance tapes. (2)

G. Working with Others

The Essential Skill of *Working with Others* examines the extent to which employees work with others to carry out their tasks. Do they have to work co-operatively with others? Do they have to have the self-discipline to meet work targets while working alone?

The Working with Others Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Security Guards - Commercial works with others at Complexity Level 2.

Description
Commercial security guards work independently when completing patrols and inspections. They work as members of larger teams at larger sites and during accidents and emergencies.

Participation in Supervisory or Leadership Activities

Security Guards - Commercial:

Guards	Supervisors	
✓	✓	participate in formal discussions about work processes or product improvement.
✓	✓	have opportunities to make suggestions on improving work processes.
	✓	monitor the work performance of others.
✓	✓	inform other workers or demonstrate to them how tasks are to be performed.
✓	✓	orient new employees.
	✓	make hiring recommendations.
		make hiring decisions.
		select contractors and suppliers.
	✓	assign routine tasks to other workers.
	✓	assign new or unusual tasks to other workers.
✓	✓	identify training that is required by, or would be useful for other workers.
	✓	deal with other workers' grievances or complaints.

H. Computer Use

Computer Use indicates the variety and complexity of computer use within the occupational group.

The Computer Use Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The Computer Use tasks of Security Guards - Commercial are at Complexity Level 2.

Computer Use Profile

Security Guards - Commercial:
- use word processing software. For example, they may use templates to complete accident and incident reports. They save and print the finished products. (2)

- use databases. For example, they may access databases to retrieve tenant contact information, room booking details and authorized parking assignments. They may use the Canadian Police Information Centre to retrieve information on individuals' records. (2)

- use spreadsheets. For example, they enter and track information on key card assignments, parking stall allocations and safety inspections. (2)

- use communications software. For example, they exchange e-mail messages with supervisors and co-workers. They may attach data files and digital photographs. (2)

- use the Internet. For example, they access weather and Crime Stopper information for their areas. (2)

- use other computer and software applications. For example, they may use automated phone systems to record hours and verify locations. They use digital cameras to capture images from incident scenes. They may also use surveillance monitoring system joysticks and numeric pads to pan, zoom and isolate images and burn discs of incidents. (2)

I. Continuous Learning

Continuous Learning examines the requirement for workers in an occupational group to participate in an ongoing process of acquiring skills and knowledge.

Continuous Learning tests the hypothesis that more and more jobs require continuous upgrading, and that all workers must continue learning in order to keep or to grow with their jobs. If this is true then the following will become Essential Skills:

· knowing how to learn;
· understanding one's own learning style; and
· knowing how to gain access to a variety of materials, resources and learning opportunities.

The Continuous Learning Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Security Guards - Commercial performs Continuous Learning tasks at Complexity Level 2.

Description
Commercial security guards learn continuously to fulfil licensing requirements, to improve their skills and to adapt to new locations. Some provinces have mandatory licensing requirements. Once security guards are licensed, companies may provide them with training in handcuffing, self-defence, crime and loss prevention and anger management. Other courses such as First Aid require re-certification every two years. In addition to this generic training, clients may require guards to attend site-specific training. For example, guards may be required to take health and safety training focused on working around hazardous materials such as jet fuel and nuclear waste.

How the Learning Occurs

Learning may be acquired:
- as part of regular work activity
- from co-workers
- through training offered in the workplace
- through reading and other forms of self-study:
    - at work
    - using materials available through work.
- through off-site training:
    - during work hours at no cost to the worker.

J. Other Information

Other Information summarizes additional information collected during interviews with job incumbents and focus groups with occupational experts.

In addition to collecting information for this Essential Skills Profile, our interviews with job incumbents also asked about the following topics.

1. **Physical Aspects**
    Security guards sit while riding bikes, driving cars, staffing desks and monitoring cameras. They stand and walk while patrolling and may also run, climb stairs, kneel and crouch during incidents. Multiple limb co-ordination is required to ride bikes, drive and manoeuvre around worksites. Hand eye co-ordination is required to insert keys into locks and apply handcuffs. Upper limb co-ordination is required to use communications equipment such as radios and to open and close doors. Strength requirements vary depending on the situations.

2. **Attitudes**
    Commercial security guards must be able to work with people, be personable, professional, observant and detail-oriented.

3. Future Trends Affecting Essential Skills

In the future, security guards will need well-developed computer use skills and a wider set of thinking skills. They will need enhanced computer use skills to interact with client companies' information systems and computer-controlled access and monitoring systems. They will need to demonstrate greater decision making, problem solving and critical thinking skills if they are to assume the wider variety of roles and increased level of responsibilities demanded by clients. There is active discussion on changing the occupation title to security officer.

APPENDIX B

SECURITY GUARD INSTITUTIONAL

Essential Skills Profile

Security Guard - Institutional

NOC 6651

Prepared for:

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This unit group includes security guards and other related workers who guard property against theft and vandalism, control access to establishments, maintain order and enforce regulations at public events and within establishments. They are employed by private security agencies, retail stores, industrial establishments, museums and other establishments.

Focus
This Institutional Security Guard profile was prepared with the assistance of private security agencies. Institutional Security Guards are assigned to protect property and people at a) healthcare facilities such as hospitals, clinics and safe houses and b) educational facilities such as colleges and universities.

The most important Essential Skills for Institutional Security Guards are:

- Oral Communication
- Document Use
- Writing
- Working With Others

A. Reading Text

Reading Text refers to reading material that is in the form of sentences or paragraphs. *Reading Text* generally involves reading notes, letters, memos, manuals, specifications, regulations, books, reports, or journals. *Reading Text* includes:

·   forms and labels if they contain at least one sentence;
·   print and non-print media such as computer screen and microfiche text; and
·   paragraph-length text within charts, tables and graphs.

The Reading Text Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical text reading tasks of the Institutional Security Guards are at Complexity Levels 1 to 3. Their most complex text reading tasks are at Complexity Level 3.

