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1061

Standard for Public Safety Telecommunications Personnel Professional Qualifications

2018

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NFPA® 1061

Standard for

Public Safety Telecommunications Personnel Professional Qualifications

2018 Edition

This edition of NFPA 1061, *Standard for Public Safety Telecommunications Personnel Professional Qualifications*, was prepared by the Technical Committee on Public Safety Telecommunicator Professional Qualifications, released by the Correlating Committee on Professional Qualifications. It was issued by the Standards Council on November 10, 2017, with an effective date of November 30, 2017, and supersedes all previous editions.

This edition of NFPA 1061 was approved as an American National Standard on November 30, 2017.

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 made significant revisions to include correlations with Association of Public-Safety Communications Officials documents. Definitions and job performance requirements for specific positions reflected then-current and expanded roles for public safety communications. It was the intent of the Technical Committee to include a broader range of telecommunication positions. Where plausible, consideration for awareness of evolving technology in the industry and the personnel responsible was 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.

For the 2018 edition, the committee reformatted the chapters of the document to align with the template recommended by the Correlating Committee on Professional Qualifications. The committee updated extracts and definitions for the revised document. The committee evaluated and revised as necessary the job performance requirements for the positions identified in the document. The committee responded to public comments and affirmed its scope to include all public safety telecommunicators, while acknowledging other ANSI-accredited standards, such as those published by APCO, for informational reference.

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NOTE: Membership on a committee shall not in and of itself constitute an endorsement of the Association or any document developed by the committee on which the member serves.

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.

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

Contents

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Standard for

Public Safety Telecommunications Personnel Professional Qualifications

2018 Edition

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NOTICE: An asterisk (*) following the number or letter designating a paragraph indicates that explanatory material on the paragraph can be found in Annex A.

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 F. 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 F.

Chapter 1   Administration

1.1 Scope. This standard identifies the minimum job performance requirements (JPRs) for Public Safety Telecommunications Personnel.

1.2 Purpose. The purpose of this standard is to specify the minimum job performance requirements (JPRs) for service as Public Safety Telecommunications Personnel.

1.2.1   This standard shall define Public Safety Telecommunications Personnel.

N **1.2.2**   The intent of this standard shall be to ensure that personnel serving as Public Safety Telecommunications Personnel are qualified.

N **1.2.3***   This standard shall not address organization or management responsibility.

N **1.2.4**   It is not the intent of this standard to restrict any jurisdiction from exceeding or combining these minimum requirements.

N **1.2.5**   JPRs for each level and position are the tasks personnel shall be able to perform in order to carry out the job duties.

N **1.2.6***   Public Safety Telecommunications Personnel shall remain current with the general knowledge and skills and JPRs addressed for each level or position of qualification.

N **1.3 Application.**   The application of this standard is to specify which requirements within the document shall apply to Public Safety Telecommunications Personnel.

N **1.3.1**   The JPRs shall be accomplished in accordance with the requirements of the authority having jurisdiction (AHJ) and all applicable NFPA standards.

N **1.3.2**   It shall not be required that the JPRs be mastered in the order in which they appear. The AHJ shall establish instructional priority and the training program content to prepare personnel to meet the JPRs of this standard.

N **1.3.3***   Performance of each requirement of this standard shall be evaluated by personnel approved by the AHJ.

N **1.3.4***   The JPRs for each level or position shall be completed in accordance with recognized practices and procedures or as defined by law or by the AHJ.

N **1.3.5**   Personnel assigned to any duties defined in this document shall meet all of the requirements specific to their position as defined in the relevant chapter prior to being qualified.

N **1.3.6**   The AHJ shall provide personal protective clothing and the equipment necessary to conduct assignments.

N **1.3.7**   JPRs involving exposure to products of combustion shall be performed in approved personal protective equipment (PPE).

N **1.3.8**   Prior to training to meet the requirements of this standard, personnel shall meet the following requirements:

(1)*   Educational requirements established by the AHJ
(2)   Age requirements established by the AHJ
(3)   Medical requirements established by the AHJ
(4)*   Job-related physical performance requirements established by the AHJ
(5)*   Background investigation and character traits as established by the AHJ

N **1.3.9**   Wherever in this standard the terms *rules, regulations, policies, procedures, supplies, apparatus, or equipment* are referred to, it is implied that they are those of the AHJ.

N **1.3.10**   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.

N **1.4 Units**   In this standard, equivalent values in SI units shall not be considered as the requirement, as these values can be approximate. *(See Table 1.4.)*

Table 1.4 U.S.-to-SI Conversions

Quantity	U.S. Unit/Symbol	SI Unit/Symbol	Conversion Factor
Length	inch (in.)	millimeter (mm)	1 in. = 25.4 mm
	foot (ft)	meter (m)	1 ft = 0.305 m
Area	square foot (ft^2)	square meter (m^2)	1 ft^2 = 0.0929 m^2

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 Publishing Office, Washington, DC, October 2010.

