

NFPA® 1061

Standard for Professional Qualifications for Public Safety Telecommunications Personnel

2014 Edition



NFPA, 1 Batterymarch Park, Quincy, MA 02169-7471
An International Codes and Standards Organization

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NFPA® 1061

Standard for

Professional Qualifications for Public Safety Telecommunications Personnel

2014 Edition

This edition of NFPA 1061, *Standard for Professional Qualifications for Public Safety Telecommunications Personnel*, was prepared by the Technical Committee on Public Safety Telecommunicator Professional Qualifications, released by the Technical Correlating Committee on Professional Qualifications, and acted on by NFPA at its June Association Technical Meeting held June 10–13, 2013, in Chicago, IL. It was issued by the Standards Council on August 1, 2013, with an effective date of August 21, 2013, and supersedes all previous editions.

This edition of NFPA 1061 was approved as an American National Standard on August 21, 2013.

Origin and Development of NFPA 1061

The Committee on Public Safety Telecommunicator Professional Qualifications was organized in 1992 to have primary responsibility for professional qualifications for public safety dispatchers. The first edition of NFPA 1061 was published in 1996.

For the 2002 edition, the committee reviewed the 1996 edition of the standard and updated some JPRs, requisite knowledge, and requisite skills where needed. The entire document was reformatted to comply with the new *Manual of Style for NFPA Technical Committee Documents*.

For the 2007 edition, the committee made minor revisions in the existing chapters to reflect current technology and terminology. The committee also added a chapter for Public Safety Telecommunicator III. This level responds to the command post of a large incident to provide communications and documentation for the command post.

For the 2014 edition, the committee has made significant revisions to include correlations with Association of Public-Safety Communications Officials documents. Definitions and job performance requirements for specific positions are reflective of current and expanded roles for public safety communications. It was the intent of the Technical Committee to be inclusive of a broader range of telecommunication positions. Where plausible, consideration for awareness of evolving technology in the industry and the personnel responsible has been addressed. While not the sole driving influence on this document, consideration for Next Generation 9-1-1 Preservation Act of 2010 initiatives and mutually recognized projects conveyed the concerns for the quickly evolving technology-based public safety communication industry.

Correlating Committee on Professional Qualifications

William E. Peterson, *Chair*

Plano, TX [M]

Rep. International Fire Service Training Association

Douglas P. Forsman, Champaign Fire Department, IL [E]

R. Kirk Hankins, Fire Consulting & Case Review

International, Inc., MO [SE]

Rep. International Association of Arson Investigators, Inc.

Alan E. Joos, Louisiana State University, LA [SE]

Rep. North American Fire Training Directors

Raymond McAllister, City of Las Vegas, NV [L]

Rep. International Association of Fire Fighters

Willie G. Shelton, Virginia Department of Fire Programs,
VA [E]

Rep. National Board on Fire Service Professional
Qualifications

Philip C. Stittleburg, La Farge Fire Department, WI [L]

Rep. National Volunteer Fire Council

Alternates

Frederick W. Piechota, Jr., National Board on Fire Service
Professional Qualifications, MA [E]

(Alt. to W. G. Shelton)

Bryant Stiles, Kentucky State Fire Rescue Training
Division, KY [L]

(Alt. to P. C. Stittleburg)

Nonvoting

Stephen P. Austin, Cumberland Valley Volunteer
Firemen's Association, DE [L]

James Michael Brackin, Kaplan University, MS [U]

Richard W. Carlson, Okolona Fire Department, KY [U]

Jim A. Crawford, Consultant, WA [SE]

Ernest J. Grant, North Carolina Jaycee Burn Center,
NC [U]

Edward M. Hawthorne, Shell Oil Company, TX [U]

Ronald L. Hopkins, TRACE Fire Protection & Safety
Consultant, Ltd., KY [SE]

Jacklyn Kilby-Richards, Town of Groton Emergency
Dispatch, CT [U]

Randy J. Krause, Port of Seattle Fire Department, WA [E]

F. Patrick Marlatt, Maryland Fire and Rescue Institute,
MD [SE]

Michael S. Mayers, Hilton Head Island Fire & Rescue,
SC [U]

Gregory G. Noll, Hildebrand & Noll Associates Inc.,
PA [SE]

Lawrence L. Preston, Maryland Fire and Rescue Institute,
MD [E]

Jim Stumpf, Organizational Quality Associates, ID [SE]

George A. Wendt, Travelers Insurance Company, NJ [I]

Michael A. Wieder, Fire Protection Publications, OK [M]

Stephen Wilde, Certified Fleet Services, Inc., IL [U]

Thomas McGowan, NFPA Staff Liaison

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Committee Scope: This Committee shall have primary responsibility for the management of the NFPA Professional Qualifications Project and documents related to professional qualifications for fire service, public safety, and related personnel.

Technical Committee on Public Safety Telecommunicator Professional Qualifications (PQU-PST)

Jacklyn Kilby-Richards, Chair
Town of Groton Emergency Dispatch, CT [U]

Carol W. Adams, Stafford County Sheriff's Office,
VA [SE]
Rep. Association of Public-Safety Communications
Officials International Inc.

Charles M. Berdan, Alameda County Regional
Emergency Communications Center, CA [U]

Jeffery D. Carney, Hamilton County 9-1-1 ECD, TN [L]

Albert Dornseif, III, Priority Dispatch Corporation,
UT [M]

Seth V. Phelps, Baldwin County Emergency
Communication District, AL [E]

Rep. International Association of Fire Chiefs

Paul Szoc, Keene Fire Department, NH [U]

Rep. International Municipal Signal Association

Kurt Weihs, Lakewood Fire Department, WA [L]

Alternates

Angela R. Bowen, Georgia Public Safety Training Center,
GA [SE]
(Alt. to C. W. Adams)

Thomas McGowan, NFPA Staff Liaison

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Committee Scope: This Committee shall have primary responsibility for documents on the professional qualifications for public safety communications positions.

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A reference in brackets [] following a section or paragraph indicates material that has been extracted from another NFPA document. As an aid to the user, the complete title and edition of the source documents for extracts in mandatory sections of the document are given in Chapter 2 and those for extracts in informational sections are given in Annex E. Extracted text may be edited for consistency and style and may include the revision of internal paragraph references and other references as appropriate. Requests for interpretations or revisions of extracted text shall be sent to the technical committee responsible for the source document.

Information on referenced publications can be found in Chapter 2 and Annex E.

Chapter 1 Administration

1.1 Scope. This standard identifies the minimum job performance requirements for personnel working in public safety telecommunications.

1.2 Purpose. The purpose of this standard is to ensure that persons meeting the requirements of this standard are qualified to serve in public safety communications centers.

1.2.1 It is not the intent of this standard to restrict any jurisdiction from exceeding these minimum requirements.

Chapter 2 Referenced Publications

2.1 General. The documents or portions thereof listed in this chapter are referenced within this standard and shall be considered part of the requirements of this document.

2.2 NFPA Publications. (Reserved)**2.3 Other Publications.**

Merriam-Webster's Collegiate Dictionary, 11th edition, Merriam-Webster, Inc., Springfield, MA, 2003.

NIMS/ICS, Emergency Responder Field Operations Guide, U.S. Department of Homeland Security, U.S. Government Printing Office, Washington, DC, October 2010.

2.4 References for Extracts in Mandatory Sections.

NFPA 601, *Standard for Security Services in Fire Loss Prevention*, 2010 edition.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2011 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2014 edition.

NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*, 2012 edition.

NFPA 1221, *Standard for the Installation, Maintenance, and Use of Emergency Services Communications Systems*, 2013 edition.

NFPA 1561, *Standard on Emergency Services Incident Management System*, 2008 edition.

Chapter 3 Definitions

3.1 General. The definitions contained in this chapter shall apply to the terms used in this standard. Where terms are not defined in this chapter or within another chapter, they shall be defined using their ordinarily accepted meanings within the context in which they are used. *Merriam-Webster's Collegiate Dictionary*, 11th edition, shall be the source for the ordinarily accepted meaning.

3.2 NFPA Official Definitions.

3.2.1* Approved. Acceptable to the authority having jurisdiction.

3.2.2* Authority Having Jurisdiction (AHJ). An organization, office, or individual responsible for enforcing the requirements of a code or standard, or for approving equipment, materials, an installation, or a procedure.

3.2.3 Shall. Indicates a mandatory requirement.

3.3 General Definitions.

3.3.1* Computer-Aided Dispatch (CAD). A combination of hardware and software that provides data entry, makes resource recommendations, and notifies and tracks those resources before, during and after alarms, preserving records of those alarms and status changes for later analysis. [1221, 2013]

3.3.2 Emergency Dispatch Protocol. A standard sequence of questions used by telecommunicators that provides post-dispatch or pre-arrival instructions to callers.

3.3.3 Emergency Incident. Any situation to which the emergency services organization responds to deliver emergency services, including rescue, fire suppression, emergency medical care, special operations, law enforcement, and other forms of hazard control and mitigation. [1561, 2008]

3.3.4 Incident Management System. The combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure with responsibility for the management of assigned resources to effectively accomplish stated objectives pertaining to an incident.

3.3.5 Job Performance Requirement (JPR). A written statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task. [1000, 2010]

3.3.6 Protective Signaling System. Any alarm or system of alarms designed to give notification or warning, whether audible at the location or at a central receiving area, of the existence of a probable emergency or other unusual occurrence that might involve life safety or property protection. [601, 2010]

3.3.7* Public Safety Answering Point (PSAP). A facility equipped and staffed to receive emergency and non-emergency calls requesting public safety services via telephone and other communication devices.

3.3.8 Public Safety Communications Center. A building or portion of a building that is specifically configured for the primary purpose of providing emergency communications services or public safety answering point (PSAP) services to one or more public safety agencies under the authority or authorities having jurisdiction.

3.3.9 Public Safety Communications Center Personnel.

3.3.9.1 Incident/Tactical Dispatcher. A person serving as a specialized telecommunicator who responds to the scene of emergency, manages the flow of information from command center to communications center, and documents requests for and deployment of specialized teams, equipment, or agencies.

3.3.9.2* Public Safety Communications Manager/Director. A public safety communications professional who directs communications center staff by establishing operational procedures, managing center operations, and responding to constantly changing needs to provide essential emergency communications services.

3.3.9.3* Public Safety Communications Supervisor. The first-level public safety communications professional who provides leadership to employees through experience and training in order to achieve the agency's mission, standards, and goals.

3.3.9.4 Public Safety Communications Training Coordinator. The public safety professional who is responsible, in an administrative and technical capacity, for the development and implementation of a training program for the Public Safety Telecommunicator that will specifically meet the needs of the agency, in compliance with any state, federal, local or AHJ requirements for curriculum, reporting, and record keeping.

3.3.9.5 Public Safety Communications Training Officer (CTO). The first-line public safety communications professional who demonstrates superior conduct, professionalism, skills, and knowledge in the training of a new hire, accomplished through the use of adult learning principles using agency-defined training parameters in a classroom setting and through on-the-job and one-on-one interactions and simulations.

3.3.9.6 Public Safety Quality Assurance Coordinator. The public safety professional who is responsible for the coordination, upkeep, and maintenance of a formal quality assurance process as approved by the AHJ, while ensuring that standards and procedures are adhered to and that delivered products or services consistently meet standards or performance requirements.

3.3.9.7 Public Safety Telecommunicator. The individual tasked by a public safety agency as the first of the first responders whose primary responsibility is to receive, process, transmit, and/or dispatch emergency and non-emergency calls for

law enforcement, fire, emergency medical, and other public safety services via telephone, radio, and other communication devices.

3.3.9.7.1 Public Safety Telecommunicator I (Call Taker). The individual who is the initial point of contact in obtaining service requests in order to facilitate the prioritization, preparation, and dissemination of allocated and appropriate resources; provides instruction pursuant to agency policy and/or protocol; makes independent decisions, conveys information, and provides referrals; works in cooperation with the Public Safety Telecommunicator II; and disseminates information gathered that is paramount in ensuring the safety of the public and responders.

3.3.9.7.2 Public Safety Telecommunicator II (Radio Dispatcher). The individual who prioritizes, initiates, and coordinates the response of public safety agencies; manages the flow of incident-related information to and from field units and/or public safety resources; monitors status of field units; and assigns additional resources as requested and/or required.

3.3.10 Public Safety Telecommunicator Candidate. The person who has fulfilled the entrance requirements of Chapter 1 of this document but who has not met the requirements of Public Safety Telecommunicator I.

3.3.11 Requisite Knowledge. Fundamental knowledge one must have in order to perform a specific task.

3.3.12 Requisite Skills. The essential skills one must have in order to perform a specific task.

3.3.13 Service Request. Any communication from the public or other agency that prompts action by a telecommunicator.

3.3.14 Task. A specific job behavior or activity. [1002, 2014]

3.3.15 TDD/TTY A device that is used in conjunction with a telephone to communicate with persons who are deaf, who are hard of hearing, or who have speech impairments, by typing and reading text. [1221, 2013]

3.3.16 Telecommunicator. An individual whose primary responsibility is to receive, process, or disseminate information of a public safety nature via telecommunication devices.

Chapter 4 General Requirements

4.1 General.

4.1.1* The authority having jurisdiction (AHJ) shall establish the operational guidelines within which public safety telecommunications personnel will perform.

4.1.2 The AHJ shall establish minimum education and age requirements for public safety telecommunications personnel.

4.1.3 The AHJ shall establish criteria for evaluating the background and character of personnel seeking employment in public safety telecommunications.

4.1.4* Medical and physical requirements shall be developed by the AHJ that are job-related and in compliance with the Equal Employment Opportunity Act, the Americans with Disabilities Act, and other applicable legal requirements.

4.1.5* Individual shall have cognitive and psychomotor skill requirements for areas of reading, spelling, speech, mathematics, basic language, written communication, listening, and basic computer skills in addition to other requirements developed by the AHJ.