Examples
Institutional Security Guards:
- read handling directions, instructions for use and first aid guidelines on the labels of medical supplies, fire extinguishers and other products. (1)

- read reminders, short notes from other workers and logbook entries to learn of events which occurred during previous shifts and items to note on current shifts. (2) (daily)

- may read local and campus newspapers to learn of upcoming events. For example, they read announcements of upcoming concert and sporting events and articles about crime in their communities. (2)

- read memos from supervisors to understand changes in policies and to learn new work procedures. (2)

- review bulletins and memos from supervisors and clients. For example, they read the 'watch-for sheets' which describe individuals' physical characteristics, criminal records, gang involvement and access to firearms. (2)

- read detailed incident and accident report forms. They read the reporting forms for sequences of events, names of people involved and the actions taken before and after the incident or accident. (2)

- read standing orders for each facility they guard. The orders outline their daily duties, regular work procedures and roles and responsibilities to be assumed during emergencies. (3)

- read their employers' policy and procedure manuals to understand their obligations and responsibilities. For example, they read to learn the procedures to follow for illness, vacation requests and other human resource matters. (3)

- may read user and operating manuals for new surveillance cameras, alarm panels and digital cameras to learn how to operate them properly, to get more information about special features and to troubleshoot problems. (3)

Reading Profile

Type of Text	Purpose for Reading			
	To scan for specific information/To locate information.	To skim for overall meaning, to get the 'gist'.	To read the full text to understand or to learn.	To read the full text to critique or to evaluate.
Forms	✓	✓	✓	
Labels	✓	✓	✓	
Notes, Letters, Memos	✓	✓	✓	
Manuals, Specifications, Regulations	✓	✓	✓	
Reports, Books, Journals	✓	✓	✓	

B. Document Use

Document Use refers to tasks that involve a variety of information displays in which words, numbers, icons and other visual characteristics (e.g., line, colour, shape) are given meaning by their spatial arrangement. Workplace examples of documents include graphs, lists, tables, blueprints, schematics, drawings, signs and labels.

If a document includes a paragraph of text, as may be the case on a label or a completed form, it is also included in *Reading Text*. Documents requiring the entry of words, phrases, sentences and paragraphs are also included in *Writing*.

The Document Use Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical document reading tasks of Security Guards - Institutional are at Complexity Levels 1 and 2. Their most complex document reading tasks are at Complexity Level 2.

Examples
Security Guards - Institutional:

- view photographs showing property damage and physical features of individuals not allowed entry. (1)

- take readings from a variety of gauges and displays. For example they examine fire extinguisher gauges to see that the units are pressurized. (1)

- scan address and shipping labels to identify recipients of special deliveries. (1)

- monitor fire alarm panels noting any irregularities as indicated by lights and audible beeps. (1) (frequently)

- locate a variety of data in lists and schedules. For example, they find the names of approved visitors on lists and schedules provided by clients. They find other guards' years of service and certification levels in active employee lists. They scan shift schedules to determine their location assignments and hours of duty. (1)

- obtain information from symbols and icons. For example, they observe symbols on floor plans, maps and signage which indicate stairwells, telephones, no parking zones and washrooms. They follow appropriate precautions when they see hazard and safety warning symbols such as those for high voltage or biological hazards. (1) (daily)

- enter data into lists and tables. For example, they add names and phone numbers to contact lists, enter task reminder times and locations into task lists and dates, times and patrol details into log books and daily shift reports. (1)

- complete Uniform Request and Daily Security Service reports. They indicate their sizes and quantities required for shirts, pants, sweaters and jackets. They check the items covered in the Daily Security Service reports such as insecure doors and windows, infractions of rules and safety hazards and include supporting details for each item checked. (2)

- may refer to communication flow charts during emergency situations to ensure the appropriate people are contacted. (2)

- scan floor plans and maps to find landmarks and orientation themselves, to locate specific features such as roads, stairways, exits, fire extinguishers and pull stations, and to determine dimensions and distances. (2)

Creating Documents
- may sketch the locations and positions of vehicles and individuals when explaining the details of accidents and incidents.

Document Use Summary
- Read signs, labels or lists.
- Complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or texts of a paragraph or more.
- Read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or texts of a paragraph or more.
- Read tables, schedules or other table-like text.
- Enter information on tables, schedules or other table-like text.
- Draw, sketch or form common shapes such as circles, triangles, spheres, rectangles, squares, etc.
- Interpret scale drawings (e.g., blueprints or maps).
- Read schematic drawings (e.g., electrical schematics).
- Make sketches.
- Obtain information from sketches, pictures or icons.

C. Writing

> *Writing* includes:
>
> · text writing and writing in documents such as filling in forms; and
> · non-paper-based writing such as typing on a computer.
> ·

The Writing Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical writing tasks of Security Guards - Institutional are at Complexity Levels 1 to 3. Their most complex writing tasks are at Complexity Level 3.

Examples
Security Guards - Institutional:
- write reminders and brief notes to other guards. They make short entries in logbooks to remind other guards of tasks which need to be completed, to inform them of occurrences on previous shifts and to let them know about upcoming events such as a special courier

deliveries. They enter patrol times, observations and tasks completed in their evidence notebooks. (1) (daily)

- record observations, describe actions taken and summarize interactions with others in their evidence notebooks. (1)

- write memos to supervisors. For example, they may request supplies and clarifications of policies. (2)

- write detailed descriptions of accidents and incidents on reporting forms. They record the details of the events including descriptions of the people involved, the actions taken and how the situation was resolved. These reports may be reviewed by police investigators and submitted as court evidence. (3)

- write detailed reports justifying the use of force in particular situations. (3)

- supervisors may write training manuals for guard operations at new properties and updates for existing procedure manuals in response to new and unexpected situations that threatened public safety, such as SARS. (3)

Writing Profile

Length	Purpose for Writing						
	To organize/ to remember	To keep a record/to document	To inform/ to request information	To persuade / to justify a request	To present an analysis or comparison	To present an evaluation or critique	To entertain
Texts requiring less than one paragraph of new text	✓	✓	✓				
Texts rarely requiring more than one paragraph	✓	✓	✓	✓			
Longer texts		✓	✓	✓			

D. Numeracy

Numeracy refers to the use of numbers by workers and their requirement to think in quantitative terms in order to complete tasks. Two aspects of **Numeracy** have complexity ratings: *Numerical Calculation;* and, *Numerical Estimation.*

Numerical Calculation is rated within four different application settings as specific knowledge of concepts or procedures are exclusive to each setting:
· **Money Math** - financial transactions, such as handling cash, preparing bills or making payments;
· **Scheduling or Budgeting and Accounting Math** - managing time and money as resources, planning and monitoring their use, assessing best value, reducing waste;
· **Measurement and Calculation Math** - measuring and describing the physical world; and,
· **Data Analysis Math** - analysis of numerical data such as extrapolation of information and determination of trends or statistically significant effects.

Numerical Estimation refers to tasks involving any estimation (i.e., an approximation based on judgement) that results in a number.

Numerical Calculation
The Numerical Calculation Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The numerical calculation tasks of Security Guards - Institutional involve:

- Measurement and Calculation Math at Complexity Level 1.