2.4 References for Extracts in Mandatory Sections.

NFPA 601, *Standard for Security Services in Fire Loss Prevention,* 2015 edition.
NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems,* 2017 edition.
NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications,* 2017 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,* 2016 edition.
NFPA 1561, *Standard on Emergency Services Incident Management System,* 2014 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.

N **3.2.4 Standard.** An NFPA Standard, the main text of which contains only mandatory provisions using the word "shall" to indicate requirements and that is in a form generally suitable for mandatory reference by another standard or code or for adoption into law. Nonmandatory provisions are not to be considered a part of the requirements of a standard and shall be located in an appendix, annex, footnote, informational note, or other means as permitted in the NFPA Manuals of Style. When used in a generic sense, such as in the phrase "standards development process" or "standards development activities," the term "standards" includes all NFPA Standards, including Codes, Standards, Recommended Practices, and Guides.

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,** 2016]

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,** 2014]

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,** 2017]

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,** 2015]

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

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

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

3.3.13 Task. A specific job behavior or activity. [**1002,** 2017]

3.3.14 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,** 2016]

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

Chapter 4   Public Safety Telecommunicator I

4.1 General. The Public Safety Telecommunicator I shall receive and process service requests and disseminate information as defined in Sections 4.2 through 4.4.

4.2 Receiving Requests for Service.

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

4.2.2 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.

Δ **(A)* Requisite Knowledge.** Verbal communications process.

Δ **(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.

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

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

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

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

Δ **(A)* Requisite Knowledge.** Nonverbal communication protocols.

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

4.3 Processing Requests for Service.

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

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

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

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

4.3.3 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.

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

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

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

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

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

4.3.5 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.

4.4 Disseminate Requests for Services.

4.4.1 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.

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

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

4.4.2* 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.

4.4.3 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.

N **4.5 Fellow Employee Exhibiting Signs and Symptoms of Emotional and Behavioral Distress.** Identify signs and symptoms of emotional and behavioral health distress of an individual in crisis, given an individual exhibiting signs and symptoms of emotional and behavioral health distress in a peer setting, policies and procedures to be initiated with an awareness level education in emotional and behavioral health distress so that the emotional or behavioral health distress issue is recognized, confidentiality is maintained within the guidance of the AHJ, communication is open, nonjudgmental awareness is retained, department or community-based program is made accessible, and assistance is offered or an appropriate referral is initiated.

N **(A) Requisite Knowledge.** Knowledge of emotional and behavioral health distress signs and symptoms such as anxiety, stress, depression, addictions, or suicidal thoughts or behaviors; know what programs are within the department or within the community including but not limited to employee assistance programs (EAP); community mental health programs, chaplain, and National Suicide Prevention Lifeline to help an individual when emotional or behavioral health distress is noticed, and know how to listen and know when to communicate.

N **(B) Requisite Skills.** The ability to approach an individual exhibiting signs of emotional or behavioral distress, to use empathic and listening skills, to refer individual to an employee assistance program (EAP), community mental health program, chaplain, National Suicide Prevention Lifeline, or an individual trained in emotional and behavioral health.

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Chapter 5 Public Safety Telecommunicator II

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5.1 General. The Public Safety Telecommunicator II shall meet the job performance requirements in Chapter 4 for Public Safety Telecommunicator I and those defined in Sections 5.2 through 5.4 of this standard.

5.2 Receive Requests for Service.

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

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

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

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

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

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

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

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

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

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

5.3 Process Requests for Service.

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

5.3.2 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.

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

Δ **(B) Requisite Skills.** Interpretation of incident information.

5.3.3* 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.

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

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

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

Δ **(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.

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

5.3.5 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.

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

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

5.3.6* 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.

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

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

5.4 Disseminate Requests for Service.

Δ **5.4.1* Description of Duty.** Transmit and relay information or data to field units or other resources, given a request for service, that results in a notification for the response.

Δ **(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.

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

5.4.2* 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.

5.4.3 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.

5.4.4 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.

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

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

5.4.5* 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 implemen-

tation 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.

5.4.6 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 6 Incident/Tactical Dispatcher

6.1 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. This duty shall involve utilizing the organizational structure, forms, and terminology of NIMS and the ICS according to the job performance requirements of 6.2.

6.2 Description of Duty. 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 ICS is identified, the locations and functions of each unit are understood, and the role of the Incident Dispatcher is assumed.

6.2.1 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 are 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.

6.2.2 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.

6.2.3 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.

6.2.4 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.

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6.3 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 6.3.1 through 6.3.3.

6.3.1 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.

