



Candidate  
APCO ANS 3.104.1-201x:  
Core Competencies and  
Minimum Training Standards  
for Public Safety  
Communications  
Training Coordinators

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Draft for Public Review & Comment  
September 3 – October 18, 2010

To submit comments before October 18, 2010 e-mail [standards@apcointl.org](mailto:standards@apcointl.org) or go to [www.apcostandards.org](http://www.apcostandards.org)

Note: When submitting comment(s), include comment, suggested resolution and reference the page and line number(s) related to the comment(s). If you have any questions and/or need any further information, contact [standards@apcointl.org](mailto:standards@apcointl.org) or (386) 944-2446.

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**\*For information purposes only and not part of the candidate ANS**

## **A Letter from the APCO International Call Center Standards Committee Chair\***

**On behalf of public safety communications professionals across the nation, the Call Center Standards Committee has diligently worked to provide another useful tool and resource for public safety communications centers and professionals. The focus of this standard is to identify core competencies and minimum training requirements for the public safety professional responsible for planning, development, coordination, implementation, and administration of training within a public safety communications center. Many organizations may title this position differently, some may use “Training Coordinator” or “Training Manager” and some organizations may incorporate these responsibilities with other positions.**

**Many hours were volunteered by numerous subject matter experts to develop this standard. Eight Occupational Analysis (OA) Workshops were conducted regionally; one initial panel and seven validation panels. Each panel consisted of four to twelve high-performing incumbent Training Coordinators. Over 50 different Public Safety Communications Training Coordinators representing over 50 different public safety agencies throughout the nation participated in the research for this standard. It is important to recognize the time and effort APCO members have dedicated to developing this important project throughout the past year.**

**The Call Center Standards Committee, made up of a group of working public safety communication professionals from various size agencies and backgrounds, used the compiled OA data to develop the Core Competencies and Minimum Training Standards for Public Safety Communications Training Coordinators. Various sub-committees also participated in the review and creation of this final draft. This is the first version of the final draft for public review and comment. It was announced in a press release, APCO e-newsletters, and posted on the APCO Web site, soliciting comments from all public safety. We appreciate all feedback, which will be reviewed the committee and APCO’s Standards Development Committee. Please share this final draft with your colleagues and promote their active participation in the development of national standards. It is important to reference relevant industry standards and incorporate them as applicable within your agency to assist with enhancing public safety. This collaboration of industry experts can only increase the high degree of professionalism we all seek within our agencies and throughout our profession.**

**Sincerely,  
Matt Stillwell, RPL**

**APCO International Call Center Standards Committee Chair**

## **Acknowledgements\***

Special recognition to the numerous facilitators, panelists, and hosting agencies listed on page 21 that provided the pertinent research needed to successfully create this candidate ANS. At the time this version was reviewed, the Call Center Standards Committee (CCSC) included the following membership:

**Pat Joy, CCSC Group Leader**  
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**Matt Stillwell, RPL CCSC Chair**  
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## Chapter 1: Introduction

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### 1.1 Scope

This standard identifies the core competencies and minimum training requirements for Public Safety Communications Training Coordinators. This position is typically tasked with the planning, development, coordination, implementation, and administration of training within a public safety communications center. This document seeks to define the knowledge, skills, competencies, and minimum training requirements of the individual responsible for the training program, as well as the agency's responsibilities for providing training to individuals in this critical function.

### 1.2 Purpose

To identify core competencies and minimum training requirements of all personnel assigned to facilitate a training program within the public safety communications center; this APCO standard recognizes the need to supplement basic competencies with Agency specific information.

This standard should be seen as independent and stand-alone from any other APCO Standards supporting public safety communications. The Training Coordinator should be cognizant of other relevant industry standards in addition to those established by APCO International<sup>1</sup> such as National Fire Protection Association (NFPA)<sup>2</sup>, and Commission on the Accreditation of Law Enforcement Agencies (CALEA)<sup>3</sup>.

### 1.3 Definitions

Most terms used throughout this document are defined as they appear in the text. Additional definitions are provided below.

**1.3.1 Adult Learning Principles:** Currently accepted principles for preparing learning programs for adults<sup>4</sup>.

**1.3.2 Affective Domain:** This is the learning domain that deals with a person and how they act and feel. Emotions, feelings, and different behaviors, such as a person's attitude, are characteristics of this domain<sup>5</sup>.