- Data Analysis Math at Complexity Levels 1 to 2.

Examples
Security Guards - Institutional:
- calculate the time taken to complete patrols and evacuate buildings during fire drills. (Measurement and Calculation Math) (1)

- count and replenish inventories of first aid supplies, fire extinguishers and forms. (Data Analysis Math) (1)

- compare a variety of measurements and gauge readings to specifications. For example, they monitor the dates and pressures of fire extinguishers and voltages of back-up power systems. (Data Analysis Math) (1)

- supervisors may calculate the frequency and distribution of a variety of incident and accident types. (Data Analysis Math) (2) (monthly)

Numerical Estimation
The Numerical Estimation Rating Scale ranges from Level 1 (least complex) to Level 4. The numerical estimation tasks of the Security Guard – Institutional are at Complexity Level 1.

Examples
Security Guards - Institutional:

- estimate the amount of time required to complete patrols taking into account the size and layout of facilities and the number of required checkpoints. (Numerical Estimation) (1)

- estimate times and time intervals when reporting the details of accidents. (Numerical Estimation) (1)

- estimate the height and weight of individuals when reporting the details of incidents. (Numerical Estimation) (1)

Math Skills Profile
b.   Mathematical Foundations Used

Number Concepts

Whole Numbers	Read and write, count, round off, add or subtract, multiply or divide whole numbers. For example, recording numbers of incidents; totaling weekly hours; recording dates and times; calculating inventory amounts.
Integers	Read and write integers. For example, recording temperatures.
Rational Numbers – Decimals	Read and write, round off, add or subtract decimals, multiply or divide by a decimal, multiply or divide decimals. For example, recording partial hours worked; calculating total hours worked.
Rational Numbers – Percents	Read and write percents. For example, reading crime statistics.
Use of Rate, Ratio and Proportion	For example, observing speed limits and restrictions in parking lots.
Statistics and Probability	Use descriptive statistics (e.g. collecting, classifying, analyzing and interpreting data). For example, Developing frequency distributions for incident types.
See Document Use for information on:	Using tables, schedules or other table-like text.

b.   How Calculations Are Performed
Security Guards - Institutional perform calculations:

- in their head.
- using a pen and paper.
- using a calculator.

- using a computer.

c. Measurement Instruments Used

Security Guards - Institutional measure:
- time. For example, using watches and clocks.

They use the:
- System International measurement system.

E. Oral Communication

Oral Communication pertains primarily to the use of speech to give and exchange thoughts and information.

The Oral Communication Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical oral communication tasks of the Security Guards - Institutional are at Complexity Levels 1 to 3. Their most complex oral communication tasks are at Complexity Levels 2 and 3.

Examples

Security Guards - Institutional:
- listen to announcements on public address systems and voice activated pagers. For example, in hospital settings they listen for code calls. (1)

- provide directions and information to the public. For example, they answer questions about the locations of rooms, elevators and exits. (1)

- exchange job-specific information with other security guards, supervisors, institutional staff, and contractors. For example, they may provide other security guards with updates to the approved visitors list and identify situations that require monitoring. They may inform office workers of impending fire drills. They may advise custodial staff of building areas which require cleaning. (1)

- ask suppliers for product information such as operating and troubleshooting procedures. For example, they may telephone alarm company technicians for the specifics of alarm operation and for troubleshooting steps in cases of unusual occurrences. (2)

- respond to requests for special assistance. For example, hospital security guards respond to requests from nurses for assistance with agitated patients. (2)

- participate in group discussions with other security guards, shift supervisors, and institutional managers. They discuss new protocols for building operation and surveillance. Hospital guards may attend special meetings with hospital administrators during emergent situations such as viral outbreaks. (2)

- discuss events on their shifts and other matters with supervisors. For example, they may discuss the handling of particular situations, standing orders, changes to schedules and grievances. (2)

- relay information to emergency response personnel to inform them of activities leading up to incidents and to direct them to the scene. (2)

- reassure colleagues and co-workers following traumatic situations. For example, in hospitals and institutions guards may comfort each other to bring closure after violent situations and deaths such as suicides. (2)

- explain to visitors and family members why access is denied to protected individuals and restricted areas. They may have to diffuse hostility. (3)

- supervisors listen to code calls on intercoms and using the two-way radios direct guards to specific locations. For example, during an emergency, a supervisor may assign one guard to the meet the police at the entrance, send a guard to lock off the elevator, station a guard to redirect people and another to direct the emergency response team. (3)

- supervisors confer with guards to understand the reasons for grievances and discuss ways to resolve the situations. They discuss job performance, highlighting areas of commendation and areas requiring improvement. They may jointly develop action plans and timelines for improving job performance. (3)

- supervisors may persuade staff to work longer hours and different shifts due to unanticipated staff shortages. (3)

Modes of Communication Used

Security Guards - Institutional communicate:
- in person. For example, providing the public with directions and facility information.

- using the telephone. For example, calling clients to inform them their visitors have arrived.

- using a two-way radio. For example, relaying information to command centres and other guards.

- using specialized communication signals. For example, using hand signals, head nods and eye movements to alert other guards to activities and indicate direction.

- others not classified elsewhere. For example, listening to code calls on public address systems.

Oral Communication Profile

Type	Purpose for Oral Communication											
	To greet	To take messages	To provide/ receive information, explanation, direction	To seek, obtain information	To co-ordinate work with that of others	To reassure comfort	To discuss (exchange information, opinions)	To persuade	To facilitate, animate	To instruct, instill understanding, knowledge	To negotiate, resolve conflict	To entertain
Listening (little or no interaction)			✔		✔							
Speaking (little or no interaction)			✔							✔		
Interact with co-workers			✔	✔	✔	✔	✔					
Interact with those you supervise or direct			✔	✔	✔	✔		✔		✔	✔	
Interact with supervisor/ manager			✔	✔			✔			✔	✔	
Interact with peers and colleagues from other organizations			✔		✔		✔			✔		
Interact with customers/ clients/ public	✔		✔	✔						✔	✔	
Interact with suppliers, servicers			✔	✔								
Participate in group discussion			✔				✔					
Present information to a small group			✔							✔		
Present information to a large group												

F. Thinking Skills

Thinking Skills differentiate among five different types of cognitive functions. However, these functions are interconnected and include:

1. **Problem Solving**
2. **Decision Making**
3. **Critical Thinking**
4. **Job Task Planning and Organizing**
5. **Significant Use of Memory**
6. **Finding Information**

1. Problem Solving

Problem solving involves problems that require solutions. For example, a mechanic solves problems, e.g., the car shakes when driven over 80 km/hr, by eliminating probable causes until the correct one is identified and remedied. Most problems concern mechanical challenges, people or situations.