4.1.6* The AHJ shall define and validate the behavioral characteristics or traits required of public safety telecommunications personnel.

4.1.7* The performance of each requirement of this standard shall be evaluated by individuals approved by the AHJ.

4.1.8* It is not required for the job performance requirements to be mastered in the order they appear. Any training program shall establish the instructional priority and the training program content to prepare individuals to meet the job performance requirements of this standard.

4.1.9* The public safety telecommunications personnel shall remain current with communication technology and telecommunication methodology as provided by the AHJ.

4.1.10* The public safety telecommunications personnel shall operate within acceptable standards in response to public expectations for timely and efficient service as established by the AHJ.

4.1.11 Public safety telecommunications personnel shall meet all of the requirements defined in the National Incident Management System (NIMS) and the Incident Command System (ICS), as mandated by Homeland Security Presidential Directives 5 and 8 (*see www.FEMA.gov/emergency/NIMS*) and as directed by the NIMS Integration Center.

4.1.12 The Public Safety Telecommunicator I shall meet all of the requirements defined in Chapter 5 prior to qualification as a Public Safety Telecommunicator II.

4.1.13 The Public Safety Telecommunicator II shall meet all of the requirements defined in Chapter 6 prior to qualification as an Incident/Tactical Dispatcher.

Chapter 5 Public Safety Telecommunicator I

5.1 General. The Public Safety Telecommunicator I shall receive and process service requests and disseminate information as defined in Sections 5.2 through 5.4.

5.2 Receiving Requests for Service.

5.2.1 Description of Duty. To process any request for public safety services.

5.2.2 Secure communications with the service requester, given a communication device, a means of collecting information, and a work station, so that a communication link with the requester is achieved.

(A)* Requisite Knowledge. Verbal communications process.

(B)* Requisite Skills. Operation and basic troubleshooting of communications systems and devices and application of verbal and listening skills in order to obtain accurate information.

5.2.3 Collect pertinent information, given a request for service, so that accurate information regarding the request is obtained.

(A) Requisite Knowledge. Local area dispatch protocol system(s) as defined by the AHJ.

(B)* Requisite Skills. Controlling the conversation utilizing established questioning and active listening techniques.

5.2.4 Establish nonverbal communications, given a request for service through a communications device, so that accurate information regarding the request is obtained.

(A)* Requisite Knowledge. Nonverbal communication protocols.

(B)* Requisite Skills. Use of nonverbal communication devices.

5.3 Processing Requests for Service.

5.3.1* Description of Duty. Prepare data for dispatch or referral by evaluating, categorizing, formatting, and documenting the incident per established policies, procedures, or protocols.

5.3.2 Prepare records of public safety services requests, given agency policies, procedures, guidelines, and resources, so that the record is correct, complete, and concise.

(A) Requisite Knowledge. Policies, procedures, guidelines, and protocols established by the AHJ.

(B) Requisite Skills. Application of basic language and writing skills, interpreting and condensing information, basic computer skills, keyboarding, mousing, typing skills, legible handwriting.

5.3.3 Utilize information provided by a service requester, given the policies, procedures, and guidelines of the agency, so that the request is accurately categorized and prioritized.

(A)* Requisite Knowledge. Incident categories, priority levels, and identification of potential threats, risks, and hazards.

(B) Requisite Skills. Basic comprehension and problem solving.

5.3.4* Determine incomplete, conflicting, or inconclusive information or data, given agency policies, procedures, guidelines, protocols, and resources, so that an allocation of resources is selected.

(A) Requisite Knowledge. Available resources, agency jurisdictions, and boundaries.

(B) Requisite Skills. Map and chart reading and applying a GPS system to existing maps and resource lists.

5.3.5 Notify correct personnel about addition, deletion, and correction of data, given agency policies, procedures, guidelines, and protocols, so that documents, files, databases, maps, and resource lists are accurately maintained.

(A) Requisite Knowledge. Familiarity with maps, databases, and resource lists.

(B) Requisite Skills. Basic writing skills, legible handwriting, and basic computer skills.

5.4 Disseminate Requests for Services.

5.4.1 Relay instructions, information, and directions to the service requester, given agency policies, procedures, guidelines, and protocols, so that information appropriate to the incident is consistent with agency policies, procedures, guidelines, and protocols, and results in resolution, referral, or response.

(A)* Requisite Knowledge. Availability of resources, policies, and procedures regarding pre-arrival instructions.

(B)* Requisite Skills. Voice control, provide directions, route callers, operate communication devices.

5.4.2* Relay information to other public safety telecommunications personnel or entities, given processed data, so that accurate information regarding the request for service is provided.

(A) Requisite Knowledge. Policies, procedures, or guidelines as determined by the AHJ.

(B) Requisite Skills. Voice control, verbal skills, and basic computer skills.

5.4.3 Respond to requests for information, given an inquiry from the public or the media, so that the policies, procedures, and guidelines are followed.

(A) Requisite Knowledge. Policies, procedures, or guidelines as determined by the AHJ.

(B) Requisite Skills. Verbal and written skills.

Chapter 6 Public Safety Telecommunicator II

6.1 General. The Public Safety Telecommunicator II shall meet the job performance requirements in Chapter 5 for Public Safety Telecommunicator I and those defined in Sections 6.2 through 6.4 of this standard.

6.2 Receive Requests for Service.

6.2.1* Description of Duty. To manage information from multiple sources requiring requests for services or assistance.

6.2.2* Monitor public safety radio systems, given equipment used by the agency, so that information requiring action by the Public Safety Telecommunicator is identified.

(A)* Requisite Knowledge. Basic radio systems, technology, and standard terminology used by the AHJ.

(B) Requisite Skills. Operation of radio equipment, differentiation between various audio stimuli, and effective listening abilities.

6.2.3* Monitor electronic data systems, given equipment used by the agency, so that information requiring action by the Public Safety Telecommunicator is identified.

(A)* Requisite Knowledge. Response to audio and visual stimuli.

(B)* Requisite Skills. Basic computer skills and interpretation of visual symbols.

6.2.4 Monitor alarm systems, given equipment used by the agency, so that information requiring action by the Public Safety Telecommunicator is identified.

(A) Requisite Knowledge. Familiarity with alarm equipment and system operation and technology.

(B) Requisite Skills. Interpretation of alarm system signals, data, or messages.

6.3 Process Requests for Service.

6.3.1 Description of Duty. Review and format data for dispatch or referral. Monitor status of resources and determine units for deployment.

6.3.2 Validate incident information, given a request for service, available resources, and agency policies, procedures, guidelines, and protocols, so that an appropriate response is determined and a resource allocation prepared.

(A) Requisite Knowledge. Policies, procedures, guidelines, and protocols related to the allocation of resources and the duties and functions of response units.

(B) Requisite Skills. Interpretation of incident information.

6.3.3* Maintain location and status of units, given the resources available to the agency and utilizing the systems and equipment in the public safety communications center, so that the current availability, status, and safety of all deployable resources is known.

(A)* Requisite Knowledge. Capabilities and functions of personnel, units, and specialized equipment and tools, and their availability and current location.

(B) Requisite Skills. Operation of public safety communications center systems and equipment used for maintaining status.

6.3.4 Categorize alarm information, given signals, messages, codes, and data, so that the information is properly interpreted in preparation for the allocation of resources.

(A) Requisite Knowledge. Operational principles, practices, procedures, guidelines, and protocols of alarm systems provided in the public safety communications center and agency policies related to alarm system operations.

(B) Requisite Skills. Basic computer skills and differentiation between multiple audio-visual stimuli.

6.3.5 Determine the priority of a service request, given information provided by other telecommunicators or field units and the agency policies, procedures, guidelines, and protocols, so that the priority of the request is defined.

(A) Requisite Knowledge. Policies, procedures, guidelines, and protocols related to call prioritization, incident categories, priority levels, and identification of potential threats, risks, and hazards.

(B) Requisite Skills. Operation of systems and aids provided in the public safety communications center for call prioritization, and decision-making skills.

6.3.6* Formulate a response, given the validated and prioritized request for service and the availability of deployable resources, so that the most appropriate response is selected and the safety of responders is considered.

(A) Requisite Knowledge. Procedures for the allocation or assignment of resources and requesting of mutual aid.

(B) Requisite Skills. Operation of systems and aids provided in the public safety communications center.

6.4 Disseminate Requests for Service.

6.4.1* Description of Duty. The transmission and relay of information or data to field units or other resources that results in the execution of the request for service.

(A) Requisite Knowledge. Applicable FCC rules, radio procedures and protocols, codes, agency policies, procedures, and guidelines, an incident management system, and the telecommunicator's role and function within the system.

(B) Requisite Skills. Voice control and operation of telecommunications equipment.

6.4.2* Initiate deployment of response units, given the validated and prioritized request for service and the agencies'



telecommunications equipment, so that service request information is conveyed to units designated for response.

(A) Requisite Knowledge. All radio communications in compliance with the rules and regulations governing wireless communications in the country of operation, radio procedures and protocols, codes, agency policies, procedures, and guidelines, an incident management system, and the telecommunicator's role and function within the system.

(B) Requisite Skills. Voice control and operation of telecommunications equipment, PA systems, IP systems, and data terminals.

6.4.3 Relay service request information, given available resources and telecommunications equipment, so that all pertinent information is communicated to all responding units and agencies.

(A) Requisite Knowledge. All radio communications in compliance with the rules and regulations governing wireless communications in the country of operation, radio procedures and protocols, codes, agency policies, procedures, and guidelines, an incident management system, and the telecommunicator's role and function within the system.

(B) Requisite Skills. Voice control and operation of telecommunications equipment.

6.4.4 Gather supplemental information, given a service request, so that current information is evaluated, prioritized, and relayed to response units or other personnel and agencies as needed.

(A) Requisite Knowledge. Understanding agency policies, procedures, and guidelines, and accessing other resources as requested.

(B)* Requisite Skills. Use of printed and electronic reference materials, databases, and emergency action plans.

6.4.5* Activate the community emergency action plan, given data indicating the likelihood or onset of a critical situation beyond the normal scope of operations, so that the implementation is timely and in accordance with agency policies, procedures, guidelines, and protocols.

(A) Requisite Knowledge. Understanding agency policies, procedures, and guidelines, and accessing other resources as requested.

(B) Requisite Skills. Use of printed and electronic reference materials, databases, and emergency action plans.

6.4.6 Activate the public safety communication center emergency action plan, given internal emergency and agency policies, procedures, guidelines, and protocols, so that the integrity of the communications system is maintained and the safety of center personnel is achieved.

(A) Requisite Knowledge. Existing emergency and contingency plans for incidents within the public safety communication center.

(B) Requisite Skills. Use of predetermined mitigation and evacuation plans.

Chapter 7 Incident/Tactical Dispatcher

7.1 General. The Incident/Tactical Dispatcher shall have the requisite knowledge of a telecommunicator in addition to the knowledge specific to the Incident Dispatcher position. This

person shall be knowledgeable of the National Incident Management System (NIMS), the Incident Command System (ICS), and the Resource Ordering and Status System (ROSS) and shall have additional knowledge requirements for the following: responding to incidents; assuming the position responsibilities; communicating effectively; ensuring completion of assigned actions to meet identified objectives; and receiving, processing, and disseminating information.

7.2 Knowledge of NIMS/ICS. This duty shall involve utilizing the organizational structure, forms, and terminology of NIMS and the ICS according to the job performance requirements of 7.2.1 through 7.2.5.

7.2.1 Apply ICS structure and terminology, given an incident or planned event utilizing ICS and the NIMS/ICS *Emergency Responder Field Operations Guide*, so that the incident command structure is identified, the location and functions of each unit is understood, and the role of the Incident Dispatcher is assumed.

(A) Requisite Knowledge. ICS 100, 200, 700, and 800 and any local, state, or federal mutual aid agreements.

(B) Requisite Skills. Filling out incident forms and documentation.

7.2.2 Determine how to use the Resource Designation System, given an incident or planned event utilizing ICS and the NIMS/ICS *Emergency Responder Field Operations Guide*, so that equipment typing and numbering is understood and appropriate resources are used.

(A) Requisite Knowledge. ICS 100, 200, 700, and 800 and any local, state, or federal mutual aid agreements.

(B) Requisite Skills. Filling out incident forms and documentation.

7.2.3 Prepare ICS forms, given an incident or planned event utilizing ICS and the NIMS/ICS *Emergency Responder Field Operations Guide*, so that all interactions within the communications unit are documented accurately.

(A) Requisite Knowledge. ICS 100, 200, 700, and 800 and any local, state, or federal mutual aid agreements.

(B) Requisite Skills. Filling out incident forms and documentation.

7.2.4 Utilize incident action plans (IAPs), given an incident or planned event utilizing ICS, the NIMS/ICS *Emergency Responder Field Operations Guide*, and the IAP for the incident or event, so that the ICS organization is understood, the safety messages are adhered to, the division or group assignments are identified, and the communications plan is followed.

(A) Requisite Knowledge. ICS 100, 200, 700, and 800, any local, state or federal mutual aid agreements.

(B) Requisite Skills. Filling out incident forms and documentation.

7.2.5 Recognize existing mutual or automatic aid agreements, given an incident or planned event utilizing ICS and any existing agreements or contracts for automatic and mutual aid, so that resources are utilized appropriately and in accordance with these agreements.

(A) Requisite Knowledge. ICS 100, 200, 700, and 800 and any local, state, or federal mutual aid agreements.

(B) Requisite Skills. Filling out incident forms and documentation.

7.3 Resource Ordering and Tracking. This duty shall involve utilizing the standards and terminology of the Resource Ordering and Status System (ROSS) according to the job performance requirements of 7.3.1 through 7.3.3.