Δ **6.3.2** Utilize ROSS, given an incident or planned event utilizing ICS and access to ROSS, 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.

Δ **6.3.3** Work with outside agencies, given an incident or planned event utilizing ICS and ROSS, 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.

6.4 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 6.4.1 through 6.4.4.

Δ **6.4.1** Assemble a travel kit, given knowledge of potential circumstances in which an Incident Dispatcher will be placed, 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.

6.4.2 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.

6.4.3 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.

6.4.4 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.

6.5 Assume Position Responsibilities. This duty shall involve taking on the job responsibilities of an Incident Dispatcher according to the job performance requirements of 6.5.1 through 6.5.5.

6.5.1 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.

6.5.2 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.

6.5.3 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.

6.5.4 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.

6.5.5 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.

6.6 Communicate as the Incident Directs. This duty shall involve being able to receive and pass information accurately according to the job performance requirements of 6.6.1 through 6.6.3.

6.6.1 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.

6.6.2 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.

6.6.3 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.

6.7 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 6.7.1 through 6.7.3.

6.7.1 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.

6.7.2 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.

6.7.3 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.

6.8 Receiving Information. This duty shall involve receiving information from multiple sources according to the job performance requirements of 6.8.1 through 6.8.5.

6.8.1 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.

6.8.2 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.

6.8.3 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.

6.8.4 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.

6.8.5 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.

6.9 Processing Information. This duty shall involve taking the information received and processing it according to the job performance requirements of 6.9.1 through 6.9.3.

6.9.1 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.

6.9.2 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.

6.9.3 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.

6.10 Disseminating Information. This duty shall involve giving out information according to the job performance requirements of 6.10.1 and 6.10.2.

6.10.1 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.

6.10.2 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 7   Public Safety Communications Training Officer

7.1* General. The Communications Training Officer (CTO) shall meet the job performance requirements defined in Sections 7.2 through 7.5 of this standard.

7.2 Personal Conduct.

7.2.1 Apply 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.

7.2.2 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.

7.2.3 Resolve conflict, given established methods and procedures, so that disagreements are settled in a fair and objective manner to both parties.

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

(B) Requisite Skills. Mediation and negotiation.

7.3 Program Management.

7.3.1 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.

7.3.2 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.

Δ **7.3.3** Prepare documentation and file management system as prescribed by the AHJ, given the need for tracking trainee performance, so that accurate records are able to be referenced.

(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.

7.4 Instructional Delivery.

7.4.1 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.

7.4.2 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.

7.4.3 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.

7.4.4 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.

7.5 Evaluation and Testing.

7.5.1 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.

Δ **7.5.2** Grade student tests (oral, written, or performance) given answer sheets and answer keys or skills checklists, so that the examinations are graded and secured.

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

(B) Requisite Skills. None required.

7.5.3 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.

7.5.4 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.

7.5.5 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. Analysis of work performance and decision making.

Chapter 8   Public Safety Communications Supervisor

Δ **8.1* General.** The Public Safety Communications Supervisor shall meet the requirements of Public Safety Telecommunicator I and Public Safety Telecommunicator II and meet the job performance requirements as defined in Sections 8.2 through 8.6.

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8.2 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.

8.2.1 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.

8.2.2 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.

8.2.3 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.

8.2.4 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.

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

8.3.1 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.

8.4 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.

8.4.1 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.

8.4.2 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.

8.4.3 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.

8.5 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.

8.5.1 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.

8.5.2 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.

8.6 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.

8.6.1 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.

8.6.2 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 9 Public Safety Quality Assurance/Improvement Personnel

9.1* General. To qualify as Quality Assurance/Improvement Personnel, the candidate shall meet the job performance requirements defined in 9.1.1 through 9.7.1 of this standard.

• **9.2 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.

9.2.1 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.

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

9.3.1 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.

9.4 Remediation.

9.4.1 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.

9.5 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.

9.5.1 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.

9.6 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.

9.6.1 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.

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

9.7.1 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 10 Public Safety Communications Training Coordinator

10.1* General. The Communications Training Coordinator shall meet the requirements for Communications Training Officer and the job performance requirements defined in Sections 10.2 through 10.6 of this standard.

10.2 Program Management.

10.2.1 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)]

10.2.2 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)]

10.3 Develop Curricula.

10.3.1 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)]

10.3.2 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.

10.3.3 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.

10.4 Maintain Training Schedule and Staff.

10.4.1 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.

10.4.2 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.

10.4.3 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.

10.4.4 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)]

10.5 Document Training.

10.5.1 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)]

10.5.2 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.

10.6 Evaluation and Testing.

10.6.1 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)]

10.6.2 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)]

10.6.3 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)]

10.6.4 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)]

10.6.5 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)]

10.6.6 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 11 Public Safety Communications Center Manager/Director

11.1* 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, technical experience and the job performance requirements defined in Sections 11.2 through 11.5 of this standard.