The Problem Solving Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical problem solving tasks of Security Guards - Institutional are at Complexity Level 1. Their most complex problem solving tasks are at Complexity Level 2.

Examples
Security Guards - Institutional:

- find that people are not following rules and adhering to expectations at campus events. They explain the rules and expectations. If the people refuse to comply they call other guards or the police for assistance in removing the individuals from the event. (2)

- supervisors encounter staffing shortages due to staff turnover, limited staff availability and individuals calling in sick. They ask current staff to work overtime, redistribute duties and call in off-duty guards. If the problem is recurrent, they may request additional staff. (1)

2. Decision Making

Decision making refers to making a choice among options.

Decision making occurs during problem solving, but not all decision making is part of problem solving. It is, therefore, presented as a separate thinking skill. For example, buyers for retail outlets regularly make decisions about which suppliers to buy from, i.e., they select from the options for particular types of merchandise. This is not problem solving.

The Decision Making Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical decision making tasks of Security Guards - Institutional are at Complexity Levels 1 to 3. Their most complex decision making tasks are at Complexity Level 3.

Examples
Security Guards - Institutional:

- decide who can access buildings and attend events. (1)

- decide when it is appropriate to request back-up assistance or call emergency personnel such as police to assist with crowd control and the detention, apprehension and removal of individuals from sites and events. (3)

- supervisors grant or deny requests for vacation leaves and shift reassignments. (1)

- supervisors decide which tasks to assign to security guards. They consider each guard's training and work experience and clients' requests. (2)

- supervisors make decisions about accepting staff. They compare the applications with the job descriptions, clients' requirements and interview candidates. (2)

3.   Critical Thinking

Critical Thinking is the process of evaluating ideas or information, using a rational, logical thought process, and referring to objective criteria, to reach a rational judgement about value, or to identify strengths and weaknesses.

Critical Thinking may be an element in other thinking skills. For example, judgement is sometimes required to evaluate the choices offered during the course of *Decision Making* and to evaluate solutions proposed as a result of *Problem Solving*. In other cases, Critical Thinking is an independent job task.

The Critical Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical critical thinking tasks of Security Guards - Institutional are at Complexity Levels 1 to 3. Their most complex critical thinking tasks are at Complexity Level 3.

Examples
Security Guards – Institutional:
- assess the suitability of training courses. They consider course contents, applicability to their jobs and opportunities for increasing personal knowledge and competencies. (1)
- supervisors may assess the accuracy and comprehensiveness of training manuals. They examine revision dates, additions and deletions to manuals and areas requiring refinement. (2)

- supervisors evaluate guards' work performance. They consider job performance to date, personal initiative shown, responses in emergency situations, clients' perspectives and adherence to company and client policies and procedures. (2)

- supervisors participate in evaluations of the effectiveness and efficiency of current practices of managing and confining emergency situations such as viral outbreaks. They gather and summarize data on response times and risk containment and solicit feedback from colleagues and co-workers. (3)

4.   Job Task Planning and Organizing

There are two aspects to *Planning and Organizing: Job Task Planning and Organizing* and *Organizational Planning*.

Job Task Planning and Organizing refers to the extent to which the workers plan and organize their own tasks.

Organizational Planning refers to the job incumbent's involvement in the organization's broader planning and organizing tasks (i.e., planning and organizing the work of others, operational planning, strategic planning).

The Job Task Planning and Organizing Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Security Guards - Institutional plan and organize their job tasks at Complexity Level 2.

Description

Institutional security guards have set tasks to complete during their shifts. These tasks are outlined in the clients' standing orders. While tasks are repetitive, security guards vary their patrol times to ensure they are not establishing predictable patterns. Emergency situations may arise that require guards to temporarily adjust their inspection and patrol rounds.

Supervisors plan and assign the work of their security guards. They develop schedules and procedures such as patrol routes, opening and closing routines and inspection lists. In emergency situations, they modify work schedules and modify the tasks assigned to guards as appropriate.

5.   Significant Use of Memory

Significant Use of Memory includes any significant or unusual use of memory for workers in the occupational group. It does not include normal memory use that is a requirement for every occupation.

Examples
Security Guards - Institutional:

- remember names, contact numbers, routes and policies and procedures for their workplace.

- recall the appearance of people. Remember details such as eye colour and jacket type.

- remember placement of keys in lock boxes and which keys open specific rooms.

6.   Finding Information

Finding Information involves using any of a variety of sources including text, people, computerized databases or information systems.

Finding Information is highlighted in this section as an essential job skill. However, workers' use of various information sources may be referred to in other sections such as *A. Reading Text, B. Use of Documents, E. Oral Communication* and *H. Computer Use.*

The Finding Information Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Security Guards - Institutional tasks that involve finding information are at Complexity Level 2.

Examples
Security Guards - Institutional:

- may obtain information about their communities from newspaper articles and television broadcasts. (2)

G. Working with Others

The Essential Skill of *Working with Others* examines the extent to which employees work with others to carry out their tasks. Do they have to work co-operatively with others? Do they have to have the self-discipline to meet work targets while working alone?

The Working with Others Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Security Guards - Institutional works with others at Complexity Level 3.

Description
Institutional security guards work independently when completing inspection and patrol duties. They work with partners or helpers when job shadowing and responding to requests for assistance from other security guards and emergency services personnel. They may work as members of teams to protect people and property when assigned to larger medical facilities and post-secondary campuses.

Participation in Supervisory or Leadership Activities

Security Guards - Institutional:

Guards	Supervisors	
✓	✓	participate in formal discussions about work processes or product improvement.
✓	✓	have opportunities to make suggestions on improving work processes.
	✓	monitor the work performance of others.
✓	✓	inform other workers or demonstrate to them how tasks are to be performed.
✓	✓	orient new employees.
	✓	make hiring recommendations.
		make hiring decisions.
		select contractors and suppliers.
	✓	assign routine tasks to other workers.
	✓	assign new or unusual tasks to other workers.
✓	✓	identify training that is required by, or would be useful for other workers.
	✓	deal with other workers' grievances or complaints.

H. Computer Use

Computer Use indicates the variety and complexity of computer use within the occupational group.

The Computer Use Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The Computer Use tasks of Security Guards - Institutional are at Complexity Level 2.