7.3.1 Identify resource typing for aircraft, equipment, and overhead, given an incident or planned event utilizing ICS, the NIMS/ICS *Emergency Responder Field Operations Guide*, and a list of resources assigned to the incident, so that all resources are tracked as to their role or type and location and status.

(A) Requisite Knowledge. Mutual Aid Coordination System (MACS), ROSS, and organizational structure at the local, state, or national level as appropriate.

(B) Requisite Skills. Computer use.

7.3.2 Utilize ROSS, given an incident or planned event utilizing ICS and access to the ROSS computer system, so that all resources and event activity are tracked and status is correct and visible to the system.

(A) Requisite Knowledge. MACS, ROSS, and organizational structure at the local, state, or national level as appropriate.

(B) Requisite Skills. Computer use.

7.3.3 Work with outside agencies, given an incident or planned event utilizing ICS and the ROSS system, so that all participating agencies are aware of outstanding requests, pending requests, and requests that have been unable to be filled.

(A) Requisite Knowledge. MACS, ROSS, and organizational structure at the local, state, or national level as appropriate.

(B) Requisite Skills. Computer use.

7.4 Response to Incidents. This duty shall involve being able to prepare for and respond to incidents to fulfill the job of Incident Dispatcher according to the job performance requirements of 7.4.1 through 7.4.4.

7.4.1 Assemble a travel kit, given knowledge of potential circumstances in which an Incident Dispatcher might be placed in, so that he or she is able to function effectively in the position under most circumstances.

(A) Requisite Knowledge. Travel kit inventory information included in the Incident Dispatcher class and past experience in camping or on incidents.

(B) Requisite Skills. Map reading and efficient packing skills.

7.4.2 Obtain requests for assignment, given an incident or planned event, so that the location, order and request number, and any routing information is obtained.

(A) Requisite Knowledge. Travel kit inventory information included in the Incident Dispatcher class and past experience in camping or on incidents.

(B) Requisite Skills. Map reading and efficient packing skills.

7.4.3 Identify travel plans, given an incident or planned event, so that means of travel are identified and best route information is used.

(A) Requisite Knowledge. Travel kit inventory information included in the Incident Dispatcher class and past experience in camping or on incidents.

(B) Requisite Skills. Map reading and efficient packing skills.

7.4.4 Check in at incident, given an incident or planned event, so that the individual is documented as being at the incident.

(A) Requisite Knowledge. Travel kit inventory information included in the Incident Dispatcher class and past experience in camping or on incidents.

(B) Requisite Skills. Map reading and efficient packing skills.

7.5 Assume Position Responsibilities. This duty shall involve taking on the job responsibilities of an Incident Dispatcher according to the job performance requirements of 7.5.1 through 7.5.5.

7.5.1 Determine readiness for assignment, given an incident or planned event, so that the individual is prepared to begin work as soon as is needed for the event.

(A) Requisite Knowledge. Radio systems and terminology, telephone systems, and computer systems.

(B) Requisite Skills. Computer use and multi-tasking.

7.5.2 Show availability and capabilities of resources, given an incident or planned event, so that the resources are able to function in the communications unit.

(A) Requisite Knowledge. Radio systems and terminology, telephone systems, and computer systems.

(B) Requisite Skills. Computer use and multi-tasking.

7.5.3 Gather, update, and apply situational information, given an incident or planned event, so that all resources are tracked and the individual is able to respond quickly and efficiently to situations that might arise.

(A) Requisite Knowledge. Radio systems and terminology, telephone systems, and computer systems.

(B) Requisite Skills. Computer use and multi-tasking.

7.5.4 Build relationships with relevant personnel, given an incident or planned event, so that members of the communications unit can work as a team and that other incident personnel are familiar with the needs of the communications unit.

(A) Requisite Knowledge. Radio systems and terminology, telephone systems, and computer systems.

(B) Requisite Skills. Computer use and multi-tasking.

7.5.5 Show the ability to use tools necessary to complete an assignment, given an incident or planned event, so that all equipment and other available resources are utilized to their maximum efficiency.

(A) Requisite Knowledge. Radio systems and terminology, telephone systems, and computer systems.

(B) Requisite Skills. Computer use and multi-tasking.

7.6 Communicate as the Incident Directs. This duty shall involve being able to receive and pass information accurately according to the job performance requirements of 7.6.1 through 7.6.3.

7.6.1 Gather relevant information during briefings and debriefings, given an incident or planned event, so that the individual and communications unit is aware of the current and future situations and plans.



(A) **Requisite Knowledge.** NIMS and ICS structure and terminology and Incident Dispatcher position responsibilities.

(B) **Requisite Skills.** Interpersonal communications.

7.6.2 Prepare documentation, given an incident or planned event, so that it is complete and the disposition is appropriate.

(A) **Requisite Knowledge.** NIMS and ICS structure and terminology and Incident Dispatcher position responsibilities.

(B) **Requisite Skills.** Interpersonal communications.

7.6.3 Determine work expectations, given an incident or planned event and input from a supervisor, so that communications are effective and work is completed.

(A) **Requisite Knowledge.** NIMS and ICS structure and terminology and Incident Dispatcher position responsibilities.

(B) **Requisite Skills.** Interpersonal communications.

7.7 Ensure Completion of Assigned Actions to Meet Identified Objectives. This duty shall involve performing tasks and processing requests according to the job performance requirements of 7.7.1 through 7.7.3.

7.7.1 React to situations, given an incident or planned event, so that the appropriate action is based on situational information and prescribed procedures.

(A) **Requisite Knowledge.** NIMS and ICS structure and terminology, Incident Dispatcher position responsibilities, and demobilization procedures.

(B) **Requisite Skills.** Computer use and completion of forms.

7.7.2 Explain position duties to on-coming shifts, given an incident or planned event, so that there is a continuity of authority and knowledge.

(A) **Requisite Knowledge.** NIMS and ICS structure and terminology, Incident Dispatcher position responsibilities, and demobilization procedures.

(B) **Requisite Skills.** Computer use and completion of forms.

7.7.3 Prepare for demobilization, given an incident or planned event, so that demobilization procedures are followed.

(A) **Requisite Knowledge.** NIMS and ICS structure and terminology, Incident Dispatcher position responsibilities, and demobilization procedures.

(B) **Requisite Skills.** Computer use and completion of forms.

7.8 Receiving Information. This duty shall involve receiving information from multiple sources according to the job performance requirements of 7.8.1 through 7.8.5.

7.8.1 Gather information by radio, given an incident or planned event, so that all pertinent information is obtained.

(A) **Requisite Knowledge.** NIMS and ICS structure and terminology, Incident Dispatcher position responsibilities, IAP, and medical plan.

(B) **Requisite Skills.** Computer use and radio and telephone use.

7.8.2 Obtain information by telephone, given an incident or planned event, so that all pertinent information is gathered.

(A) **Requisite Knowledge.** NIMS and ICS structure and terminology, Incident Dispatcher position responsibilities, IAP, and medical plan.

(B) **Requisite Skills.** Computer use and radio and telephone use.

7.8.3 Collect information in person, given an incident or planned event, so that all pertinent information is obtained.

(A) **Requisite Knowledge.** NIMS and ICS structure and terminology, Incident Dispatcher position responsibilities, IAP, and medical plan.

(B) **Requisite Skills.** Computer use and radio and telephone use.

7.8.4 Paraphrase unit activity, given an incident or planned event, so that all appropriate ICS forms are completed in a timely manner.

(A) **Requisite Knowledge.** NIMS and ICS structure and terminology, Incident Dispatcher position responsibilities, IAP, and medical plan.

(B) **Requisite Skills.** Computer use and radio and telephone use.

7.8.5 React to medical events, given an incident or planned event, so that all appropriate resources are dispatched and all appropriate personnel are notified.

(A) **Requisite Knowledge.** NIMS and ICS structure and terminology, Incident Dispatcher position responsibilities, IAP, and medical plan.

(B) **Requisite Skills.** Computer use and radio and telephone use.

7.9 Processing Information. This duty shall involve taking the information received and processing it according to the job performance requirements of 7.9.1 through 7.9.3.

7.9.1 Identify where information goes to people and agencies within and outside the incident, given an incident or planned event, so that the information is passed on quickly and efficiently.

(A) **Requisite Knowledge.** NIMS and ICS structure and terminology and Incident Dispatcher position responsibilities.

(B) **Requisite Skills.** Computer use and radio and telephone use.

7.9.2 Identify information in weather reports, given an incident or planned event, so that the information can be passed on to resources in the field when requested or directed.

(A) **Requisite Knowledge.** NIMS and ICS structure and terminology and Incident Dispatcher position responsibilities.

(B) **Requisite Skills.** Computer use and radio and telephone use.

7.9.3 Recognize information in fire behavior reports and field interactions, given an incident or planned event, so that pertinent information contained in those reports on interactions can be relayed to appropriate personnel.

(A) **Requisite Knowledge.** NIMS and ICS structure and terminology and Incident Dispatcher position responsibilities.

(B) **Requisite Skills.** Computer use and radio and telephone use.

7.10 Disseminating Information. This duty shall involve giving out information according to the job performance requirements of 7.10.1 and 7.10.2.

7.10.1 Record incident information, given an incident or planned event, so that appropriate ICS forms are completed in an accurate and timely manner.

(A) Requisite Knowledge. NIMS and ICS structure and terminology and Incident Dispatcher position responsibilities.

(B) Requisite Skills. Computer use and radio and telephone use.

7.10.2 Notify field resources of pertinent information via radio, telephone, or written message, given an incident or planned event, so that the appropriate people are aware of information received.

(A) Requisite Knowledge. NIMS and ICS structure and terminology and Incident Dispatcher position responsibilities.

(B) Requisite Skills. Computer use and radio and telephone use.

Chapter 8 Public Safety Communications Training Officer

8.1 General. The Communications Training Officer (CTO) shall meet the job performance requirements defined in Sections 8.2 through 8.5 of this standard.

8.2 Personal Conduct.

8.2.1 Understand the AHJ's mission, given the mission statement and principles of leadership as defined by the AHJ, so that duties are articulated both formally and informally.

(A) Requisite Knowledge. Values and ethics that form the basis of competency and AHJ practices and programs that define professional conduct.

(B) Requisite Skills. General operational and technological competence, as defined by the AHJ, and effective problem solving.

8.2.2 Project behavior, given the established code of ethics defined by the AHJ both formally and informally, so that the CTO serves as a role model.

(A) Requisite Knowledge. Values and ethics that form the basis of accepted behavior as defined by the AHJ.

(B) Requisite Skills. Self-restraint, discretion, positive attitude, objectivity, and confidentiality.

8.2.3 Effective resolution of conflict, given established methods and procedures, so that disagreements are settled fairly and objectively.

(A) Requisite Knowledge. Appropriate conflict resolution models, relevant standard operating procedures (SOPs), labor agreements, and other available resources.

(B) Requisite Skills. Mediation and negotiation.

8.3 Program Management.

8.3.1 Assemble course materials, given a specific topic, so that the lesson plan and all materials, resources, and equipment needed to deliver the lesson are obtained.

(A) Requisite Knowledge. Components of a lesson plan, policies and procedures for the procurement of materials and equipment, and resource availability.

(B) Requisite Skills. Basic computer skills.

8.3.2 Review and adaptation of instructional materials, given the materials for a specific topic, target audience, and learning environment, so that elements of the lesson plan, learning environment, and resources that need adaptation are identified.

(A) Requisite Knowledge. Recognition of student limitations, methods of instruction, types of resource materials, organization of the learning environment, and policies and procedures.

(B) Requisite Skills. Analysis of resources, facilities, and materials.

8.3.3 Preparation of documentation and file management system as prescribed by the AHJ, given the need for tracking trainee performance, so that accurate and timely records are able to be referenced efficiently and quickly.

(A) Requisite Knowledge. Types of records and reports required, and policies and procedures for processing records and reports.

(B) Requisite Skills. Basic computer skills, spreadsheet manipulation, and basic report writing and record completion.

8.4 Instructional Delivery.

8.4.1 The delivery of instructional sessions, given prepared course materials and environments, so that learning objectives are met.

(A) Requisite Knowledge. Prepared lesson plans specific for the topic, environmental advantages and limitations, and classroom management and safety.

(B) Requisite Skills. Use of instructional media and materials.

8.4.2 The delivery of on-the-job training, given an operating telecommunications position that can accommodate both the trainer and trainee, so that the CTO can observe and intervene as needed while the trainee interacts in a "live" environment and performs the duties for which he or she is being trained.

(A) Requisite Knowledge. Skill level of trainee and safety of caller in an emergency situation.

(B) Requisite Skills. Use and limitations of any specialized dual-use telecommunications equipment and ability to assess need to intervene when required.

8.4.3 The periodic delivery of continuing education, given prepared course materials, so that competency levels are maintained in a consistent fashion.

(A) Requisite Knowledge. Training sunset dates for assigned employees, minimum requirements to maintain certification(s), prepared lesson plans specific for the topic, environmental advantages and limitations, and classroom management and safety.

(B) Requisite Skills. File management and use of instructional media and materials.

8.4.4 The scheduling of ride-along sessions with field personnel, given regular interaction with field units, so that the trainee gains insight on the duties, situations, and limitations experienced by the personnel who are being dispatched by that trainee.



(A) **Requisite Knowledge.** Personalities and duties of crews and safety.

(B) **Requisite Skills.** Basic scheduling.

8.5 Evaluation and Testing.

8.5.1 Administer oral, written, and performance tests, given the lesson plan, evaluation instruments, and the evaluation procedures of the agency, so that the testing is conducted according to procedures and the security of the materials is maintained.

(A) **Requisite Knowledge.** Test administration, agency policies, laws affecting records and disclosure of training information, purposes of evaluation and testing, and performance skills evaluation.

(B) **Requisite Skills.** Use of skills checklists and oral questioning techniques.