N **11.1.1** The Public Safety Communications Center Manager/Director shall have the requisite knowledge of 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.

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11.2 Human Resource Management.

11.2.1 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.

11.3 Public Safety Communications Center Operations.

11.3.1 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.

11.4 Stakeholder Relationships.

11.4.1 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.

11.5 Coordinate Technologies.

11.5.1 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.

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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.

N A.1.2.3 Organization and management responsibilities should be addressed by the agency that personnel represent. The authority having jurisdiction should define the agency requirements for progression to positions of management responsibility. The agency may delegate of additional duties or other responsibilities without being considered management.

N A.1.2.6 The committee recognizes the importance of formal and continuing education and training programs to ensure that personnel at the various response levels. Continuing education and training programs can be developed or administered by local, state, provincial, or federal agencies as well as by professional associations and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.

N A.1.3.3 It is recommended, where practical, that evaluators be individuals who were not directly involved as instructors for the requirement being evaluated.

N A.1.3.4 The acceptance of nationally recognized governance, although not law, should be considered when the practices and procedures are applied.

N A.1.3.8(1) 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 requirements, and standards applicable to the position and should meet all local, state, and/or federal certification requirements.

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 F for a discussion of the considerations of the training of enhanced telecommunicator skills.)*

N A.1.3.8(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. 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 cues, incoming telephone lines, 9-1-1 screens, incident cards/screens, messages, requests, memorandums, and so forth, is imperative to perform required job duties.

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

N **A.1.3.8(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.

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.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,** 2016]

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.

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A.4.2.2(A) For additional information on the verbal communication process, see Annex B.

A.4.2.2(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.4.2.3(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.4.2.4(A) Nonverbal communication protocols include American Sign Language (ASL) syntax. The telecommunicator should also know common abbreviations used in non-verbal 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.4.2.4(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.4.3.1 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.4.3.3(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.4.3.4 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.4.4.1(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.4.4.1(B) Voice control includes the ability to maintain balanced tone, modulation, volume, and inflection while communicating.

A.4.4.2 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.5.2.1 These sources can include other telecommunicators, field units, or electronic devices.

A.5.2.2 See NFPA 1221 for information on alert tone.

A.5.2.2(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.5.2.3 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.5.2.3(A) This can include familiarity with computer operations and technology.

A.5.2.3(B) This can also include data system messages.

A.5.3.3 Deployable resources include those individuals, equipment, and specialized units that are dispatched by the agency.

A.5.3.3(A) See Chapter 7 of NFPA 1221 on operations.

A.5.3.6 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.5.3.6.)*

A.5.4.1 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

Acquire information from citizens and other entities requesting public safety services or assistance

Relay information and data as required for the service request to the citizen, other telecommunicators, or agency that results in resolution, referral, or response

Prepare data for dispatch or referral by evaluating, categorizing, formatting, and documenting incident or service-related information

FIGURE A.5.3.6   Model of Processing a Request for Service.

(MDT), two-way radios, paging systems, alerting devices, telegraph systems, telephone systems, voice alerting and PA systems, and data terminals.

A.5.4.2 In the case of unfounded service requests, hang-up calls, or invalid locations, the telecommunicator should make every effort to reverify the accuracy of a location or the validity of a service request within the policies established by the AHJ.

A.5.4.4(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.*

A.5.4.5 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.

N **A.7.1** It is important to consider APCO ANS 3.101.2-2013, *Core Competencies and Minimum Training Standards for Public Safety Communications Training Officer (CTO),* when establishing the job performance requirements for this position.

A.8.1 It is important to consider APCO ANS 3.102.1-2012, *Core Competencies and Minimum Training Standards for Public Safety Communications Supervisor,* when establishing the job performance requirements for this position. It is recommended that the supervisor also meet the requirements of the Public Safety Communications Training Officer.

N **A.9.1** It is important to consider APCO ANS 3.106.1-2013, *Core Competencies and Minimum Training Standards for Public Safety Communications Quality Assurance Evaluators,* when establishing the job performance requirements for this position.

N **A.10.1** It is important to consider APCO ANS 3.104.1-2012, *Core Competencies and Minimum Training Standards for Public Safety Communications Training Coordinator,* when establishing the job performance requirements for this position.

N **A.11.1** It is important to consider APCO ANS 3.109.2-2014, *Core Competencies and Minimum Training Standards for Public Safety Communications Manager/Director,* when establishing the job performance requirements for this position.

Annex B   Explanation of the Professional Qualifications Standards and Concepts of JPRs

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

Δ **B.1 Explanation of the Professional Qualifications 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 emergency services personnel. 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 job performance requirements (JPRs) for specific emergency services levels and positions. The standards can be used for training design and evaluation; certification; measuring and critiquing on-the-job performance; defining hiring practices; job descriptions; and setting organizational policies, procedures, and goals.