**1.3.3 Agency:** The hiring authority or also referred to as the Authority Having Jurisdiction (AHJ). The Agency or body that defines the roles, responsibilities, policies and procedures, and performance standards that direct the activity of the Public Safety Communications Training Coordinator. In multi-discipline centers, the Agency governs the operation

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<sup>1</sup> APCO international including but not limited to: *APCO Minimum Training Standards for Public Safety Telecommunicators*, *APCO Minimum Training Standards for Public Safety Communications Training Officers (CTO)*

<sup>2</sup> NFPA publications are available at

<sup>3</sup> CALEA publications are available at

<sup>4</sup> as described by the American Society for Training and Development.

<sup>5</sup> Taxonomy of Education and Objectives, Benjamin Bloom

41 providing call taking/dispatch and related services to customer agencies; in  
42 single discipline centers, a single Agency may direct these services for one  
43 or more departments within a service area. Both have the duty to define  
44 training appropriateness, content, format, and continuing education  
45 requirements.  
46

47 **1.3.5 The Americans With Disabilities Act (ADA):** A Federal law that requires  
48 all Public Safety Answering Points (PSAPs) to provide direct and equal  
49 access to emergency telephone services to individuals with disabilities who  
50 use teletypewriters (TTY/TDDs) and other communication devices or  
51 services.  
52

53 **1.3.6 Core Competency:** The unique traits, requisite knowledge, comprehension,  
54 and application of skills, and situational analysis leading to the appropriate  
55 response to the caller, co-worker, other public safety stakeholders<sup>6</sup>, or  
56 event(s) consistent with general practices and locally defined parameters.  
57

58 **1.3.7 Calls for Service or Request for Service:** A call that results in the  
59 provision of a public safety service or response.  
60

61 **1.3.8 Cognitive Domain:** This is a learning domain that involves knowledge and  
62 the development of intellectual skills. This includes the recall or recognition  
63 of specific facts, procedural patterns, and concepts that serve in the  
64 development of intellectual abilities and skills. There are six major  
65 categories: knowledge, comprehension, application, analysis, synthesis, and  
66 evaluation.<sup>7</sup>  
67

68 **1.3.9 Delivery Method:** The way in which training is delivered, i.e., classroom,  
69 lecture, use of varied media, exercises, role plays, online, roll call, tabletop  
70 exercises, internet, intranet, etc.  
71

72 **1.3.10 Demographics:** Characteristics and cultural composition of the service  
73 area.  
74

75 **1.3.11 Evaluation of Training:** How the effectiveness of training is measured.  
76

77 **1.3.12 Fair Labor Standards Act (FLSA):** The Federal law, sometimes called the  
78 overtime law, ensures that wages are paid for all hours worked and that all  
79 overtime hours, overtime pay and collected unpaid overtime due is paid to  
80 wage earners.<sup>8</sup>  
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<sup>6</sup> May include, but is not limited to: law enforcement officers, fire fighters, emergency medical technicians, paramedics, emergency management personnel.

<sup>7</sup> Taxonomy of Education and Objectives, Benjamin Bloom

<sup>8</sup> U.S. Department of Labor –Elaws – Fair Labor Standards Act



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**1.3.13 Instructional System Design Process:** The generally accepted process used to determine a training product. This process may include a performance or needs analysis, use of an instructional design model, course development, course delivery, and evaluation of the product.

**1.3.14 Knowledge:** Fundamental understanding one must have in order to perform a specific task.

**1.3.15 Liability:** The condition of being actually or potentially subject to an obligation; condition of being responsible for a possible, or actual loss, penalty, evil expense or burden; condition which creates a duty to perform an act immediately or in the future<sup>9</sup>. Types of liability may include:

**1.3.15.1 Negligence:** Failure to use such care as a reasonably prudent and careful person would use under similar circumstances; it is the doing of some act which a person of ordinary prudence *would not have* done or the failure to do something a person of ordinary prudence *would have* done under similar circumstances<sup>10</sup>.

**1.3.15.2 Negligent Assignment:** Assigning someone to a task or job for which they are not skilled or trained. For example, assigning someone to the position of CTO who has not been properly trained.

**1.3.15.3 Negligent Entrustment:** Failure to control dangerous equipment or devices entrusted to a trainee or allowing a trainee to use a piece of equipment for which they have not been trained. Includes allowing a trainee to work the radio or CAD system unsupervised without proper training.

**1.3.15.4 Negligent Retention:** Failure to terminate an employee who is clearly unsuitable for the job.

**1.3.15.5 Negligent Supervision:** Failure to coordinate, control, or direct trainee conduct that may cause injury. This can include failure to use reasonable care in reviewing and maintaining training documentation.