8.5.2 Grade student oral, written, or performance tests, given class answer sheets or skills checklists and appropriate answer keys, so that the examinations are accurately graded and properly secured.

(A) **Requisite Knowledge.** Grading and maintaining confidentiality of scores.

(B) **Requisite Skills.** None required.

8.5.3 Report test results, given a set of test answer sheets or skills checklists, a report form, and policies and procedures for reporting, so that the results are accurately recorded, the forms are forwarded according to procedure, and unusual circumstances are reported.

(A) **Requisite Knowledge.** Reporting procedures and interpretation of test results.

(B) **Requisite Skills.** Communication skills and basic coaching.

8.5.4 Provide feedback to the trainee, given comprehensive test and evaluation results, so that the trainee is able to distinguish correct performance.

(A) **Requisite Knowledge.** Interpersonal relations and AHJ policies and procedures.

(B) **Requisite Skills.** Presentation and conflict resolution.

8.5.5 Identify transition periods, given completion of identified training goals, so that accurate recommendation for progression, remediation, or termination is accomplished.

(A) **Requisite Knowledge.** Test and evaluation results, documented daily performance reports, reported policy violations, exemplary performance reports, and AHJ-defined minimum training requirements.

(B) **Requisite Skills.** None required.

Chapter 9 Public Safety Communications Supervisor

9.1* General. The Public Safety Communications Supervisor shall meet the requirements of the Public Safety Telecommunicator I and Public Safety Telecommunicator II. The supervisor shall have effective interpersonal communication skills and leadership qualities in addition to having a thorough working knowledge of the agency's policies, practices, and operational activities.

9.1.1 General Prerequisite Knowledge. The supervisor shall have an understanding of agency resources and capabilities, including location of public safety/service buildings, apparatus and equipment, emergency-management services, and facilities and emergency-planning documents.

9.1.2 General Prerequisite Skills. The ability to effectively communicate orally and in writing utilizing technology provided by the AHJ.

9.2 Human Resource Management. This duty involves utilizing human resources to accomplish assignments in an efficient, safe manner. This duty also involves evaluating member performance and supervising personnel during emergency and non-emergency work periods, according to the following job performance requirements.

9.2.1 Assign tasks or responsibilities to telecommunicators, given requests for service, so that all aspects of a request for service are handled in a proficient and professional manner.

(A) **Requisite Knowledge.** Verbal communications during emergency situations, techniques used to make assignments under stressful situations, and methods of confirming understanding.

(B) **Requisite Skills.** The ability to condense instructions for frequently assigned tasks based on training, standard operating procedures, guidelines, or protocols as determined by the AHJ.

9.2.2 Evaluate telecommunicator actions to identify performance problems, given a telecommunicator with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified and the actions taken are within the established policies and procedures.

(A) **Requisite Knowledge.** The signs and symptoms of telecommunicator-related problems, causes of stress in public safety communications personnel, and adverse effects of stress on the performance of public safety communications personnel.

(B) **Requisite Skills.** The ability to recommend a course of action for a telecommunicator in need of assistance.

9.2.3 Administer human resource policies and procedures, given a situation requiring action, so that the needs of the agency are met.

(A) **Requisite Knowledge.** Human resource policies and procedures.

(B) **Requisite Skills.** The ability to communicate orally and in writing and to document the situation and any actions taken toward a resolution.

9.2.4 Coordinate the completion of assigned tasks and projects by telecommunicators, given a list of projects and tasks pursuant to job requirements, so that assignments meet agency objectives.

(A) **Requisite Knowledge.** Delegation, project management, principles of supervision, and basic human resource management.

(B) **Requisite Skills.** The ability to plan, to set priorities, and to follow up.

9.3 Community Relations. This duty involves responding to inquiries from the community according to the following job performance requirement.

9.3.1 Initiate action to a citizen's question or concern, given policies and procedures, so that the question or concern is answered or referred to the correct individual for action and all policies and procedures are complied with.

(A) Requisite Knowledge. Interpersonal relationships and appropriate customer service techniques.

(B) Requisite Skills. The ability to effectively communicate with customers, peers, and others in a reasonable and logical manner.

9.4 Administration. This duty involves general administrative functions and the implementation of public safety communication center policies and procedures at the supervisor level, according to the following job performance requirements.

9.4.1 Recommend changes to existing departmental policies, given a departmental policy, so that the policy meets the agency's changing needs.

(A) Requisite Knowledge. Existing policies and procedures and changes in day-to-day operations.

(B) Requisite Skills. The ability to evaluate existing policies and procedures for relevancy and to communicate recommended changes.

9.4.2 Implement changes to departmental policies, given a new or changed departmental policy, so that the policy is communicated to and understood by telecommunicators.

(A) Requisite Knowledge. Policies and procedures and changes in day-to-day operations.

(B) Requisite Skills. The ability to evaluate existing policies and procedures for relevancy, to communicate recommended changes, and to perform written and oral communication.

9.4.3 Conduct routine administrative functions, given forms and record-management systems, so that the reports and logs are complete and files are maintained in accordance with policies and procedures.

(A) Requisite Knowledge. Administrative policies and procedures and records management systems.

(B) Requisite Skills. Generating reports, analyzing data, using agency software programs, and communicating findings either orally or in writing.

9.5 Equipment and Systems Operations. This duty involves monitoring the operational integrity of complex and interrelated systems, technologies, and processes that support emergency communications within the agency, and takes action as approved or directed by the AHJ.

9.5.1 Monitor the operating systems and interfaces, given the relevant policies, procedures, and monitoring tools, so that there is no degradation or interruption in service to ensure the continuity of operations.

(A) Requisite Knowledge. Systems operations, policies and procedures, and operations of the monitoring tools.

(B) Requisite Skills. Interpreting and communicating the findings of device indicators.

9.5.2 Coordinate equipment repairs with technical staff or appropriate resources, given a system malfunction or failure, so that the situation is remedied as defined and authorized by the AHJ.

(A) Requisite Knowledge. Equipment repair resource list and troubleshooting guides.

(B) Requisite Skills. Troubleshooting techniques.

9.6 Health and Safety. This duty involves integrating safety plans, policies, and procedures into the daily activities, in accordance with the requirements of the AHJ and according to the following job performance requirements.

9.6.1 Apply safe practices in the public safety communications center as defined by the AHJ, given safety policies and procedures, so that all applicable reporting is completed, in-service training is conducted, and responsibilities are conveyed to personnel.

(A) Requisite Knowledge. The common causes of personal injury and accidents, safety policies and procedures, and basic workplace safety.

(B) Requisite Skills. The ability to identify and act to mitigate safety hazards.

9.6.2 Document the events leading up to and potential causes of the accident, given an incident and any applicable forms, so that the incident is documented and reports are processed in accordance with policies and procedures.

(A) Requisite Knowledge. Procedures for reporting an accident and safety policies and procedures.

(B) Requisite Skills. The ability to document the accident in an accurate manner and to conduct interviews objectively.

Chapter 10 Public Safety Quality Assurance/Improvement Personnel

10.1 General. To qualify as Quality Assurance/Improvement Personnel, the candidate shall meet the job performance requirements defined in 10.1.1 through 10.7.1 of this standard.

10.1.1 General Prerequisite Knowledge. The organizational structure of the department; departmental operating procedures for administration, emergency operations, incident management system and safety; departmental budget process; information management and recordkeeping; current trends, technologies, and socioeconomic and political factors that affect the communication center; cultural diversity; methods used by supervisors to obtain cooperation within a group of subordinates; the rights of management and members; agreements in force between the organization and members; generally accepted ethical practices, including a professional code of ethics; and policies and procedures regarding the operation of the department as they involve supervisors and members.

10.1.2 General Prerequisite Skills. The ability to effectively communicate in writing utilizing technology provided by the AHJ; write reports, letters, and memos utilizing word processing and spreadsheet programs; and operate in an information management system utilized by the AHJ.

10.2 Review Calls for Service. This duty also involves performing or utilizing human resources to accomplish assignments in reviewing calls for service. This duty also involves evaluating communication center member performance during emergency and non-emergency work periods, according to the following job performance requirements.



10.2.1 Conduct random review of calls for service received by communication center members, given a request for service or assistance, so that the request is received and prioritized, safety considerations are addressed, and the desired outcomes are conveyed in accordance with the information management system utilized by the AHJ.

(A) Requisite Knowledge. Verbal communications during emergency and non-emergency calls for service, techniques used to verify and collect information under stressful and non-stressful situations, and methods of confirming those techniques.

(B) Requisite Skills. The ability to provide written or electronic reports from reviewed calls for service and to meet minimum call review requirements utilized by the AHJ.

10.3 Feedback. This duty involves performing or utilizing human resources to accomplish assignments in providing feedback to communication center personnel from reviewed calls for service.

10.3.1 Conduct a review of calls for service received by communication center members, given a call for service report, so that the desired outcomes are conveyed in accordance with the information management system utilized by the AHJ in a timely and accurate manner.

(A) Requisite Knowledge. Written and verbal communications.

(B) Requisite Skills. The ability to provide written and verbal communication in a generous, empathic, and calm demeanor using interpersonal skills in a methodical and organized manner to convey the desired results, using the information management system utilized by the AHJ.

10.4 Remediation.

10.4.1 Recommend action for member-related problems requiring remediation training, given a member with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified and the actions taken are within the established policies and procedures.

(A) Requisite Knowledge. The signs and symptoms of member-related problems, causes of stress in emergency services personnel, adverse effects of stress on the performance of emergency service personnel, and awareness of AHJ member assistance policies and procedures.

(B) Requisite Skills. The ability to recommend a course of action for a member in need of assistance.

10.5 Data Management. This duty involves coordinating communication center projects, research, and studies by organizing, retrieving, and filing calls for service data. This will necessarily involve working with data-processing personnel to meet state, national, and agency-related needs.

10.5.1 Collect calls for service data, given the goals and mission of the organization, so that communication center reports are timely and accurate.

(A) Requisite Knowledge. Information management system utilized by the AHJ.

(B) Requisite Skills. Written and verbal communications, and state, national, and local agency computer software and reports utilized by the AHJ.

10.6 Continuing Education. This duty involves utilizing communication center data and results from reviewed calls for service, along with the implementation of new communication center policies and procedures to develop and deliver continuing education.

10.6.1 Direct communication center members during a training evolution, given a training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans efficiently and as directed.

(A) Requisite Knowledge. Verbal communication techniques to facilitate learning.

(B) Requisite Skills. The ability to distribute issue-guided directions to unit members during training evolutions.

10.7 Certification. This duty involves maintaining certifications, licenses, accreditations, and performing benchmarks that are required by all communication center personnel and others required by the AHJ.

10.7.1 Schedule and recommend training, given the communication center personnel certification and others required certification by the AHJ, so that all personnel will meet and maintain all required training within the agency's established policies and procedures.

(A) Requisite Knowledge. Verbal communications during emergency and non-emergency calls for service, techniques used to verify and collect information under stressful and non-stressful situations, and methods of confirming those techniques.

(B) Requisite Skills. The ability to provide written or electronic reports from reviewed calls for service and to meet minimum call review requirements utilized by the AHJ.

Chapter 11 Public Safety Communications Training Coordinator

11.1 General. The Communications Training Coordinator shall meet the requirements for Communications Training Officer and the job performance requirements defined in Sections 11.2 through 11.6 of this standard.

11.2 Program Management.

11.2.1 Formulate budget needs, given training goals, agency budget policy, and current resources, so that the resources required to meet training goals are identified and documented. [1041:5.2.3]

(A) Requisite Knowledge. Agency budget policy, resource management, needs analysis, sources of instructional materials, and equipment. [1041:5.2.3(A)]

(B) Requisite Skills. Resource analysis and forms completion. [1041:5.2.3(B)]

11.2.2 Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy. [1041:5.2.4]

(A) Requisite Knowledge. Agency policies, purchasing procedures, and budget management. [1041:5.2.4(A)]

(B) Requisite Skills. Forms completion. [1041:5.2.4(B)]

11.3 Develop Curricula.

11.3.1 Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aids, and an evaluation plan. [1041:5.3.2]

(A) Requisite Knowledge. Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, and sources of references and materials. [1041:5.3.2(A)]

(B) Requisite Skills. Basic research, using job performance requirements to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis. [1041:5.3.2(B)]

11.3.2 Modify an existing training topic, given an existing lesson plan, so that the topic remains relevant and that the technology is updated to standards set by the AHJ.

(A) Requisite Knowledge. Thorough knowledge of the existing lesson plan, improvements in industry standards and equipment, and improvements in instructional media.

(B) Requisite Skills. Research skills.

11.3.3 Create a remediation strategy, given an evaluation report indicating the need for further training, so that trainees failing to meet standard lesson plan standards are given additional training.

(A) Requisite Knowledge. Minimum accepted competency levels established by the AHJ, specific evaluation results of trainees recommended for remediation, and training strategies for varied learning styles.

(B) Requisite Skills. None.

11.4 Maintain Training Schedule and Staff.

11.4.1 Maintain a continuing education training schedule, given an established lesson plan, so that training is ongoing and that continuing education objectives are met.

(A) Requisite Knowledge. Lesson plan topics, certification expiration dates, and AHJ, state, and federal minimum training requirements/certifications.

(B) Requisite Skills. Prioritization and records management.

11.4.2 Schedule Communications Training Officers (CTOs) to conduct training, given a roster of certified CTOs, so that all CTOs are able to instruct regularly and maintain competency.

(A) Requisite Knowledge. Current list of classes instructed by all CTOs and strengths and weaknesses of each trainer in regard to instructional skills.

(B) Requisite Skills. Personnel management, evaluation skills, and record keeping.

11.4.3 Schedule instructional sessions, given the AHJ's scheduling policy, instructional resources, staff, facilities and timeline for delivery, so that the specified sessions are delivered according to department policy.