Professional qualifications standards for specific jobs are organized by major areas of responsibility defined as "duties." For example, the fire fighter's duties might include fire department communications, fireground operations, and preparedness and maintenance, whereas the fire and life safety educator's duties might include education and implementation, planning and development, and evaluation. Duties are major functional areas of responsibility within a specific job.

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job and are grouped according to the duties of the job. The complete list of JPRs for each duty defines what an individual must be able to do to perform and achieve that duty.

B.2 The Parts of a JPR.

N **B.2.1 Critical Components.** The JPR comprises three critical components, which are as follows:

(1) Task to be performed, partial description using an action verb

(2) Tools, equipment, or materials that are to be provided to complete the task

(3) Evaluation parameters and performance outcomes

Table B.2.1 gives an example of the critical components of a JPR.

Δ **B.2.1.1 The Task to Be Performed.** The first component is a concise statement of what the person is required to do. A significant aspect of that phrase is the use of an action verb, which sets the expectation for what is to be accomplished.

Δ **B.2.1.2 Tools, Equipment, or Materials That Must Be Provided for Successful Completion of the Task.** This component ensures that all individuals completing the task are given the same tools, equipment, or materials when they are being evaluated. Both the individual and the evaluator will know what will be provided in order for the individual to complete the task.

Table B.2.1 Example of a JPR

(1) Task to be performed	(1) Perform overhaul at a fire scene,
(2) Tools, equipment, or materials	(2) given approved PPE, attack line, hand tools, flashlight, and an assignment,
(3) Evaluation parameters and performance outcomes	(3) so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

Δ **B.2.1.3 Evaluation Parameters and Performance Outcomes.** This component defines — for both the performer and the evaluator — how well the individual should perform each task. The JPR guides performance toward successful completion by identifying evaluation parameters and performance outcomes. This portion of the JPR promotes consistency in evaluation by reducing the variables used to gauge performance.

N **B.2.2 Requisite Knowledge and Skills.** In addition to these three components, the JPR describes requisite knowledge and skills. As the term *requisite* suggests, these are the necessary knowledge and skills the individual should have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

N **B.2.3 Examples.** With the components and requisites combined, a JPR might read similar to the following two examples:

B.2.3.1 Example: Fire Fighter. Perform overhaul at a fire scene, given approved PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

(A) Requisite Knowledge. Knowledge of types of fire attack lines and water application devices for overhaul, water application methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, signs of area of origin or signs of arson, and reasons for protection of fire scene.

(B) Requisite Skills. The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve signs of area of origin and arson; and evaluate for complete extinguishment.

B.2.3.2 Example: Fire and Life Safety Educator II. Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.

(A) Requisite Knowledge. Knowledge of budgetary process; governmental accounting procedures; federal, tribal, state, and local laws; organizational bidding process; and organization purchase requests.

(B) Requisite Skills. The ability to estimate project costs; complete budget forms; requisition/purchase orders; collect, organize, and format budgetary information; complete program budget proposal; and complete purchase requests.

B.3 Potential Uses for JPRs.

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

The evaluator would verify the attainment of requisite knowledge and skills prior to JPR evaluation. Verification could be through documentation review or testing.

The individual seeking certification would be evaluated on completion of the JPRs. The individual would perform the task and be evaluated based on the evaluation parameters and performance outcomes. This performance-based evaluation is based on practical exercises for psychomotor skills and written examinations for cognitive skills.

Psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills cannot be observed but rather are evaluated on how an individual completes the task (process oriented) or on the task outcome (product-oriented).

Performance evaluation requires that individuals be given the tools, equipment, or materials listed in the JPR in order to complete the task.

Δ **B.3.2 Curriculum Development and 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 skills on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and degree to be measured within the educational environment.

While the differences between JPRs and instructional objectives are subtle in appearance, their purposes differ. JPRs state what is necessary to perform the job in practical and actual experience. Instructional objectives, on the other hand, 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 would be able to clarify performance expectations and avoid confusion caused by the use of statements designed for purposes other than teaching. Instructors would be able to add jurisdictional elements of performance into the learning objectives as intended by the developers.

Requisite skills and knowledge could be converted into enabling objectives, which would help to define the course content. The course content would include each item of the requisite knowledge and skills ensuring that the course content supports the terminal objective.

N **B.3.2.1 Example: Converting a Fire Fighter I JPR into an Instructional Objective.** The instructional objectives are just two of several instructional objectives that would be written to support the terminal objective based on the JPR.