Computer Use Profile

Security Guards - Institutional:
- use word processing software. For example, they write text passages for incident and shift report forms. Supervisors may revise existing procedure manuals. (2)

- use databases. For example, they may access shift and incident reports through company databases. (2)

- use spreadsheets. For example, they record lost and found items, room access key numbers and card numbers in formatted spreadsheets. Supervisors may create patrol schedules, route details and contact lists. (2)

- use communications software. For example, they may receive and respond to e-mail. In some instances, they may select names from address books and attach files. (2)

- use the Internet. For example, they may perform basic searches to access details on upcoming events on clients' websites. (2)

- use other computer and software applications. For example, they use security camera surveillance monitoring systems to view remote facility locations. They manipulate the cameras, using joysticks, to zoom in and out and capture still photos. They may also upload and save images from digital cameras to computers. (2)

I. Continuous Learning

Continuous Learning examines the requirement for workers in an occupational group to participate in an ongoing process of acquiring skills and knowledge.

Continuous Learning tests the hypothesis that more and more jobs require continuous upgrading, and that all workers must continue learning in order to keep or to grow with their jobs. If this is true then the following will become Essential Skills:

· knowing how to learn;
· understanding one's own learning style; and
· knowing how to gain access to a variety of materials, resources and learning opportunities.

The Continuous Learning Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Security Guards - Institutional performs Continuous Learning tasks at Complexity Level 2.

Description
Institutional security guards receive training though their employing companies. In some provinces, *Basic Security Training* is mandatory for licensing as security guards. First aid training certification and Crisis Prevention Intervention are also mandatory and security guards must recertify on a regular basis. Most learning is acquired through day-to-day experiences and interactions with other guards and supervisors.

How the Learning Occurs

Learning may be acquired:
- as part of regular work activity
- from co-workers
- through training offered in the workplace
- through reading and other forms of self-study:
    o at work
    o using materials available through work.
- through off-site training:
    o during work hours at no cost to the worker.

J. Other Information

Other Information summarizes additional information collected during interviews with job incumbents and focus groups with occupational experts.

In addition to collecting information for this Essential Skills Profile, our interviews with job incumbents also asked about the following topics.

1.   **Physical Aspects**
      Institutional security guards must be able to move around worksites and react quickly to situations. Multiple limb and hand-eye co-ordination are essential to apprehending individuals, applying handcuffs and manoeuvring safely in dangerous situations. Generally, only limited strength is required, but in certain situations such as restraining large individuals they may need greater strength requirements.

2.   **Attitudes**
      Institutional security guards must be detail-oriented, vigilant and composed when interacting with people in sometimes trying situations. They must also be professional yet approachable and personable.

3.   **Future Trends Affecting Essential Skills**
      As clients increasingly expect more from institutional security guards working in their facilities, continuous learning will play a larger role. Training Courses will need to expand to reflect these new demands.

APPENDIX C

SECURITY GUARD - EVENT

Essential Skills Profile

Security Guard - Event

NOC 6651

Prepared for:

**The Training Group
Douglas College**

Prepared by:

**Leading Concepts International Inc.
Donna M. Palmer, PhD**

Table of Contents

SECURITY GUARDS - EVENT

Introduction
NOC 6651
This unit group includes security guards and other related workers who guard property against theft and vandalism, control access to establishments, maintain order, and enforce regulations at public events and within establishments. They are employed by private security agencies, retail stores, industrial establishments, museums and other establishments.

Focus
This Event Security Guard profile was prepared with the assistance of private security agencies. Event security guards are responsible for the protection of organizers, patrons and facilities for concerts, sporting events, political rallies and private functions.

The most important Essential Skills for Event Security Guards are:

- Oral Communication
- Decision Making
- Working With Others

A. Reading Text

Reading Text refers to reading material that is in the form of sentences or paragraphs. *Reading Text* generally involves reading notes, letters, memos, manuals, specifications, regulations, books, reports, or journals. *Reading Text* includes:

· forms and labels if they contain at least one sentence;
· print and non-print media such as computer screen and microfiche text; and
· paragraph-length text within charts, tables and graphs.

The Reading Text Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical text reading tasks of the Event Security Guards are at Complexity Levels 1 and 2. Their most complex text reading tasks are at Complexity Level 3.

Examples
Event Security Guards:
- read short notes from co-workers and supervisors on a variety of matters. For example, they may read notes from co-workers requesting shift changes and notes from supervisors alerting them to problems such as weaknesses in perimeter fencing. (1)

- scan fire extinguisher labels to determine content types. (1)

- read memos outlining amendments to standing orders and policy changes. (2)

- read their companies' newsletters containing feature articles, benefits updates, security tips, career postings, training schedules and information about new training programs. (2)

- read their employers' policy and procedure manuals which outline work protocols and expectations. For example, they read policies and procedures for dealing with codes of conduct and confidentiality requirements, legal charges and summons for court appearances, company benefit plans, performance appraisal processes and the use of communications equipment. (3)

- read the site-specific standing orders for events. They review the protocols and evacuation procedures for the events, their assignments, associated duties, and expectations for interactions with attendees and the clients' unionized employees. (3)

- supervisors read memos from clients such as event organizers which outline preliminary details about upcoming events. (2)

- supervisors read incident reports for descriptions of the people involved, sequences of events, actions taken and statements by witnesses. (2)

Reading Profile

Type of Text	Purpose for Reading			
	To scan for specific information/To locate information.	To skim for overall meaning, to get the 'gist'.	To read the full text to understand or to learn.	To read the full text to critique or to evaluate.
Forms	✓	✓		
Labels	✓			
Notes, Letters, Memos		✓	✓	
Manuals, Specifications, Regulations	✓	✓	✓	
Reports, Books, Journals	✓	✓	✓	

B. Document Use

Document Use refers to tasks that involve a variety of information displays in which words, numbers, icons and other visual characteristics (e.g., line, colour, shape) are given meaning by their spatial arrangement. Workplace examples of documents include graphs, lists, tables, blueprints, schematics, drawings, signs and labels.

If a document includes a paragraph of text, as may be the case on a label or a completed form, it is also included in *Reading Text*. Documents requiring the entry of words, phrases, sentences and paragraphs are also included in *Writing*.

The Document Use Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical document reading tasks of Security Guards - Event are at Complexity Levels 1 and 2. Their most complex document reading tasks are at Complexity Level 2.