(A) Requisite Knowledge. AHJ, state, and federal minimum training requirements/certifications; scheduling processes; supervision techniques; and resource management.

(B) Requisite Skills. None required.

11.4.4 Select instructional staff, given personnel qualifications, instructional requirements, and agency policies and procedures, so that staff selection meets agency policies and achievement of agency and instructional goals. [1041:6.2.4]

(A) Requisite Knowledge. Agency policies regarding staff selection, instructional requirements, selection methods, the capabilities of instructional staff, and agency goals. [1041:6.2.4(A)]

(B) Requisite Skills. Evaluation techniques. [1041:6.2.4(B)]

11.5 Document Training.

11.5.1 Administer a training record system, given agency policy and type of training activity to be documented, so that the information captured is concise, meets all agency and legal requirements, and can be readily accessed. [1041:6.2.2]

(A) Requisite Knowledge. Agency policy, record-keeping systems, professional standards addressing training records, legal requirements affecting record-keeping, and disclosure of information. [1041:6.2.2(A)]

(B) Requisite Skills. Development of forms and report generation. [1041:6.2.2(B)]

11.5.2 Regularly review CTO reports and trainee evaluations, given regular reporting, so that training progress is monitored and negative trends are quickly recognized and corrected.

(A) Requisite Knowledge. Results of regular reports and evaluations.

(B) Requisite Skills. None required.

11.6 Evaluation and Testing.

11.6.1 Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives; the instrument evaluates performance in an objective, reliable, and verifiable manner; and the evaluation instrument is bias-free to any audience or group. [1041:5.5.2]

(A) Requisite Knowledge. Evaluation methods, development of forms, effective instructional methods, and techniques. [1041:5.5.2(A)]

(B) Requisite Skills. Evaluation item construction and assembly of evaluation instruments. [1041:5.5.2(B)]

11.6.2 Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials. [1041:5.5.3]

(A) Requisite Knowledge. Evaluation methods and test validity. [1041:5.5.3(A)]

(B) Requisite Skills. Development of evaluation forms. [1041:5.5.3(B)]

11.6.3 Analyze student evaluation instruments, given test data, objectives, and agency policies, so that validity is determined and necessary changes are accomplished. [1041:6.5.5]

(A) Requisite Knowledge. Test validity, reliability, and item analysis. [1041:6.5.5(A)]

(B) Requisite Skills. Item analysis techniques. [1041:6.5.5(B)]



11.6.4 Construct a performance-based instructor evaluation plan, given agency policies and procedures and job requirements, so that instructors are evaluated at regular intervals, following agency policies. [1041:6.2.5]

(A) Requisite Knowledge. Evaluation methods, agency policies, staff schedules, and job requirements. [1041:6.2.5(A)]

(B) Requisite Skills. Evaluation techniques. [1041:6.2.5(B)]

11.6.5 Present evaluation findings, conclusions, and recommendations to agency administrator, given data summaries and target audience, so that recommendations are unbiased, supported, and reflect agency goals, policies, and procedures. [1041:6.2.7]

(A) Requisite Knowledge. Statistical evaluation procedures and agency goals. [1041:6.2.7(A)]

(B) Requisite Skills. Presentation skills and report preparation following agency guidelines. [1041:6.2.7(B)]

11.6.6 Create a program evaluation plan, given agency policies and procedures, so that instructors, course components, and facilities are evaluated and student input is obtained for course improvement. [1041:6.5.4]

(A) Requisite Knowledge. Evaluation methods and agency goals. [1041:6.5.4(A)]

(B) Requisite Skills. Construction of evaluation instruments. [1041:6.5.4(B)]

Chapter 12 Public Safety Communications Center Manager/Director

12.1 General. The Public Safety Communications Center Manager/Director shall have the requisite knowledge of the positions in the public safety communications center. In addition, the AHJ can request additional educational background and technical experience.

12.1.1 General Requisite Knowledge. The organizational structure of both the department and the department's organizational structure within the AHJ; geographical configuration and political influences within the boundaries; administration of the department's budget development and implementation; development and implementation of the department's policies and procedures; and management of all personnel within the communications center.

12.1.2 General Requisite Skills. The ability to communicate effectively to all inquiries and daily correspondence and to develop and deliver budgets for review and approval, including capital expenditures.

12.2 Human Resource Management.

12.2.1 Administer communication center members during daily operations, given minimum staffing levels established by the AHJ, so that the communication center meets the performance goals in accordance with local policies, procedures, and protocols established by the AHJ.

(A) Requisite Knowledge. Communication process for shift assignments, shift replacement, and emergent situations.

(B) Requisite Skills. The ability to coordinate shift coverage with peak needs, manage allocated time off, and follow labor/

management agreements within the public safety communications center.

12.3 Public Safety Communications Center Operations.

12.3.1 Create operational plans to include daily activities, given an area of responsibility as determined by the AHJ, so that daily activities that include emergency procedures both outside the center and within the center following federal, state, provincial, and local guidelines, including any mission statement or goals, are met as established by the AHJ.

(A) Requisite Knowledge. Comprehensive understanding of operational plans, applicable legal requirements and regulations, and positive professional development opportunities.

(B) Requisite Skills. Verbal and written communications skills to develop, implement, and evaluate operational plans, federal legislation, and local requirements necessary to manage the center and to encourage and support professional development.

12.4 Stakeholder Relationships.

12.4.1 Create a working relationship, given the varied stakeholders involved in a communications center, so that all stakeholders' concerns are met using positive feedback and creating a team environment.

(A) Requisite Knowledge. Ability to coordinate the needs of external stakeholders and the needs of the personnel within the center, and understand personal and governmental influences and other agencies that can affect operations within the center.

(B) Requisite Skills. Communicating with stakeholder at an appropriate level, understanding of people and their agendas, administering discipline to internal stakeholders if necessary, and creating a positive team environment.

12.5 Coordinate Technologies.

12.5.1 Understand the many systems used within the communications center, given the many updates and improvements as technology changes, so that a request for capital improvements can be added to the budget process.

(A) Requisite Knowledge. Basic understanding of what the technology is that is used in the center, having a support network to advise of changing technology, and making appropriate recommendations.

(B) Requisite Skills. Technological understanding, communications skills, and ability to translate the information into lay terms so that stakeholders can make informed decisions.

Chapter 13 Logistics Section Communications Unit Leader

13.1 General. To qualify as Logistics Section Communications Unit Leader, the candidate shall meet the job performance requirements defined in 13.1.1 through 13.2.1 of this standard.

13.1.1 General Prerequisite Knowledge. The Communications Unit Leader (COML) is a position under the logistics section of the incident command system of the National Incident Management System (NIMS). The COML's responsibilities include developing plans for the effective use of incident communications equipment and facilities, managing the distribution of communications equipment to incident personnel, and coordinating the installation and testing of communications equipment.

13.1.2 General Prerequisite Skills. Effective communications planning as well as acquiring, setting up, maintaining, and accounting for communications equipment to operate in an information management system utilized by the AHJ.

13.2 Operate Under the Logistics Section of the NIMS. This duty involves performing or utilizing human resources to accomplish assignments, tasks, or duties received from the logistics officer operating in the NIMS system during emergency and non-emergency work periods, according to the following job performance requirements.

13.2.1 Coordinate a tactical interoperable communications plan, given a Type III incident or larger, so that the request is received and prioritized, safety considerations are addressed, and the desired outcomes are conveyed in accordance with the information management system utilized by the AHJ.

(A) Requisite Knowledge. Public safety communications background with exposure to field operations, public safety technology, supervisory, and personnel management skills; completion of the ICS 100, 200, 300, 700, and 800 and Homeland Security COML training.

(B) Requisite Skills. The ability to provide written, electronic, and verbal communication and operate within the NIMS system.

Annex A Explanatory Material

Annex A is not a part of the requirements of this NFPA document but is included for informational purposes only. This annex contains explanatory material, numbered to correspond with the applicable text paragraphs.

A.3.2.1 Approved. The National Fire Protection Association does not approve, inspect, or certify any installations, procedures, equipment, or materials; nor does it approve or evaluate testing laboratories. In determining the acceptability of installations, procedures, equipment, or materials, the authority having jurisdiction may base acceptance on compliance with NFPA or other appropriate standards. In the absence of such standards, said authority may require evidence of proper installation, procedure, or use. The authority having jurisdiction may also refer to the listings or labeling practices of an organization that is concerned with product evaluations and is thus in a position to determine compliance with appropriate standards for the current production of listed items.

A.3.2.2 Authority Having Jurisdiction (AHJ). The phrase “authority having jurisdiction,” or its acronym AHJ, is used in NFPA documents in a broad manner, since jurisdictions and approval agencies vary, as do their responsibilities. Where public safety is primary, the authority having jurisdiction may be a federal, state, local, or other regional department or individual such as a fire chief; fire marshal; chief of a fire prevention bureau, labor department, or health department; building official; electrical inspector; or others having statutory authority. For insurance purposes, an insurance inspection department, rating bureau, or other insurance company representative may be the authority having jurisdiction. In many circumstances, the property owner or his or her designated agent assumes the role of the authority having jurisdiction; at government installations, the commanding officer or departmental official may be the authority having jurisdiction.

A.3.3.1 Computer-Aided Dispatch (CAD). CAD systems have become the preferred method of providing dispatching services.

These requirements are intended to ensure that these critical resources are secure, reliable, and redundant [1221, 2013]

A.3.3.7 Public Safety Answering Point (PSAP). A PSAP is a facility at which emergency calls are first answered, assessed, triaged, classified, and prioritized. The FCC further defines a primary PSAP as a facility to which 9-1-1 calls are routed directly from the 9-1-1 control office. A secondary PSAP is defined as a facility to which 9-1-1 calls are transferred from a primary PSAP.

A.3.3.9.2 Public Safety Communications Manager/Director. The public safety communications manager/director supervises the coordination and prioritization of all activities of the public safety telecommunications center. The managing of communications center operations includes but is not limited to preparation of documentation for contractual requirements, budgets, legislative actions, policies and procedures, and guidelines affecting public safety communications personnel.

A.3.3.9.3 Public Safety Communications Supervisor. A supervisor promotes individual and organizational performance to achieve the agency mission, standards, and goals through leadership and training in order to provide the highest possible level of public safety communications services. First-level supervision indicates the person who provides direct oversight to the telecommunicators on the shift.

A.4.1.1 The AHJ has the responsibility to establish and provide the telecommunicator with the applicable organizational mission statement, principles, philosophies, values, directives, policies, procedures, guidelines, rules, regulations, and descriptions of positions. The hiring authority, also referred to as the AHJ, is the agency or body that defines the roles, responsibilities, policies and procedures, and performance standards that direct the activity of the Public Safety Telecommunicator. In multidiscipline centers, the agency governs the operation by providing call taking, dispatch, and related services to customer agencies; in single-discipline centers, a single agency can direct these services for one or more departments within a service area. Both have the duty to define training appropriateness, content, format, and continuing education requirements.

A.4.1.4 The AHJ is required under the Americans with Disabilities Act to identify the functional requirements for the performance of the job. The AHJ should consider the physical arrangement of the workspace and the various pieces of equipment required for operation by the employee. Specific medical and physical abilities are required in order to perform essential functions of the job.

They include, but are not limited to, the following:

- (1) *Hearing.* Distinguish, differentiate, and respond to multiple audible stimuli from personnel or equipment, such as telephone, radio, or alarms
- (2) *Sight.* Distinguish, differentiate, and respond to multiple visual stimuli such as printed documents, CRT displays, and indicator lights
- (3) *Manual dexterity.* Operate radios, computers, and other equipment used in a telecommunications center
- (4) *Speech.* Clearly convey verbal messages utilizing telecommunication devices

The public safety telecommunicator is the initial contact in managing requests for services provided by public safety agencies. Decisions are made based on incoming and updated information. The ability to receive information audibly is essential to the job. Additionally, much emphasis is placed on visual



ability and manual dexterity. Identification of audio and visual queues, incoming telephone lines, 9-1-1 screens, incident cards/screens, messages, requests, memorandums, and so forth, is imperative to perform required job duties.

A.4.1.5 The committee recommends that the following skills be considered by the AHJ for the telecommunicator candidate:

- (1) Ability to spell
- (2) Basic reading skills
- (3) Basic math calculation
- (4) Ability to speak clearly
- (5) Basic writing skills
- (6) Manual dexterity
- (7) Ability to follow written and verbal instructions
- (8) Ability to alphabetize and catalog
- (9) Keyboarding and mousing skills as required
- (10) Multi-tasking
- (11) Quick decision-making
- (12) Teamwork
- (13) Critical thinking
- (14) Customer service skills
- (15) Problem solving
- (16) Interpersonal communication skills

A.4.1.6 The committee has identified the following behavioral characteristics or traits the hiring or certifying authority might want a candidate to be able to exhibit:

- (1) Adjust to various levels of activity
- (2) Appropriate personal behavior
- (3) Acceptance of constructive feedback
- (4) Remember and recall information
- (5) Tolerance
- (6) Function under stress
- (7) Maintain confidentiality

A.4.1.7 It is recommended, where practical, that evaluators be individuals who were not directly involved as instructors for the requirement being evaluated.

A.4.1.8 The intent of the committee is that all individuals filling the position defined, even on a part-time or temporary basis, should meet all minimum qualifications and standards applicable to the position and should meet all local, state, and/or federal certification requirements. The committee recognizes the need for formal training programs to provide the necessary skills and knowledge to perform the job of telecommunicator.

These programs can be developed or administered by local, state, provincial, or federal agencies as well as professional associations.

In many jurisdictions, part of this formal training includes some form of on-the-job training. (*See Annex C for a discussion of the considerations of the training of enhanced telecommunicator skills.*)

A.4.1.9 This requirement can be fulfilled by attending workshops and seminars, or through professional publications and journals, or continuing education as established by the AHJ.