JPR: Perform overhaul at a fire scene, given approved PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

Instructional Objective (Cognitive): The Fire Fighter I will identify and describe five safety considerations associated with structural integrity compromise during overhaul as part of a written examination.

Instructional Objective (Psychomotor): The Fire Fighter I will demonstrate the designed use of tools and equipment during overhaul to locate and extinguish hidden fires without compromising structural integrity.

N B.3.2.2 Example: Converting a Fire and Life Safety Educator II JPR into an Instructional Objective. The instructional objectives are just two of several instructional objectives that would be written to support the terminal objective based on the JPR.

JPR: Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.

Instructional Objective (Cognitive): The Fire and Life Safety Educator II will list and describe the bidding process for the purchase of a published program using budgetary guidelines, program needs, and the guidelines established by local organizational procedures as part of a written examination.

Instructional Objective (Psychomotor): The Fire and Life Safety Educator II will lead in the purchase of a specific fire and life safety educational program by following the bidding process to completion, using local organizational guidelines, including budgetary procedures, program needs, and delivery expense projections.

Δ B.4 Other Uses for JPRs. While the professional qualifications standards are used to establish minimum JPRs for qualification, they have been recognized as guides for the development of training and certification programs, as well as a number of other potential uses. These areas might include the following:

(1) *Employee Evaluation/Performance Critiquing.* The professional qualifications standards can be used as a guide by both the supervisor and the employee 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 completion of the tasks.
(2) *Establishing Hiring Criteria.* The professional qualifications standards can be helpful in a number of ways to further the establishment of hiring criteria. The authority having jurisdiction (AHJ) could simply require certification at a specific job level (e.g., Fire Fighter I). The JPRs could also be used as the basis for pre-employment screening to establish essential minimal tasks and the related evaluation criteria. An added benefit is that individuals interested in employment can work toward the minimal hiring criteria at local colleges.
(3) *Employee Development.* The professional qualifications standards can be practical for both the employee and the employer in developing a plan for the employee's growth within the organization. The JPRs and the associated requisite knowledge and skills can be used as a guide to determine additional training and education required for the employee to master the job or profession.
(4) *Succession Planning.* Succession planning addresses the efficient placement of individuals into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted employees 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 employee's advancement within the organization or profession.
(5) *Establishing Organizational Policies, Procedures, and Goals.* The professional qualifications standards can be functional for incorporating policies, procedures, and goals into the organization or agency.

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N   Annex C   An Overview of JPRs for Public Safety Telecommunications Personnel

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

N C.1 Public Safety Telecommunications Personnel. The matrices shown in Table C.1 are included to provide the user of the standard with an overview of the JPRs and the progression of the various levels found in the document. They are intended to assist the user of the document with the implementation of the requirements and the development of training programs using the JPRs.

N **Table C.1**

Telecommunicator I	Telecommunicator II	Incident/Tactical Dispatcher
Receiving Requests for Service		**Knowledge of NIMS/ICS**
4.2.2 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.	**5.2.2** Monitor public safety radio systems, given equipment used by the agency, so that information requiring action by the Public Safety Telecommunicator is identified.	**6.2.1** 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 are understood and appropriate resources are used.
4.2.3 Collect pertinent information, given a request for service, so that accurate information regarding the request is obtained.	**5.2.3** Monitor electronic data systems, given equipment used by the agency, so that information requiring action by the Public Safety Telecommunicator is identified.	**6.2.2** Prepare ICS forms, given an incident or planned event utilizing ICS and the NIMS/ICS
4.2.4 Utilize nonverbal communications, given a request for service through a communications device, so that accurate information regarding the request is obtained.	**5.2.4** Monitor alarm systems, given equipment used by the agency, so that information requiring action by the Public Safety Telecommunicator is identified.	**6.2.3** 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.
		6.2.4 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.
		6.3.1 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.
4.3.2 Prepare records of public safety services requests, given agency policies, procedures, guidelines, and resources, so that the record is correct, complete, and concise.	**5.3.2** 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.	**6.3.2** Utilize ROSS, given an incident or planned event utilizing ICS and access to ROSS so that all resources and event activity are tracked and status is correct and visible to the system.
4.3.3 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	**5.3.3** 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.	**6.3.3** Work with outside agencies, given an incident or planned event utilizing ICS and ROSS so that all participating agencies are aware of outstanding requests, pending requests, and requests that have been unable to be filled.
4.3.4 Determine incomplete, conflicting, or inconclusive information or data, given agency policies, procedures, guidelines, protocols, and resources, so that an allocation of resources is selected.	**5.3.4** Categorize alarm information, given signals, messages, codes, and data, so that the information is properly interpreted in preparation for the allocation of resources.	
4.3.5 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.	**5.3.5** 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.	

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Shaded text = Revisions. **Δ** = Text deletions and figure/table revisions. • = Section deletions. *N* = New material.