Examples
Security Guards - Event:
- obtain information from icons indicating movement directions, exits, stairwells, washrooms and fire equipment locations. (1)

- scan patron personal identification documents to verify names and dates of births. (1)

- scan lists to locate contact information for key personnel, guest names and key codes for specific areas of large facilities such as chiller rooms in arenas. (1)

- enter dates, times, locations, names and other data into daily reporting forms. For example, they may complete the general information section of incident reports by checking the types of incidents and entering dates, locations, clients' names and their signatures. (2)

- take a variety of data from administrative forms. For example, they scan site-specific standing order forms to identify the locations, dates and times of events, names of clients, expected attendance numbers and any special equipment requirements. (2)

- scan tables and schedules to determine the locations and times of their assignments and to identify upcoming training courses. (2)

- scan the floor plans of facilities to locate room dimensions, stage and head table placements, entrances and exits, elevators, emergency exits and fire pull stations. (2)

- study flow charts to identify the chains of command to be followed during incidents. They identify the key contacts and sequences of actions to be followed. (2)

- supervisors may take information from graphs showing the number of incidents per event and the number of hours worked per employee. (2)

Creating Documents
- supervisors may create tables and schedules displaying the number of guards required at events and their postings.

Document Use Summary
- Read signs, labels or lists.
- Complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or texts of a paragraph or more.
- Read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or texts of a paragraph or more.
- Read tables, schedules or other table-like text.
- Supervisors may create tables, schedules or other table-like text.
- Supervisors may enter information on tables, schedules or other table-like text.
- Supervisors may obtain specific information from graphs or charts.
- Supervisors interpret information on graphs or charts.
- Interpret scale drawings (e.g., blueprints or maps).
- Obtain information from sketches, pictures or icons.

C. Writing

Writing includes:

· text writing and writing in documents such as filling in forms; and
· non-paper-based writing such as typing on a computer.

The Writing Complexity Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The typical writing tasks of Security Guards - Event are at Complexity Levels 1 and 2. Their most complex writing tasks are at Complexity Level 3.

Examples
Security Guards - Event:
- write short notes to co-workers and supervisors on a variety of matters. For example, they may write notes to their supervisors to inform them of courses they want to attend and to request time off. (1)

- record specifics of their actions and observations in evidence notebooks for reference when completing more detailed reports. (2)

- write summaries of incidents. They specify the people involved and the actions taken. For example, they may record the details of contraband intercepted, recording devices seized and unruly patrons escorted from musical performances. They may take statements from witnesses. (3)

- write detailed reports justifying the use of force when evicting patrons from events. (3)

- supervisors may write memos to clients and account managers requesting additional staff for events that are anticipated to attract big audiences. (2)

- supervisors write detailed evaluation summaries following each event. They describe what worked well and make recommendations for improvements for recurring events such as annual festivals. (3)

Writing Profile

Length	Purpose for Writing						
	To organize/ to remember	To keep a record/to document	To inform/ to request information	To persuade / to justify a request	To present an analysis or comparison	To present an evaluation or critique	To entertain
Texts requiring less than one paragraph of new text	✓	✓	✓				
Texts rarely requiring more than one paragraph	✓	✓		✓		✓	
Longer texts		✓	✓	✓		✓	

D. Numeracy

Numeracy refers to the use of numbers by workers and their requirement to think in quantitative terms in order to complete tasks. Two aspects of **Numeracy** have complexity ratings: *Numerical Calculation;* and, *Numerical Estimation*.

Numerical Calculation is rated within four different application settings as specific knowledge of concepts or procedures are exclusive to each setting:

·   **Money Math** - financial transactions, such as handling cash, preparing bills or making payments;
·   **Scheduling or Budgeting and Accounting Math** - managing time and money as resources, planning and monitoring their use, assessing best value, reducing waste;
·   **Measurement and Calculation Math** - measuring and describing the physical world; and,
·   **Data Analysis Math** - analysis of numerical data such as extrapolation of information and determination of trends or statistically significant effects.

Numerical Estimation refers to tasks involving any estimation (i.e., an approximation based on judgement) that results in a number.

Numerical Calculation
The Numerical Calculation Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The numerical calculation tasks of Security Guards - Event involve:

- Scheduling, Budgeting and Accounting Math at Complexity Level 2.

- Data Analysis Math at Complexity Levels 1 and 2.

Examples
Security Guards - Event:
- supervisors draw up schedules for special events. They design work schedules which take into account clients' budgets, expected sizes of audiences, sizes of the facilities, event details, staff experience and availability. They adjust guard assignments to accommodate unexpected situations such as increased attendance. (Scheduling or Budgeting & Accounting Math) (2)

- compare the dates of birth on photo identification to the allowable entry age for venues. (Data Analysis Math) (1)

- may count the number of people entering and exiting venues to determine current occupancies and compare occupancies to allowable capacities according to fire regulations. (Data Analysis Math) (2)

- supervisors analyze the attendance and incident rates for regularly scheduled events to determine the average numbers of incidents on a monthly and yearly basis. (Data Analysis Math) (2)

Numerical Estimation
The Numerical Estimation Rating Scale ranges from Level 1 (least complex) to Level 4. The numerical estimation tasks of the Security Guards - Event are at Complexity Level 1.

Examples
Security Guards - Event:

- estimate the amount of time needed to complete perimeter patrols. (Numerical Estimation) (1)

- estimate individuals' heights and weights. Estimate distances to exits and stages. (Numerical Estimation) (1)

Math Skills Profile
c. Mathematical Foundations Used

<u>Number Concepts</u>

Whole Numbers	Read and write, count, round off, add or subtract. For example, counting the number of attendees at events; totalling the number of hours worked.
Rational Numbers – Decimals	Read and write, add or subtract decimals, multiply or divide decimals. For example, recording partial hours worked; calculating their wages.

Use of Rate, Ratio and Proportion	Use a proportion to show comparison between two ratios or rates in order to solve problems. For example, calculating guards needed at events using a ratio of one guard to every sixty attendees.
Statistics and Probability	Calculate averages.
	Calculate rates other than percentages. For example, calculating the average number of incidents per month.

b.   How Calculations Are Performed
Security Guards - Event perform calculations:

- in their heads.
- using a pen and paper.
- using a calculator.

c.   Measurement Instruments Used

Security Guards - Event measure:
- time. For example, using stopwatches, watches and clocks.
- other additional measurement instruments. For example, handheld clickers and counters on turnstiles.

They use:
- System International measuring units.
- Imperial measuring units.

E. Oral Communication

Oral Communication pertains primarily to the use of speech to give and exchange thoughts and information.

The Oral Communication Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical oral communication tasks of the Security Guards - Event are at Complexity Levels 1 and 2. Their most complex oral communication tasks are at Complexity Levels 2 and 3.