A.4.1.10 Training requirements and certifications of individuals working in the public safety communications center should be defined by this standard or any other industry standard that is applicable. All individuals filling positions defined by this standard, even on a part-time or temporary basis, should meet all minimum qualifications, training require-

ments, and standards applicable to the position and should meet all local, state, and/or federal certification requirements.

A.5.2.2(A) For additional information on the verbal communication process, see Annex B.

A.5.2.2(B) The Public Safety Telecommunicator I should be capable of operating, testing, troubleshooting, and maintaining the continuity of the communication system. The Public Safety Telecommunicator I might also be required to switch to and operate back-up components or alternative systems.

A.5.2.3(B) This could also include managing situations such as excited or hysterical callers, callers speaking foreign languages, suicidal callers, and other calls requiring special handling, including mass casualty and weapons of mass destruction.

A.5.2.4(A) Nonverbal communication protocols include American Sign Language (ASL) syntax. The telecommunicator should also know common abbreviations used in nonverbal communications. Individuals who are hearing or speech impaired often use ASL syntax while communicating via a Telecommunications Device for the Deaf/Teletype (TDD/TTY) or Text phone. ASL is a separate language that uses English words but has its own rules for syntax and sentence construction.

A.5.2.4(B) The Americans with Disabilities Act (ADA) requires equal access to emergency services by individuals with speech and hearing impairments. This most often takes the form of a TDD/TTY or Text phone using Baudot or ASCII code. Other nonverbal devices include computer communication, digital terminals, analog devices, alarm systems, FAX machines, or other mechanical or electronic media.

A.5.3.1 This should be done according to 8.3.2.1 of NFPA 1221. The PSAP should remain on the line until it is certain that the transfer has been effected.

A.5.3.3(A) The Public Safety Telecommunicator I is expected to question callers regarding potential threats, risks, and hazards that responders can encounter. Examples include details pertaining to the involvement of weapons, hazardous materials, violent subjects at the scene, unsafe conditions en route to or at the scene, and so forth.

A.5.3.4 Special or unusual circumstances are most often typified by hang-up calls or silent calls. These circumstances will be handled by following the procedures, policies, or guidelines of the AHJ.

A.5.4.1(A) A pre-arrival instruction or information will be provided based on policies, procedures, or guidelines of the AHJ.

The functions of the Public Safety Telecommunicator might include the use of predetermined questions, pre-arrival telephone instructions, and pre-assigned actions that are an integral part of the responsibility to prioritize calls and assist in the stabilization of the situation.

A pre-arrival reference system should be in a uniform format that is an accessible and reproducible document based on current guidelines and administrative protocols.

A.5.4.1(B) Voice control includes the ability to maintain balanced tone, modulation, volume, and inflection while communicating.

A.5.4.2 In some jurisdictions the on-duty telecommunicator could be responsible for both call taking and dispatching. Other entities can include social service agencies, utilities, other emergency service providers, or other governmental units. Resolution might be accomplished by referral to, or response by, one of these agencies.

A.6.2.1 These sources can include other telecommunicators, field units, or electronic devices.

A.6.2.2 See NFPA 1221 for information on alert tone.

A.6.2.2(A) The Public Safety Telecommunicator II should be capable of operating, testing, troubleshooting, and maintaining the continuity of the communication systems, including radio codes, unit identifiers, emergency alert tone, and phonetic alphabet. The Public Safety Telecommunicator II might also be required to switch to and operate back-up components or alternative systems.

A.6.2.3 These systems might include computer-aided dispatch systems, recording systems, automatic vehicle tracking systems, mobile data systems, and computer systems linking the telecommunicator with other agencies.

A.6.2.3(A) This can include familiarity with computer operations and technology.

A.6.2.3(B) This can also include data system messages.

A.6.3.3 Deployable resources include those individuals, equipment, and specialized units that are dispatched by the agency.

A.6.3.3(A) See Chapter 7 of NFPA 1221 on operations.

A.6.3.6 This action is not a static decision but rather a dynamic process that changes and evolves during the handling of an event. The Public Safety Telecommunicator II is required to make many decisions that might not change the action originally initiated. Factors that cause changes to decisions or actions are the receipt and processing of additional information, or updates. The Public Safety Telecommunicator II makes necessary decisions and takes actions that will result in the appropriate assignment of resources, emphasizing the safety of the public and the response units. (See Figure A.6.3.6.)

A.6.4.1 The public safety telecommunicator should operate within the incident management system prescribed by the AHJ such as defined in NFPA 1561. The telecommunications equipment used by public safety agencies is widely varied. The term *telecommunications equipment* includes all equipment in use by an agency for the purpose of alerting or notifying response units and the continued exchange of information between those units and the communications center. Examples include computer-aided dispatch (CAD) systems, mobile data terminals (MDT), two-way radios, paging systems, alerting devices, telegraph systems, telephone systems, voice alerting and PA systems, and data terminals.

A.6.4.2 In the case of unfounded service requests, hang-up calls, or invalid locations, the telecommunicator should make every effort to verify the accuracy of a location or the validity of a service request within the policies established by the AHJ.

A.6.4.4(B) Supplemental information could include relevant databases and documentation that might be internal or external to the agency available to provide ongoing support to response units.

Emergency plans should be developed in accordance with NFPA 1600.

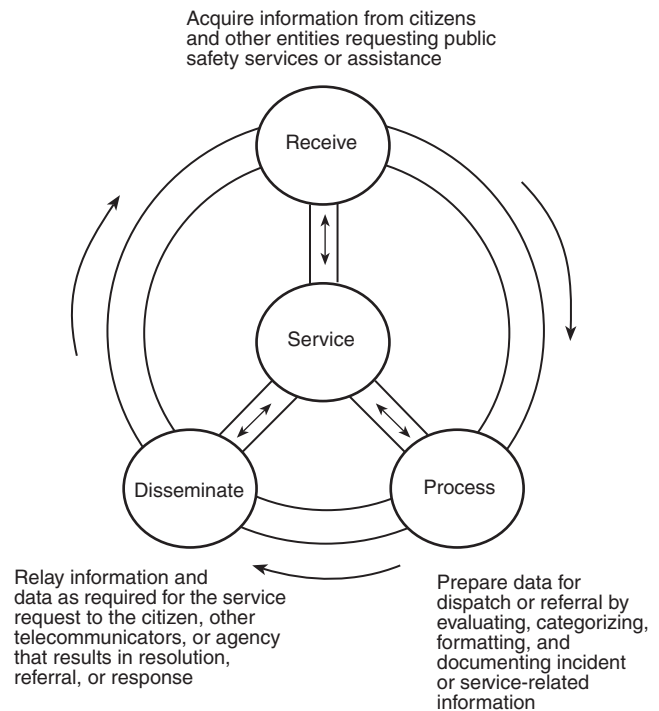


FIGURE A.6.3.6 Model of Processing a Request for Service.

A.6.4.5 Situations beyond the normal scope of operation could include major crime occurrence, major fire, mass casualty incidents, weapons of mass destruction, and man-made or natural disasters.

A.9.1 It is recommended that the supervisor also meet the requirements of the Public Safety Communications Training Officer.

Annex B The Communication Process

This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.

B.1 Speech is the unique process of symbolic communication that involves interaction between persons. It is the most unique and universal of human functions; yet, because it is so commonplace, few of us appreciate its enormous power and potential.

The nearly universal lack of speech training in our schools is most likely based on the faulty assumption that because most children can speak and listen by the time they enter preschool and primary programs they need no special instruction in that area. This conditioning is not sufficient to make them fully effective in speaking and listening.

It seems almost incredible that so important a skill as speaking should receive so little attention or training.

Speech communication includes all the factors that are brought into play on and by a person as she or he attempts to establish communication relationships with others.

Communication is necessary in order to establish all social ties, to conduct action with or against others. Without it there

can be no dialogue, no response, no establishment of common meaningful concepts; no informative, instructional, or directive action; and no invention, recording, accumulation, or transmission of knowledge.

Results of the reciprocal relationship of speech communication take the following three significant forms: the utilitarian, the aesthetic, and the therapeutic. These results often occur together. For instance, a theater performance might yield all three results.

The *utilitarian* result is some practical accomplishment of value to one or more members of the interaction. Gerald R. Miller implied this concept when he said:

Speech communication is important because it is one of the primary tools that man employs to manipulate, to control, and to understand his environment.

The *aesthetic* result is some measure of enjoyment, pleasure, or entertainment for one or more members of the interaction. Speech that is used in television or in a theater performance, in reading literature aloud, in storytelling, and in various other forms of artistic expression becomes a tool to create pleasure.

The *therapeutic* result is a treatment, a cure, the removal of an inhibition, the diagnosis of a problem, or the re-establishment of the communicative personality. Speech becomes therapeutic when it allows a person to release tensions and to find himself, when it helps a person to explore and examine personal problems that affect his communicative bond with other people, and when it aims specifically at rehabilitating, restoring, and perhaps creating the instruments of human communication.

The effective interaction of speaking and listening requires a particularly close relationship between the participants.

Writing and printing have had a tremendous impact on the recording of ideas, but the key interaction that forms the base of our society is still the spoken word. There is close agreement in the findings of a number of studies of the relative amounts of time we spend in use of the four communicative behaviors. The breakdown of time spent in normal communicative discourse by the average American falls into the following pattern:

Listening	42%
Speaking	32%
	<hr/>
	74%
Reading	15%
Writing	11%
	<hr/>
	26%

The speaking and listening behaviors are functions usually included in the study of speech-communication. On the average, interactions involving speech account for 74 percent of our communication time.

We should use this data carefully. The data tells us nothing about the relative amounts of information transmitted and actually received by means of writing and reading as compared with speaking and listening. We have no research findings on this question, but it seems probable that in any given time more information could be acquired on a precise subject through written words than through spoken words. The key to the matter could

lie with the precision of the information transmitted and with the use of the language. In speech, the total message includes much information in addition to the actual spoken words, and the imprecision and redundancy characteristic of speech do not normally occur in written material.

We cannot compare the two forms in terms of the relative amount of meaning that can be developed from them, since the meaning is a function of the person(s) involved. As personal tape recorders are more widely used, more and more spoken material can be reheard. The capability of replaying recorded speech could increase the precision of information being transmitted. As people become more skilled in speaking and in listening, with or without tape recorders, we can expect greater efficiency in speech communication.

Because of the highly transitory nature of the speech act, each effort at the communicative interaction through speech should be as effective as possible. Both speaker and listener should concentrate on grasping as much as possible of all that occurs in the moment of the speech act in order that maximum effectiveness can be achieved in the interaction.

The skills necessary to maximize speech-communication events are developed in many ways. The important skills in the use of language involve behavior that is bimodal, since language is composed of both verbal and nonverbal factors. Verbal skills relate to the spoken words and other vocal sounds that carry information and stimulate meaning. The nonverbal skills relate to the movements of the body and the nonverbal sounds (such as a snap of the fingers) that might occur as information-giving parts of the event.

Language skills are needed not only for transmission but also reception. Transmission and reception are two different processes and require different skills.

A second area of skill development is the creation and construction of messages themselves. We should know what result we want from an effort to communicate an idea. Unless we clearly know what we want to accomplish, we cannot select effective content and materials for the message, nor can we properly evaluate the effectiveness of what we have said.

The substance of the message is central in the speech event and arises from the purpose of the communication. The selection and the arrangement of the materials and the emphasis upon them should meet the requirements of our intent and of the situation. They should also meet the needs of our listener. That is, we should select content that they can receive, understand, and respond to; and we should take care that arrangement and emphasis do not block reception, understanding, and response.

Skills needed for perception and reception of messages are also important. Listening involves more than just hearing the sounds; observing involves more than just seeing what happens; and relating to the speaker involves more than just listening and observing. The content of the message should be organized by the receiver as well as by the transmitter.

The communication process as a total event has been the subject of many studies. Some researchers have used models, or structural descriptions, of the communication event to aid understanding of how the elements we have discussed fit into the general picture, or organization, of the total event. Models provide clues that permit predictions of behavior.

A model provides us with a way to classify and to describe the parts of the process and to indicate how they fit together. Each of the several model types that are used to describe the speech-communication process contributes to an understanding of the total communicative event.

The simplest model consists of the following three elements: the sender, the receiver, and the message [see Figure B.1(a)]. In the primary process of this model, a sender transmits a message to a receiver who sends it back. This description obviously omits much of the process, particularly the human factor.

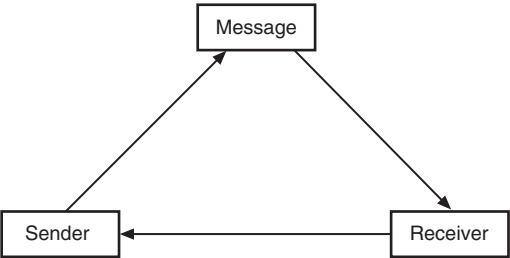


FIGURE B.1(a) Basic Communications Model.

A more detailed model, which is still quite a general one, is described in Figure B.1(b). Note that this model incorporates several additional factors including the attitudes of both speaker and listener (which introduces human factors); the encoding skills of the speaker and the decoding skills of the listener; and feedback of both positive and negative nature.

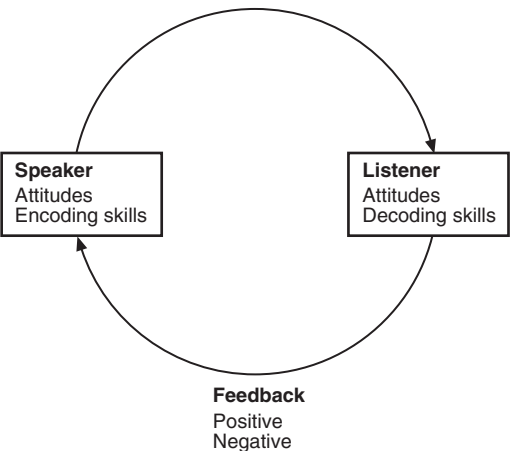


FIGURE B.1(b) Communications Model with Feedback.