N **Table C.1** *Continued*

5.3.6 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.	

Disseminate Requests for Services		**Response to Incidents**
4.4.1 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.	**5.4.1** Transmit and relay information or data to field units or other resources, given a request for service, that results in a notification for the response.	**6.4.1** Assemble a travel kit, given knowledge of potential circumstances in which an Incident Dispatcher will be placed, so that he or she is able to function effectively in the position under most circumstances.
4.4.2 Relay information to other public safety telecommunications personnel or entities, given processed data, so that accurate information regarding the request for service is provided.	**5.4.2** 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.	**6.4.2** Obtain requests for assignment, given an incident or planned event, so that the location, order and request number, and any routing information is obtained.
4.4.3 Respond to requests for information, given an inquiry from the public or the media, so that the policies, procedures, and guidelines are followed.	**5.4.3** Relay service request information, given available resources and telecommunications equipment, so that all pertinent information is communicated to all responding units and agencies.	**6.4.3** Identify travel plans, given an incident or planned event, so that means of travel are identified and best route information is used.
	5.4.4 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.	**6.4.4** Check in at incident, given an incident or planned event, so that the individual is documented as being at the incident.
	5.4.5 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.	
	5.4.6 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.	
		Assume Position Responsibilities
		6.5.1 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.
		6.5.2 Show availability and capabilities of resources, given an incident or planned event, so that the resources are able to function in the communications unit.
		6.5.3 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.

(continues)

N **Table C.1**   *Continued*

		6.5.4 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. **6.5.5** 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.
		Communicate as the Incident Directs
		6.6.1 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. **6.6.2** Prepare documentation, given an incident or planned event, so that it is complete and the disposition is appropriate. **6.6.3** Determine work expectations, given an incident or planned event and input from a supervisor, so that communications are effective and work is completed.
		Ensure Completion of Assigned Actions to Meet Identified Objectives
		6.7.1 React to situations, given an incident or planned event, so that the appropriate action is based on situational information and prescribed procedures. **6.7.2** Explain position duties to on-coming shifts, given an incident or planned event, so that there is a continuity of authority and knowledge. **6.7.3** Prepare for demobilization, given an incident or planned event, so that demobilization procedures are followed.
		Receiving Information.
		6.8.1 Gather information by radio, given an incident or planned event, so that all pertinent information is obtained. **6.8.2** Obtain information by telephone, given an incident or planned event, so that all pertinent information is gathered. **6.8.3** Collect information in person, given an incident or planned event, so that all pertinent information is obtained. **6.8.4** Paraphrase unit activity, given an incident or planned event, so that all appropriate ICS forms are completed in a timely manner. **6.8.5** React to medical events, given an incident or planned event, so that all appropriate resources are dispatched and all appropriate personnel are notified.
		Processing Information
		6.9.1 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.

(continues)

Table C.1 *Continued*

		6.9.2 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.
		6.9.3 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.
		Disseminating Information
		6.10.1 Record incident information, given an incident or planned event, so that appropriate ICS forms are completed in an accurate and timely manner.
		6.10.2 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.

Communications Training Officer	**Communications Supervisor**	**Quality Assurance/Improvement Personnel**
Personal Conduct	**Human Resource Management**	**Review Calls for Service**
7.2.1 Apply 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.	**8.2.1** 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	**9.2.1** 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.
7.2.2 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.	**8.2.2** 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.	
7.2.3 Resolve conflict, given established methods and procedures, so that disagreements are settled in a fair and objective manner to both parties.	**8.2.3** Administer human resource policies and procedures, given a situation requiring action, so that the needs of the agency are met.	
	8.2.4 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.	
Program Management	**Community Relations**	**Feedback**
7.3.1 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.	**8.3.1** 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.	**9.3.1** 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.

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N **Table C.1**   *Continued*

7.3.2 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. **7.3.3** Prepare documentation and file management system as prescribed by the AHJ, given the need for tracking trainee performance, so that accurate records are able to be referenced.		
Instructional Delivery	**Administration**	**Remediation**
7.4.1 The delivery of instructional sessions, given prepared course materials and environments, so that learning objectives are met.	**8.4.1** Recommend changes to existing departmental policies, given a departmental policy, so that the policy meets the agency's changing needs.	**9.4.1** 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.
7.4.2 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. **7.4.3** The periodic delivery of continuing education, given prepared course materials, so that competency levels are maintained in a consistent fashion. **7.4.4** 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.	**8.4.2** Implement changes to departmental policies, given anew or changed departmental policy, so that the policy is communicated to and understood by telecommunicators. **8.4.3** 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.	
Evaluation and Testing	**Equipment and Systems Operations**	**Data Management**
7.5.1 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. **7.5.2** Grade student tests (oral, written, or performance) given answer sheets and answer keys or skills checklists, so that the examinations are graded and secured. **7.5.3** 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.	**8.5.1** 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. **8.5.2** 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.	**9.5.1** Collect calls for service data, given the goals and mission of the organization, so that communication center reports are timely and accurate.