Examples
Security Guards - Event:
- request personal identification from event patrons to verify names, ages and security clearances. (1)

- overhear patron conversations that alert them to potential incidents. (1)

- make announcements using megaphones and public address systems to direct and control crowds in unusual situations. (2)

- provide directions and assistance to event organizers, suppliers, and the general public. For example, they direct event patrons to seating assignments and washrooms. They direct the drivers of delivery trucks to the appropriate entrances. They direct traffic flows and request that patrons refrain from objectionable behaviours. (2)

- speak with other guards to coordinate patrol activities and adjust coverage in response to incidents. They discuss shift details including the events surrounding incidents and potential security hazards. (2)

- ask supervisors to clarify event protocols and provide feedback on their handling of incidents. (2)

- diffuse potentially disruptive incidents by persuading patrons to consider the consequences of their actions and presenting alternate ways of resolving the situations. (3)

- issue directives to ensure patrons remain calm during emergency situations such as power outages and medical incidents. (3)

- direct emergency personnel to the site of incidents and provide factual details to facilitate their handling of the situations. (3)

- supervisors speak with other departments to coordinate efforts and assure work carries over from one shift to another. For example, they discuss the timing of set-ups and break-downs of concert staging and facility transitions from concerts to ice arenas. (2)

- supervisors facilitate pre- and post-event group discussions. Prior to events they discuss work processes and duties to ensure understanding by all. Post event, they debrief their actions, what worked well and what could have been handled better. (2)

Modes of Communication Used

Security Guards - Event communicate:
- in person. For example, discussing incident details with police officers.

- using the telephone. For example, contacting supervisors to discuss shift details.

- using a two-way radio. For example, requesting assistance from other guards.

- using specialized communication signals. For example, use hand signals to direct traffic flows.

Environmental Factors Affecting Communication
Event entertainment may be loud and interfere with guards' abilities to hear and be heard.

Oral Communication Profile

Type	Purpose for Oral Communication											
	To greet	To take messages	To provide/ receive information, explanation, direction	To seek, obtain information	To co-ordinate work with that of others	To reassure comfort	To discuss (exchange information, opinions)	To persuade	To facilitate, animate	To instruct, instill understanding, knowledge	To negotiate, resolve conflict	To entertain
Listening (little or no interaction)			✓	✓								
Speaking (little or no interaction)			✓							✓		
Interact with co-workers			✓	✓	✓		✓					
Interact with those you supervise or direct			✓	✓	✓		✓					
Interact with supervisor/ manager			✓	✓								
Interact with peers and colleagues from other organizations			✓		✓							
Interact with customers/ clients/ public	✓		✓	✓		✓			✓	✓	✓	
Interact with suppliers, servicers			✓									
Participate in group discussion			✓	✓			✓					
Present information to a small group			✓									
Present information to a large group			✓			✓						

F. Thinking Skills

Thinking Skills differentiate among five different types of cognitive functions. However, these functions are interconnected and include:

1. **Problem Solving**
2. **Decision Making**
3. **Critical Thinking**
4. **Job Task Planning and Organizing**
5. **Significant Use of Memory**
6. **Finding Information**

1. Problem Solving

Problem solving involves problems that require solutions. For example, a mechanic solves problems, e.g., the car shakes when driven over 80 km/hr, by eliminating probable causes until the correct one is identified and remedied. Most problems concern mechanical challenges, people or situations.

The Problem Solving Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical problem solving tasks of Security Guards - Event are at Complexity Levels 1 and 2. Their most complex problem solving tasks are at Complexity Level 2.

Examples
Security Guards - Event:

- are unable to access areas due to demagnetized key cards and lost keys. They locate the missing keys and obtain new magnetic cards. (1)

- are unable to maintain contact with co-workers because of malfunctioning communication equipment such as earpieces and radios. They use hand signals and head gestures to inform co-workers of the communication loss and ask other guards to cover their locations while they replace their equipment. (2)

- supervisors recognize events are understaffed because attendance has exceeded projections. They call off-duty guards to see if they are available for immediate work. (2)

2. Decision Making

Decision making refers to making a choice among options.

Decision making occurs during problem solving, but not all decision making is part of problem solving. It is, therefore, presented as a separate thinking skill. For example, buyers for retail outlets regularly make decisions about which suppliers to buy from, i.e., they select from the options for particular types of merchandise. This is not problem solving.

The Decision Making Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical decision making tasks of Security Guards - Event are at Complexity Levels 1 and 2. Their most complex decision making tasks are at Complexity Level 3.

Examples
Security Guards - Event:

- decide who to allow into restricted areas. They check guest lists issued by event managers, check identification documents and consider the appearance and demeanour of those seeking admittance. (1)

- decide which patrons to eject from events. They study patrons' behaviours, intoxication levels and events' standing orders. (2)

- decide the timing and sequence of patrols so as not to establish predictable patterns. (2)

- supervisors decide job assignments for events. They try to match clients' requirements to guards' levels of skill and experience. (2)

- supervisors decide when extra patrols or outside assistance are required. They consider factors such as crowd size and behaviour when determining the need for additional crowd control. For example, they may decide to request police assistance in order to quell budding disturbances at sporting events. (2)

3. Critical Thinking

Critical Thinking is the process of evaluating ideas or information, using a rational, logical thought process, and referring to objective criteria, to reach a rational judgement about value, or to identify strengths and weaknesses.

Critical Thinking may be an element in other thinking skills. For example, judgement is sometimes required to evaluate the choices offered during the course of **Decision Making** and to evaluate solutions proposed as a result of **Problem Solving**. In other cases, Critical Thinking is an independent job task.

The Critical Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). The typical critical thinking tasks of Security Guards - Event are at Complexity Levels 1 and 2. Their most complex critical thinking tasks are at Complexity Levels 2 and 3.

Examples
Security Guards – Event:
- judge the reasonableness and effectiveness of work procedures. They evaluate the effectiveness of patrol routes. They consider venue coverage, hot spots and the time taken to complete the patrols. They evaluate the efficiency of exit procedures. They consider the number of attendees, layout of facilities, exit locations, exit accessibility and the distance between exits. (2)

- assess patrons' troublemaking potential. They consider the body language, intoxication levels, bulkiness of clothing and number of companions. (2)

- evaluate the criticality of incidents such as injuries and emergency situations. They review the types and natures of the injuries and the need for emergency personnel services. (2)

- supervisors assess the appropriateness of guard assignments. They consider the guards' experiences and demonstrated skills and the clients' standing order requirements plus the sizes and types of events. (2)

- supervisors judge the effectiveness of security measures at events. They review the standing orders for the events, sizes and types of events, attendance, incidents that occurred and feedback received from event managers. They consider the coverage for hot spots such as beer gardens and opposition team benches at sporting events. They share insights with event organizers and co-workers. (3)

4. Job Task Planning and Organizing

There are two aspects to **Planning and Organizing: Job Task Planning and Organizing** and **Organizational Planning**.