**1.3.15.6 Negligent Training:** Failure to adequately train or training that is “so reckless or grossly negligent that future... misconduct is almost inevitable<sup>11</sup>.” Can include a failure to ensure employees receive required certifications.

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<sup>9</sup> Black's Law Dictionary Sixth Edition  
<sup>10</sup> Black's Law Dictionary Sixth Edition  
<sup>11</sup> Black's Law Dictionary Sixth Edition

124 **1.3.15.7 Vicarious Liability:** A legal doctrine referring to the imposition  
125 of liability on one person for the actionable conduct of another  
126 based solely on a relationship between the two persons<sup>12</sup>. For  
127 example, the liability of an employer for the acts of an employee.  
128

129 **1.3.16 National Incident Management System/Incident Command System**  
130 **(NIMS/ICS):** An organized method to define roles, responsibilities, and  
131 standard operating procedures used to unify multiple disciplines in order  
132 to manage emergency operations under one functional organization.<sup>13</sup>  
133

134 **1.3.17 Psychomotor Domain:** This is a learning domain that pertains to the  
135 physical realm, manual skills, actions, and physical skills.<sup>14</sup>  
136

137 **1.3.18 Public Safety Answering Point (PSAP):** A facility equipped and staffed  
138 to receive emergency and non-emergency calls requesting public safety  
139 services via telephone and other communication devices. Emergency calls  
140 are first answered, assessed, classified and prioritized. The FCC further  
141 defines a primary PSAP as a facility to which 9-1-1 calls are routed  
142 directly from the 9-1-1 Control Office. A secondary PSAP is defined as a  
143 facility to which 9-1-1 calls are transferred from a primary PSAP.  
144

145 **1.3.19 Public Safety Communications Center:** A public safety entity, which  
146 may include a PSAP or be referred to as an Emergency Communications  
147 Center or communications center, where emergency calls for service or 9-  
148 1-1 phone calls culminate, and/or where calls for service are dispatched to  
149 public safety service providers.  
150

151 **1.3.20 Public Safety Telecommunicator (Telecommunicator):** The individual  
152 employed by a public safety agency as the first of the first responders  
153 whose primary responsibility is to receive, process, transmit, and/or  
154 dispatch emergency and non-emergency calls for law enforcement, fire,  
155 emergency medical, and other public safety services via telephone, radio,  
156 and other communication devices.  
157

158 **1.3.21 Public Safety Communications Training Coordinator:** One who  
159 administers the training function through the needs analysis, research,  
160 planning, curriculum design, implementation, records management, and  
161 evaluation processes to enhance emergency communications.  
162

163 **1.3.22 Public Safety Communications Training Officer (CTO):** One who is  
164 responsible for training entry level employees. Training is accomplished  
165 through the delivery of classroom, on-the-job, and simulations training in  
166 order to develop professional communications officers for the agency.

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<sup>12</sup> Black's Law Dictionary Sixth Edition

<sup>13</sup> Homeland Security Presidential Directive (HSPD)- 5

<sup>14</sup> Taxonomy of Education and Objectives, Benjamin Bloom



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- 1.3.23 Quality Assurance (QA):** All actions taken to ensure that standards and procedures are adhered to and that delivered products or services meet performance requirements.<sup>15</sup>
- 1.3.24 Quality Assurance (QA) and Improvement Program:** an on-going program providing at a minimum, the random case review evaluating call receiving and emergency dispatch performance, feedback of protocol compliance, commendation, retraining and remediation as appropriate, and submission of compliance data to the Agency.
- 1.3.25 Quality Assurance Process:** A formal assessment process by which actual performance, behavior, and outcomes are compared against established standards to ensure compliance, consistency, and accuracy in the delivery of quality service.
- 1.3.26 Quality Improvement Process:** Actions taken to improve or correct areas of concern.
- 1.3.27 Shall:** Within the context of this standard, “shall” indicates a mandatory requirement.
- 1.3.28 Should:** Within the context of this standard, “should” indicates a recommendation.
- 1.3.29 Trainee:** A public safety communications employee (new or veteran) being trained in any one of the programs under the direction of the Training Coordinator.
- 1.3.30 Written Directives:** A set of agency specific policies, procedures, rules, regulations, and guidelines.

198 **Chapter 2 Agency Responsibilities**

- 199 **2.1 Scope**  
200 While the majority of this document addresses the training standard associated  
201 with the Training Coordinator, this chapter outlines the agency’s responsibilities  
202 for providing training to both new and veteran Training Coordinators in  
203 accordance with this standard.  
204
- 205 **2.2 General Agency Responsibilities**  
206 2.2.1 The Agency shall establish no less than these minimum training  
207 requirements while complying with all local, state, and federal laws<sup>16</sup>.