A third model of a somewhat different form is based on the concept of the major elements of the communication event, which are the Source, Message, Channel, and Receiver (the SMCR model). Note that this model is organizational, rather than descriptive of the process. [See Figure B.1(c) and Figure B.1(d).]

According to this model, the source and the receiver are affected by the factors of communication skills, attitude, knowledge, social system, and culture. The message is developed by means of the factors of elements, structure, content, treatment, and code. The channels are related to the functions of the five senses: seeing, hearing, touching, smelling, and tasting.

All the models described here have certain common elements. They involve at least two individuals and the creation of messages into the form of physical stimuli that affect the behavior of the individuals.

Source	Message	Channel	Receiver
Communication skills Attitudes Knowledge Social system Culture	Elements Structure Content Treatment Code	Seeing Hearing Touching Smelling Tasting	Communication skills Attitudes Knowledge Social system Culture

FIGURE B.1(c) Elements of the SMCR Model.

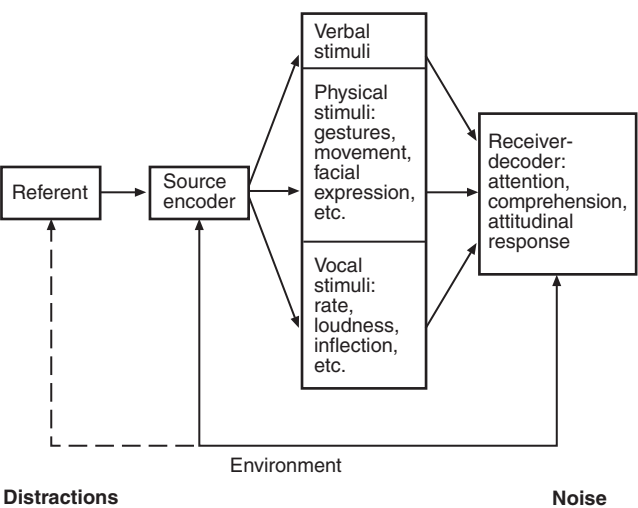


FIGURE B.1(d) Source, Message, Channel, Receiver (SMCR) Model.

The availability of people to each other, their common referents, their abilities to use the sensory systems, the character of meaning, the nature of a message and information, and the like are all involved in the process of communication.

As we attempt to control and to increase the effectiveness of our communication events, we discover that it is not enough merely to condition or to refine our skills of creating sound and visible stimuli. We should understand and become sensitive to all the factors that are operative in the event. Then we can examine the processes that are a part of the total event in order to find the fundamental problems that could be affecting our individual communication effort.

Annex C Guide for Telecommunicator Training Authority

This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.

C.1 Training Considerations for the Training of Enhanced Telecommunicator Skills. Job performance requirements are addressed in this standard. It is recognized that the elements of training basic, formal skills to telecommunicators has been formalized in many documents. This annex will address the transition between classroom and job performance.

C.1.1 Background/Overview. Training that involves actual workplace conditions is an element that ensures that the linkage between classroom knowledge and job performance skills is completed. In many processes, this linkage is created through the use of on-the-job training (OJT).

C.1.2 Elements. Many visualize the procedure of placing a new employee with an experienced worker and allowing the new employee to watch over his or her shoulder to learn the job. Under these conditions, the process has only limited success at best. Often it leaves the employer and employee dissatisfied with the outcome.

The employee feels apprehension from being overwhelmed with too many sensory stimuli of new duties and new people. It is a human characteristic to attempt to absorb the new environment, but it can be distracting from the task at hand. He or she might also feel apprehension about taking too long to become “productive.”

The employer will, in some cases, feel the process takes too long before seeing a return on the investment. Even then, is the employee as productive as he or she could be?

If these are the bad aspects, what are the good aspects of OJT? According to William J. Rothwell and H. C. Kazanas in their article, “Planned OJT Is Productive OJT,” found in the *Training and Development Yearbook*, 1991, OJT is normally associated with the process of orienting newly hired employees to their work but can be used for other goals, such as the following:

- (1) To upgrade the skills of experienced workers when new technology or new work methods produce on-the-job changes
- (2) To cross-train employees within a work unit or department
- (3) To orient transferred or promoted employees to their new jobs

C.1.3 Formal Classroom. The formal classroom provides the traditional forum through which the student is educated in the necessary knowledge base and introduced to skills, professional background, and history. It creates the body of basic knowledge that the student will build on during this career. Instructors should ensure presentations are factual, relevant, and progress from the known to the unknown.

C.1.4 Training in Context. Good aspects are woven into many of the “new” training concepts. One such concept is the “training in context” process where an attempt is made to replicate actual working conditions, groups of experienced workers, actual equipment, and realistic scenarios through which the skills necessary to perform a job or task can be passed. The primary difference between “training in context” and the actual job is that the effects of mistakes can be minimized. Additionally, the evolution can be started over if a step is performed incorrectly or missed. This is a luxury not available during actual incidents. This process relies heavily on coaching and mentoring by the experienced members of the team. Coaching and mentoring are also major elements of OJT. Therefore, training in context is performing on-the-job training but doing it in a manner that is structured to teach a step-by-step process in a secure atmosphere.

C.1.5 Collaborative Learning. Another teaching/learning style that involves elements of OJT is collaborative learning. In the collaborative processes, groups of like-experienced workers are put together to solve problems and synthesize the problem-solving elements necessary on virtually any incident. Scenarios and conditions can be structured to closely replicate

actual working conditions to enhance the learning experience. The knowledge and background experience of each of the participants can be pooled to create innovative solutions to problems. These problems are structured to lead to the completion of stated objectives of the class. Students can come away from a collaborative learning experience with a new sense of self-confidence and appreciation for the skills and knowledge of their fellow students.

Many elements of collaborative learning are useful whenever a new piece of equipment is purchased or a new procedure to accomplish a task is required. Typically, in many departments, a new piece of equipment comes in and a group of employees are selected to research the manuals, look for similarities to older equipment, look at the differences, discuss the equipment with the training section, and then develop operating procedures for that new piece of equipment. Perhaps an information processing technique is not as effective as it could be. Again, a group of employees can be formed to study the old technique, research procedures by other departments, talk with their training section, talk with state training personnel, and then develop a procedure that might do the task better and more efficiently.

C.1.6 Multimedia Teaching Resources. Multimedia is any form of communication that uses more than one medium to present information, such as a computer program integrating text, graphics, video, animation, sound, and interactive links.

Because multimedia presents information in a variety of forms, it is extremely effective in relaying new ideas and concepts. Many users of this type of training find that multimedia provides a more natural learning environment.

Computer-based training allows the student to progress at his or her own learning rate. Instead of proceeding sequentially from chapter to chapter, as with the traditional learning process, the student can access more information immediately (perhaps in the form of a picture) on the computer.

Since the student is not forced to read through information in a rigid format, advanced students can avoid basic information and move rapidly to advanced concepts. Beginning students, on the other hand, could continue to obtain more help and explanation before moving on, ensuring that they understand the basic concepts as building blocks for further learning.

A relatively new multimedia process is virtual reality (VR). VR is an artificial reality created by three-dimensional computer graphics, high-resolution display technology, and multi-sensory, interactive interface devices that submerge the participants into a pseudo-reality that can give the sensory perception of actually being involved in a real-life, real-time incident. The technology is costly and therefore limited to customized locations such as universities and governmental agencies. Expect the availability and use of this technology to increase in the future. This will provide the method to teach many of the skills in an on-the-job fashion without the attendant danger.

A multimedia training program is helpful to students with varying levels of knowledge and experience as it allows them to proceed at their own pace. Instructors often find that multimedia application motivates students to learn and to take a more active part in the learning process.

C.1.7 Apprenticeships. Apprenticeships are receiving a fresh look from some leaders in the business world. Businesses are faced with a shrinking labor pool and rapidly changing technology. Many people like the combination of earning and

learning elements of apprenticeships. In its best form, this process combines classroom work and on-the-job training. In German models, the process starts while the youth is still in school. The United States and Canada tend to delay the process until people are in their early 20s. Regardless, the system uses what is best about OJT, that is, experienced coworkers aid in the building of an experience base for the new employee.

C.2 The Practice and Use of On-The-Job Training. On-the-job training is happening in many departments every day, regardless of what it is called. Many do not know they are performing a training activity while they are in the process. Every call in which the new person participates is a training activity. Most will agree that something is learned on virtually every call. It is up to the experienced personnel to ensure that the experience is as positive as possible for the new person.

C.2.1 One Possible Definition of the OJT Process. A structured process that refines and enhances skills and knowledge previously learned by the candidate, in a real-life situation, while creating a practical experience base.

C.2.2 Organization of the Process. Well-organized on-the-job training can be a very effective training method. Many departments still give too little formal training to their new recruits and rely on experienced employees to pass along skills without formalizing the process. Too often the new person is told to do what the more experienced employee tells him or her to do. Industry has had similar experiences. However, a faction of industry is becoming increasingly aware of a combination training process that turns out more productive and safer workers in a shorter period of time. The military has successfully used some of these elements for years. Some departments have very good programs that contain all the necessary steps, but perhaps others in the service can learn from examples set by the military and industry. The model should consist of four phases, and although the phases are expressed in explicit form, OJT should be interwoven throughout all the phases. OJT in its purest form will be found in phase two, but elements of it should also be included in the other phases as well.

Phase One	Formal or Classroom Instruction
Phase Two	Structured On-the-Job Training
Phase Three	Skill Demonstration
Phase Four	Skill Maintenance

The process is depicted in Figure C.2.2.

C.2.3 It is very difficult for OJT to be successful without first exposing the new person to a formal training phase that teaches skills, roles, role relationships, duties, job performance requirements and expectations contained in the new job. It is also helpful to include the history and tradition of the job during this phase to educate the new person in the evolution of the job and the reasons for certain characteristics of the job. During this phase, in addition to the current job assignment preparation, the new person should be exposed to the requirements for advancement into other areas of the profession.

C.2.4 Once the new employee has a firm grasp on the skills and knowledge required to perform the job, he or she might still be unsure about how it all fits together or exactly when to apply certain theories and practices. At this point, the employee should be entered into a structured on-the-job training program. "Structured" in this case would mean a work process

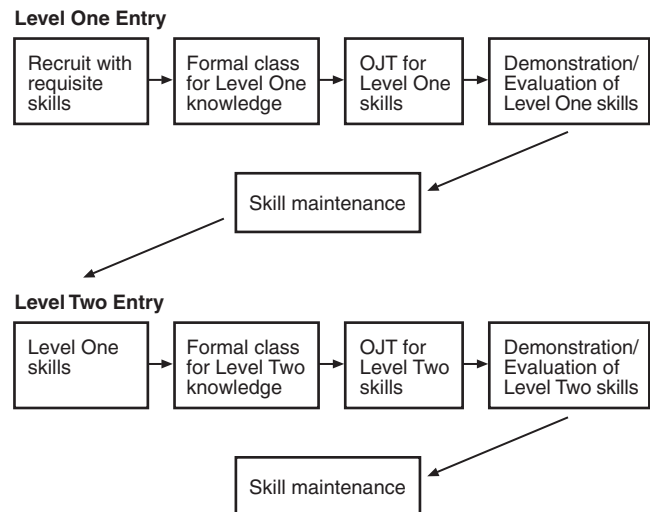


FIGURE C.2.2 On-the-Job Training as Part of an Overall Training Program.

and a record-keeping system that ensures certain tasks are experienced by the new employee under the guidance of an experienced coworker prior to working independently. This person should be allowed to develop an experience base that complements the formal training received earlier. From a safety and productivity standpoint, it would seem to be well worth the time and energy. The process should include identifying key tasks that are to be experienced by the recruit, and a record system that records when, where, and by whom the tasks were experienced. The responsible OJT supervisor and all other pertinent information should be recorded. Based on the completion of the identified tasks and proper record documentation, the training officer would then report to supervision that the recruit has progressed to the point where he or she no longer requires immediate, constant supervision.

C.2.5 The trainee can now be entered into the next phase of skill demonstration or evaluation. This represents a period of time where the trainee performs duties as any other employee but is in an evaluation status that determines if he or she is capable of performing the various tasks without reliance on other people to help in the difficult moments. Some organizations might choose to call this a probation period. Others might find the word *probation* too pejorative and choose to call it something else. Regardless, it is a period during which the employee and employer can determine if the job fits the individual and vice versa.

C.2.6 If the employee now has good base knowledge and a good experience base from which to make judgment calls, what next? Many departments stop at this point and allow the passing years to develop the individual. This practice occasionally permits some skills to become rusty or forgotten completely, bad habits to develop, and complacency to set in. A skill maintenance process can be established that requires practice/demonstration on a timely basis. It could include procedures contained within team responses and/or individual demonstration of standard-meeting skills. Some skills, such as life safety skills, might need to be demonstrated more often than others. Demonstration of some skills might be necessary each quarter, while it might be sufficient to demonstrate others each year. Members of the individual organization can agree what fits the situation; the main

point is that demonstration intervals should be identified and followed. Even when an employee uses the skill daily, some bad habits might slip into the procedure.

C.3 Recruit Trainers. It is important that the right people are selected to perform the OJT process for recruits.

C.3.1 Positive attitudes and work habits of the trainers will be beneficial in the training of the recruits.

C.3.2 People selected to perform this duty should be conscientious, open-minded, and interested in working with other people.

C.3.3 People selected to perform OJT training should be willing to change procedure where it is called for. They should strive to look for better ways to accomplish goals and not just be content with doing it one way because that is the way it has always been done.

C.3.4 People selected to perform OJT training should take pride in helping train an additional member of the team and not view it as a bother to their normal routine.