N **Table C.1** *Continued*

	Health and Safety	Continuing Education
7.5.4 Provide feedback to the trainee, given comprehensive test and evaluation results, so that the trainee is able to distinguish correct performance. **7.5.5** Identify transition periods, given completion of identified training goals, so that accurate recommendation for progression, remediation, or termination is accomplished.		
	8.6.1 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. **8.6.2** 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.	**9.6.1** 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.
		Certification
		9.7.1 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.
Communications Training Coordinator	**Communications Center Manager/Director**	
Program Management	**Human Resource Management**	
10.2.1 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] **10.2.2** 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]	**11.2.1** 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.	
Develop Curricula	**Public Safety Communications Center Operations**	
10.3.1 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] **10.3.2** 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.	**11.3.1** 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.	

(continues)

N **Table C.1** *Continued*

10.3.3 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.		
Maintain Training Schedule and Staff	**Stakeholder Relationships**	
10.4.1 Maintain a continuing education training schedule, given an established lesson plan, so that training is ongoing and that continuing education objectives are met. **10.4.2** 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. **10.4.3** 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. **10.4.4** 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]	**11.4.1** 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.	
Document Training	**Coordinate Technologies**	
10.5.1 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] **10.5.2** Regularly review CTO reports and trainee evaluations, given regular reporting, so that training progress is monitored and negative trends are quickly recognized and corrected.	**11.5.1** 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.	
Evaluation and Testing		
10.6.1 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] **10.6.2** 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]		

(continues)

N **Table C.1**   *Continued*

10.6.3 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] **10.6.4** 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] **10.6.5** 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] **10.6.6** 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]		

Annex D   The Communication Process

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

D.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%
	74%
Reading	15%
Writing	11%
	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 D.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.

A more detailed model, which is still quite a general one, is described in Figure D.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.

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 D.1(c) and Figure D.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.

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.
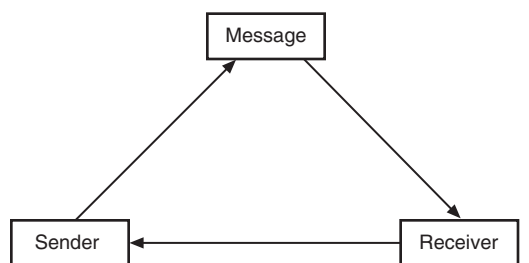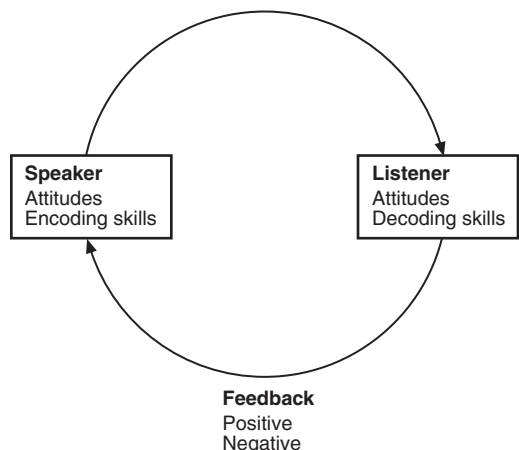
FIGURE D.1(a)   Basic Communications Model.

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

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

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

Annex E   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.

E.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.

E.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).
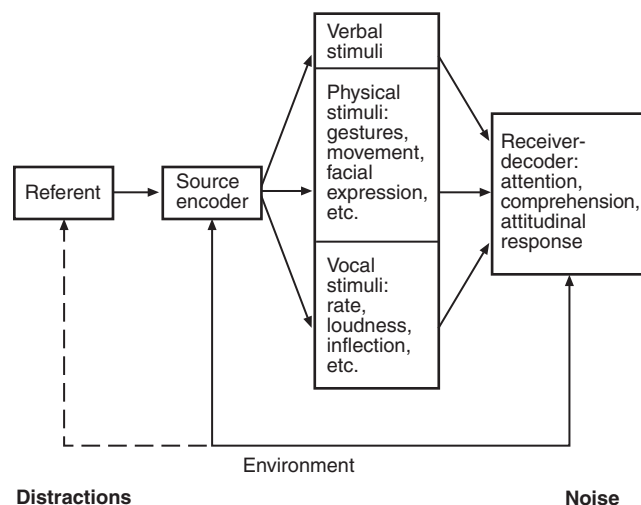

FIGURE D.1(d)   Source, Message, Channel, Receiver (SMCR) Model.

E.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

E.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.