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<sup>15</sup> Institute for Telecommunications Services, the research and engineering branch of National Telecommunications and Information Administration a part of the US Dept of Commerce.

<sup>16</sup> To include, but not limited to: the ADA, Fair Labor Standards Act, and Equal Employment Opportunity laws.

- 208  
209 2.2.2 The Agency shall define the baseline qualifications in addition to requisite  
210 cognitive, affective, and psychomotor skills needed to achieve compliance  
211 with this standard.  
212
- 213 2.2.3 The Agency shall provide the Training Coordinator with information, in  
214 both verbal and written formats, during an initial orientation to include,  
215 but not limited to:  
216 2.2.3.1 Emergency evacuation routes and plans;  
217 2.2.3.2 Location of first-aid supplies including Automated External  
218 Defibrillator (AED) if available;  
219 2.2.3.3 Location of facilities;  
220 2.2.3.4 Time keeping procedures;  
221 2.2.3.5 Work hours;  
222 2.2.3.6 Disciplinary processes; and  
223 2.2.3.7 Grievance processes.  
224
- 225 2.2.4 The Agency shall provide the Training Coordinator with information  
226 regarding response agency resources<sup>17</sup>, including location of public safety  
227 service buildings<sup>18</sup>, apparatus and equipment, and emergency planning  
228 documents.  
229
- 230 2.2.5 The Agency shall provide a detailed overview to the Training Coordinator  
231 outlining disaster plans and recovery processes to ensure the continuity of  
232 operations.  
233
- 234 2.2.6 The Agency shall provide the Training Coordinator with expectations  
235 regarding customer service, personal conduct and behavior, courtroom  
236 demeanor, and ethical rules. If they exist, the Agency shall provide the  
237 Training Coordinator with a written copy of the Agency's adopted  
238 principles (for example, mission statement, core values, vision statement,  
239 etc).  
240
- 241 2.2.7 The Agency shall provide the Training Coordinator with information  
242 regarding access to and participation in such programs as:  
243 2.2.7.1 Critical Incident Stress Management (CISM);  
244 2.2.7.2 Employee Assistance Program (EAP);  
245 2.2.7.3 Health and wellness programs;  
246 2.2.7.4 Stress management techniques; and  
247 2.2.7.5 Safety/Risk Management Programs.
- 248 2.2.8 The Agency shall provide the Training Coordinator with access to  
249 appropriate state and federal regulations and labor practices, including, but  
250 not limited to:

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<sup>17</sup> SWAT, K9, Dive, Search and Rescue, HAZMAT and other specialized responses.

<sup>18</sup> Refers to fire stations, precincts, landing zones, and/or hospitals.

- 251 2.2.8.1 Fair Labor Standards Act (FLSA);  
252 2.2.8.2 Family Medical and Leave Act (FMLA);  
253 2.2.8.3 The Americans with Disabilities Act (ADA);  
254 2.2.8.4 Health Insurance Portability and Accountability Act (HIPAA);  
255 2.2.8.5 Occupational Health and Safety Administration (OSHA); and  
256 2.2.8.6 Any applicable labor agreements.  
257
- 258 2.3 The Agency shall define the job description and performance expectations of the  
259 Training Coordinator.  
260 2.3.1 The Agency shall clearly articulate the roles and responsibilities of the  
261 position within a defined job description.  
262  
263 2.3.2 The Agency shall provide and support the position-specific training needs  
264 and ongoing professional development of the Training Coordinator to  
265 meet agency needs and/or any necessary certifications or licenses.  
266  
267 2.3.3 The Agency shall provide applicable training for the Training Coordinator  
268 in areas identified within the job description, position expectations, and in  
269 the knowledge and skills areas identified in Chapter Four.  
270  
271 2.3.3.1 The Agency shall provide a written description of the Training  
272 Coordinator’s professional development program, including  
273 benchmarks and timelines.  
274  
275 2.3.4 The Agency shall establish detailed and defined performance  
276 expectations, providing and ensuring a clear understanding of those  
277 expectations.  
278  
279 2.3.4.1 The Agency shall have an established mechanism by which the  
280 job performance of the Training Coordinator is regularly  
281 reviewed and evaluated based upon accepted quality assurance or  
282 improvement practices or standards.  
283  
284 2.3.4.2 The Agency shall ensure performance objectives are met by the  
285 Training Coordinator.  
286  
287 2.3.4.3 The Agency shall provide an environment where the Training  
288 Coordinator is encouraged to participate regularly in  
289 performance reviews.  
290  
291 2.3.4.4 The Agency shall provide the Training Coordinator with an  
292 overview of its quality assurance and/or quality improvement  
293 process.  
294 2.3.4.5 The Agency shall provide a mechanism during the performance  
295 review wherein the Training Coordinator can identify goals and  
296 objectives to be accomplished in the course of employment.