Job Task Planning and Organizing refers to the extent to which the workers plan and organize their own tasks.

Organizational Planning refers to the job incumbent's involvement in the organization's broader planning and organizing tasks (i.e., planning and organizing the work of others, operational planning, strategic planning).

The Job Task Planning and Organizing Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Security Guards - Event plan and organize their job tasks at Complexity Level 2.

Description

The activities of event security guards are determined by the standing orders for events, with the orders specifying sequences of tasks and approximate times, but guards conduct their patrols in ways that respond to circumstances and which do not create predictability. During emergencies, guards follow the directions of supervisors and clients. Once emergencies are over, the guards return to their original work plans.

Supervisors plan and organize the duties and tasks of security guards to ensure that schedules are realized. In emergencies, supervisors redeploy guards in accordance with emergency protocols. Once the emergencies are over, supervisors return to their previously scheduled duties and tasks.

Supervisors are responsible for the scheduling, allocating and assigning of tasks to other security guards to meet clients' requirements.

5. Significant Use of Memory

Significant Use of Memory includes any significant or unusual use of memory for workers in the occupational group. It does not include normal memory use that is a requirement for every occupation.

Examples
Security Guards - Event:

- commit clients' standing orders to memory.

- remember the physical characteristics of disruptive event patrons, individuals who have received warnings and violent protestors.

- recall the sequences of events in which incidents occurred.

6. Finding Information

Finding Information involves using any of a variety of sources including text, people, computerized databases or information systems.

Finding Information is highlighted in this section as an essential job skill. However, workers' use of various information sources may be referred to in other sections such as *A. Reading Text, B. Use of Documents, E. Oral Communication* and *H. Computer Use.*

The Finding Information Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Security Guards - Event tasks that involve finding information are at Complexity Level 2.

Examples

Security Guards - Event:

- obtain information about incidents which occurred during previous shifts by talking to co-workers and reading incident reports. (2)

- question witnesses to obtain information about the sequences of events preceding and during incidents. (2)

G. Working with Others

The Essential Skill of **Working with Others** examines the extent to which employees work with others to carry out their tasks. Do they have to work co-operatively with others? Do they have to have the self-discipline to meet work targets while working alone?

The Working with Others Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Security Guards - Event works with others at Complexity Level 2.

Description
Event security guards may work independently or as members of teams, depending on the venues and the events they guard. They work independently when completing patrols and checking identification at smaller events. They work with partners and as members of large teams to ensure the safety of patrons and facilities at larger events.

Participation in Supervisory or Leadership Activities

Security Guards - Event:

Guards	Supervisors	
✓	✓	participate in formal discussions about work processes or product improvement.
✓	✓	have opportunities to make suggestions on improving work processes.
	✓	monitor the work performance of others.
✓	✓	inform other workers or demonstrate to them how tasks are to be performed.
	✓	orient new employees.
	✓	make hiring recommendations.
		make hiring decisions.
		select contractors and suppliers.
	✓	assign routine tasks to other workers.
	✓	assign new or unusual tasks to other workers.
	✓	identify training that is required by, or would be useful for other workers.
		deal with other workers' grievances or complaints.

H. Computer Use

Computer Use indicates the variety and complexity of computer use within the occupational group.

The Computer Use Rating Scale ranges from Level 1 (least complex) to Level 5 (most complex). The Computer Use tasks of Security Guards - Event are at Complexity Levels 1 and 2.

Computer Use Profile

Security Guards - Event:
- use word processing software. For example, supervisors may enter information into incident reports using simple formatting such as font selection and underlining. (2)

- use databases. For example, they may access, edit and extract information from their companies' databases by entering names, dates and file numbers. (2)

- use spreadsheets. For example, they may enter data into templates to record lost and found information at larger venues. (2)

- use other computer and software applications. For example, they may enter employee numbers and location codes in automated phone systems using numeric keypads. They may use surveillance systems to monitor larger facilities. They use joysticks to pan, zoom or isolate images on monitors. They may program the systems to return to specific locations at set intervals. They use digital cameras to record property damage. Supervisors may program magnetic key cards by entering numeric codes on the keypads of the coding machines. (1)

I. Continuous Learning

Continuous Learning examines the requirement for workers in an occupational group to participate in an ongoing process of acquiring skills and knowledge.

Continuous Learning tests the hypothesis that more and more jobs require continuous upgrading, and that all workers must continue learning in order to keep or to grow with their jobs. If this is true then the following will become Essential Skills:

· knowing how to learn;
· understanding one's own learning style; and
· knowing how to gain access to a variety of materials, resources and learning opportunities.

The Continuous Learning Complexity Rating Scale ranges from Level 1 (least complex) to Level 4 (most complex). Security Guards - Event performs Continuous Learning tasks at Complexity Level 1.

Description
Event security guards take training required by their employers and by provincial and federal legislation. Their employers offer courses on non-violent intervention, self-defence, handcuffing, pat downs and customer service training. They take mandatory first aid courses and renew certification every two years. A significant portion of guards' learning occurs on the job and through interaction with co-workers and supervisors.

How the Learning Occurs

Learning may be acquired:
- as part of regular work activity
- from co-workers
- through training offered in the workplace
- through reading and other forms of self-study:
  - at work
  - using materials available through work.

J. Other Information

Other Information summarizes additional information collected during interviews with job incumbents and focus groups with occupational experts.

In addition to collecting information for this Essential Skills Profile, our interviews with job incumbents also asked about the following topics.

1. **Physical Aspects**
   Event security guards are required to walk, run, stand and possibly climb stairs to complete patrols and other duties included within their standing orders. They sit to write reports and may crouch or lean to provide assistance for medical or other situations. They use multiple limb co-ordination to maneuver around worksites and to apprehend individuals when necessary. They use hand-eye co-ordination to manipulate cell phones, radios and keys. Special event security guards' physical requirements vary from light to heavy depending on the type of events.

2. **Attitudes**
   Event security guards need to be patient, self-confident and outgoing. They need to have be observant and be continually alert to identify trouble before incidents arise. They must be able to work in stressful situations.

3. **Future Trends Affecting Essential Skills**
   In the future, technological advances such as personal digital assistants will require event security guards to have additional computer use skills.

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