C.3.5 If the right people are selected in the employment process and are armed with a good knowledge base, the right OJT supervisors are selected, and identification of the proper skill demonstrations is held at the correct intervals and tied together with a workable documentation process, then fellow workers who are efficient and a pleasure to work with is the likely result.

C.4 Continuing Education and In-Service Training. It is recognized that some individuals grow complacent or stagnant when plateaus are reached in skill and knowledge levels. In-service training and ongoing education are methods of dealing with this problem. This responsibility is shared by both the individual and the AHJ.

C.4.1 Employees should be encouraged to continue professional education through in-service or job-related classes completed outside the workplace.

C.4.2 Professional associations or regional and state training entities could be a source for this type of training program.

C.4.3 Training and education should be tied directly to skill demonstration and maintenance.

C.4.4 In-service training should be conducted whenever skill levels fall below minimum standards or when the workplace experiences a significant change in procedure or obtains new equipment.

C.4.5 A variety of outside training and educational opportunities are beneficial to both the individual and the organization. The AHJ should develop a policy regarding the participation by the employees in in-service training and identify acceptable outside training and continuing education programs. The content of, and attendance at, all training programs should be documented.

Annex D Explanation of the Standard and Concepts of JPRs

This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.

D.1 Explanation of the Standards and Concepts of Job Performance Requirements (JPRs). The primary benefit of establishing national professional qualifications standards is to provide both public and private sectors with a framework of the

job requirements for the fire service. Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

NFPA professional qualifications standards identify the minimum JPRs for specific fire service positions. The standards can be used for training design and evaluation, certification, measuring and critiquing on-the-job performance, defining hiring practices, and setting organizational policies, procedures, and goals. (Other applications are encouraged.)

Professional qualifications standards for a specific job are organized by major areas of responsibility defined as duties. For example, the telecommunicator's duties might include acquiring information from citizens and preparing data for dispatch. Duties are major functional areas of responsibility within a job.

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job. JPRs are grouped according to the duties of a job. The complete list of JPRs for each duty defines what an individual must be able to do in order to successfully perform that duty. Together, the duties and their JPRs define the job parameters, that is, the standard as a whole is a description of a job.

D.2 Breaking Down the Components of a Job Performance Requirement. The JPR is the assembly of three critical components. See Table D.2. These components are as follows:

- (1) Task that is to be performed
- (2) Tools, equipment, or materials that must be provided to successfully complete the task
- (3) Evaluation parameters and/or performance outcomes

Table D.2 Example of a JPR

(1) Task	(1) Establish verbal communication with a service requester
(2) Tools, equipment, or materials	(2) Given a telephone or other communication device, a means of collecting information, operating procedures, and a work station
(3) Evaluation parameters and/or performance outcomes	(3) So that a communication link with the requester is achieved

D.2.1 The Task to Be Performed. The first component is a concise, brief statement of what the person is supposed to do.

D.2.2 Tools, Equipment, or Materials that Must be Provided to Successfully Complete the Task. This component ensures that all individuals completing the task are given the same minimal tools, equipment, or materials when being evaluated. By listing these items, the performer and evaluator know what must be provided in order to complete the task.

D.2.3 Evaluation Parameters and/or Performance Outcomes. This component defines how well one must perform each task — for both the performer and evaluator. The JPR guides performance toward successful completion by identifying evaluation parameters and/or performance outcomes.

This portion of the JPR promotes consistency in evaluation by reducing the variables used to gauge performance.

In addition to these three components, the JPR contains requisite knowledge and skills. Just as the term *requisite* suggests, these are the necessary knowledge and skills one must have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

Once the components and requisites are put together, the JPR might read as follows:

D.2.3.1 Example 1. The Telecommunicator I shall establish verbal communication with a service requester, given a telephone or other communication device, a means of collecting information, operating procedures, and a work station, so that a communication link with the requester is achieved.

(A) **Requisite Knowledge.** Verbal communication process.

(B) **Requisite Skills.** Operation and basic troubleshooting of telephone and communication systems and devices, verbal communication abilities.

D.2.3.2 Example 2. The Telecommunicator II shall monitor public safety radio systems, given equipment used by the agency, so that information requiring action by the telecommunicator is identified.

(A) **Requisite Knowledge.** Basic radio system technology and standard terminology used by AHJ including radio codes, unit identifiers, and phonetic alphabet.

(B) **Requisite Skills.** Operation of radio equipment, differentiate between various audio stimuli, and effective listening abilities.

D.3 Examples of Potential Uses.

D.3.1 Certification. JPRs can be used to establish the evaluation criteria for certification at a specific job level. When used for certification, evaluation must be based on the successful completion of JPRs.

First, the evaluator would verify the attainment of requisite knowledge and skills prior to JPR evaluation. Verification might be accomplished through documentation review or testing.

Next, the candidate would be evaluated on completing the JPRs. The candidate would perform the task and be evaluated based on the evaluation parameters, the performance outcomes, or both. This performance-based evaluation can be either practical (for psychomotor skills such as “operation of the telephone”) or written (for cognitive skills such as “know the phonetic alphabet”).

Note that psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills (or mental skills) cannot be observed, but are rather evaluated on how one completes the task (process oriented) or the task outcome (product oriented).

Using Example 1 in D.2.3.1, a practical performance-based evaluation would measure one’s ability to “establish verbal communications.” The candidate passes this particular evaluation if the standard was met, that is, the candidate successfully recognized the incoming audio/visual signal of the verbal communications device, responded to the signal, and established two-way verbal communications with a service requester.

For Example 2 in D.2.3.2, when evaluating the task “knows the phonetic alphabet,” the candidate could be given a written assessment, such as a test to identify a number of phonetic terms for letters of the alphabet.

Remember, when evaluating performance, the person must be given the tools, equipment, or materials listed in the JPR, for example, a telephone or other telecommunications device, before he or she can be properly evaluated.

D.3.2 Curriculum Development/Training Design and Evaluation. The statements contained in this document that refer to job performance were designed and written as JPRs. Although a resemblance to instructional objectives might be present, these statements should not be used in a teaching situation until after they have been modified for instructional use.

JPRs state the behaviors required to perform specific skill(s) on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and standards that can be measured within the teaching/learning environment. A JPR that requires a telecommunicator to “establish verbal communication with a service requester” should be converted into a measurable instructional objective for use when teaching the skill. [See Figure D.3.2(a).]

Using Example 1 in D.2.3.1, a terminal instructional objective might read as follows:

The learner shall establish verbal communication with a service requester, given a telephone or other communication device, a means of collecting information, operating procedures, and a work station so that 100 percent accuracy is attained on the skills checklist. (At a minimum, the skills checklist should include each of the measurement criteria from the JPR.)

Figure D.3.2(b) is a sample checklist for use in evaluating this objective.

Although the differences between job performance requirements and instructional objectives are subtle in appearance, the purpose of each statement differs greatly. JPRs state what is necessary to perform the job in the “real world.” Instructional objectives, however, are used to identify what students must do at the end of a training session and are stated in behavioral terms that are measurable in the training environment.

By converting JPRs into instructional objectives, instructors will be able to clarify performance expectations and avoid confusion related to using statements designed for purposes other than teaching. Additionally, instructors will be able to add local/state/regional elements of performance into the standards as intended by the developers.

Prerequisite knowledge and skills should be converted into enabling objectives. These help to define the course content. The course content would include each of the requisite knowledge and skills. Using Figure D.3.2(a) and Figure D.3.2(b), some enabling objectives could include types of audio/visual signals, identifying basic operation, troubleshooting, and knowledge of telephones and communication devices.

This ensures that the course content supports the terminal objective.

Note that it is assumed that the reader is familiar with curriculum development or training design and evaluation.

D.4 Other Uses. While the professional qualifications standards are principally used to guide the development of training and certification programs, there are a number of other potential uses for the documents. Because the documents are written in JPR terms, they lend themselves well to any area of the profession where a level of performance or expertise must be determined. These areas might include the following:

- (1) *Employee Evaluation/Performance Critiquing.* The JPRs can be used as a guide by both the supervisor and the employee

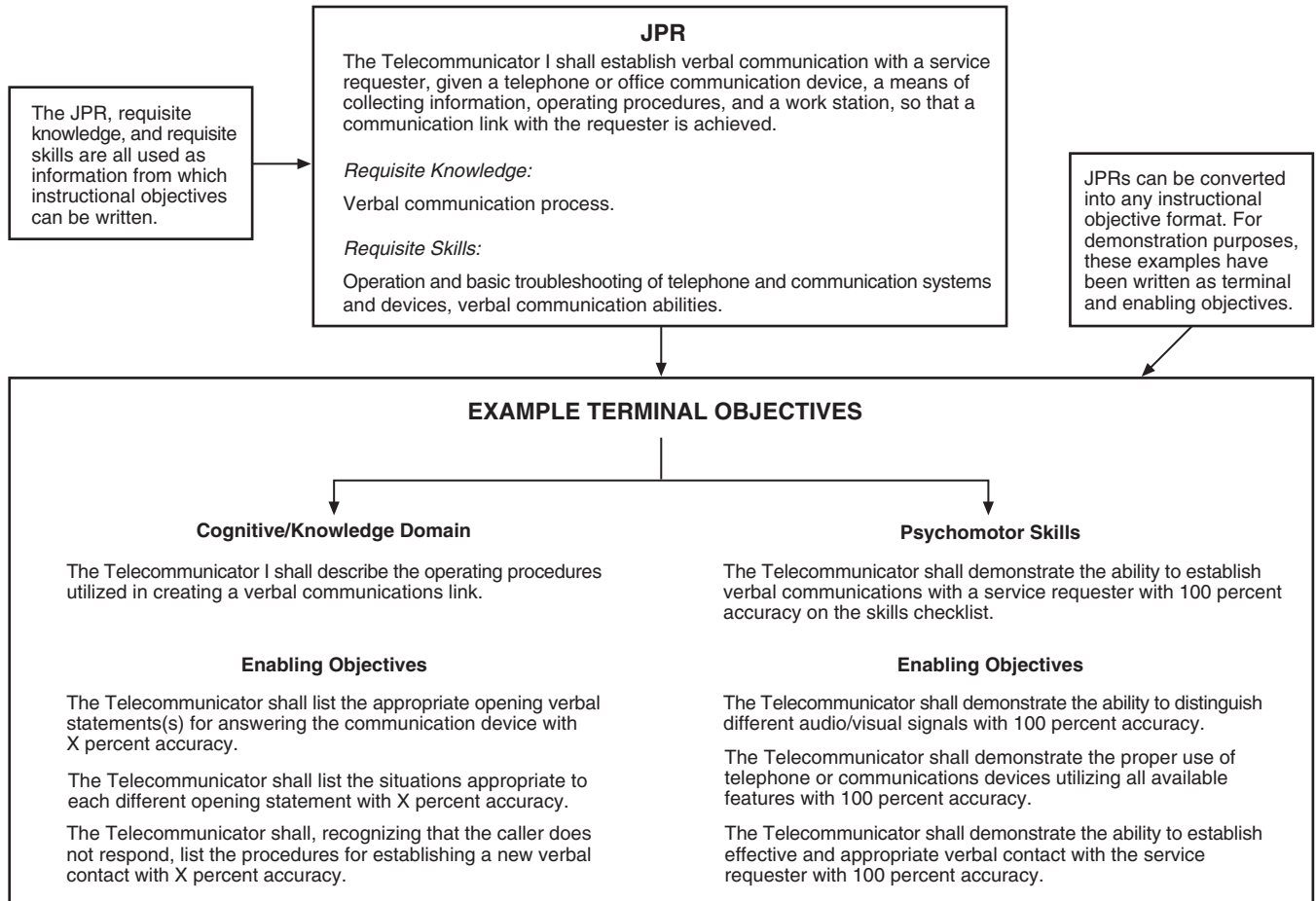


FIGURE D.3.2(a) Converting JPRs into Instructional Objectives.

Objective:		
The Telecommunicator shall establish verbal communication with a service requester, given a telephone or other communication device, a means of collecting information, operating procedures, and a work station within the time limits and accuracy standards established by the AHJ.		
	Yes	No
1. Audio/visual signals distinguished?	<input type="checkbox"/>	<input type="checkbox"/>
2. Telephone or communications devices correctly operated?	<input type="checkbox"/>	<input type="checkbox"/>
3. All features correctly demonstrated?	<input type="checkbox"/>	<input type="checkbox"/>
4. Verbal communications established effectively?	<input type="checkbox"/>	<input type="checkbox"/>
5. Task completed within the time set by the AHJ?	<input type="checkbox"/>	<input type="checkbox"/>

FIGURE D.3.2(b) Sample Skills Checklist.

during an evaluation. The JPRs for a specific job define tasks that are essential to perform on the job as well as the evaluation criteria to measure when those tasks are completed.

- (2) *Establishing Hiring Criteria.* Professional qualifications standards can be used in a number of ways to further the establishment of hiring criteria. The AHJ could simply re-

quire certification at a specific job level (e.g., Telecommunicator I). The JPRs could also be used as the basis for pre-employment screening by establishing essential minimal tasks and the related evaluation criteria. An added benefit is that individuals interested in employment can work towards the minimal hiring criteria at local colleges.

- (3) *Employee Development.* The professional qualifications standards can be useful to both the employee and the employer in developing a plan for the individual's growth within the organization. The JPRs and the associated requisite skills and knowledge can be used as a guide to determine additional training and education required for the employee to master his or her job or profession.
- (4) *Succession Planning.* Succession planning or career pathing addresses the efficient placement of people into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted individuals to prepare them for growth within the organization. The JPRs and requisite knowledge and skills could then be used to develop an educational path to aid in the individual's advancement within the organization or profession.
- (5) *Establishing Organizational Policies, Procedures, and Goals.* The JPRs can be incorporated into organizational policies, procedures, and goals where employee performance is addressed.