- 297 2.3.5 The Agency shall identify misconduct, policy and/or procedure violations,  
298 or other actions of the Training Coordinator that could result in  
299 disciplinary actions, including the loss of certification, licenses, or  
300 employment.
- 301
- 302 2.3.5.1 The Agency shall document and address unacceptable  
303 performance with the Training Coordinator in a timely manner.  
304
- 305 2.3.5.2 The Agency shall ensure a fair and consistent application of the  
306 disciplinary processes associated with performance.  
307
- 308 2.3.6 The Agency shall maintain a complete training record for the training  
309 coordinator according to applicable record retention guidelines.  
310
- 311 2.3.7 The Agency shall provide the Training Coordinator with information on  
312 how and to whom they may address training issues and concerns.  
313
- 314 2.3.8 The Agency shall provide the Training Coordinator with training and  
315 continuing education and opportunities that will allow the individual to  
316 maintain and/or enhance their knowledge, skills, and abilities as defined in  
317 Chapter Four (General Knowledge and Skills).  
318
- 319 2.4 The Agency shall keep updated all written directives and shall provide the most  
320 current written directives to the Training Coordinator.  
321
- 322 2.5 The Agency shall encourage and support professional development of the  
323 Training Coordinator through the identification and provision of networking  
324 opportunities within the public safety and training communities as well as the  
325 community within which services are provided.  
326
- 327 2.6 The Agency should, when possible, subscribe to professional publications and  
328 make those publications available to its employees.  
329
- 330 2.6.1 The Agency shall make readily available professional publications that  
331 identify regulations, recommendations, or mandates within the public  
332 safety communications industry (i.e. National Response Framework,  
333 OSHA<sup>19</sup>, APCO Standards, Public Safety Communications, etc.).  
334

## 335 **Chapter 3 Organizational Integrity**

### 336 **3.1 Scope**

337 This chapter discusses the issues related to organizational integrity. Topics  
338 include the mission and values of the profession in general and the Agency

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<sup>19</sup> Occupational Safety and Health Administration

- 339 specifically, as well as the scope of the Training Coordinator’s authority,  
340 confidentiality, and liability.  
341
- 342 3.2 The Training Coordinator shall demonstrate an understanding of the Agency’s  
343 mission, values, and goals.  
344
- 345 3.3 The Training Coordinator shall be able to articulate the Agency’s expectations of  
346 professional conduct.  
347
- 348 3.4 The Training Coordinator shall demonstrate a comprehensive knowledge of the  
349 duties and essential functions of the position.  
350
- 351 3.5 The Training Coordinator shall act within their scope of authority as defined by  
352 the Agency.  
353
- 354 3.6 The Training Coordinator shall demonstrate proper application of the Agency  
355 written directives.  
356
- 357 3.7 The Training Coordinator shall demonstrate an understanding of the Agency’s  
358 Chain of Command.  
359
- 360 3.8 The Training Coordinator shall adhere to applicable local, state, or federal statutes  
361 and codes as appropriate.  
362
- 363 3.9 The Training Coordinator shall comply with governmental and industry  
364 professional requirements.<sup>20</sup>  
365
- 366 3.10 The Training Coordinator shall demonstrate comprehension and application of the  
367 Agency’s policies regarding ethical behavior.  
368
- 369 3.11 The Training Coordinator shall be able to demonstrate comprehension of the  
370 specific training and supervisory liability issues related to overall Agency  
371 operations. This should include, but is not limited to:  
372 3.11.1 Vicarious liability;  
373 3.11.2 Negligence;  
374 3.11.3 Negligent assignment;  
375 3.11.4 Negligent entrustment;  
376 3.11.5 Negligent retention;  
377 3.11.6 Negligent supervision; and  
378 3.11.7 Negligent training.
- 379 3.12 The Training Coordinator shall ensure the accurate reporting and documentation  
380 of training records.  
381

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<sup>20</sup> Applies to information regarding states’ certifications, standards, etc

- 382 3.13 The Training Coordinator shall foster and create effective working relationships  
383 with all personnel within the organization and with individuals and organizations  
384 external to the agency.  
385
- 386 3.14 The Training Coordinator shall represent the agency in a professional manner.  
387
- 388 3.15 The Training Coordinator shall encourage agency members to take responsibility  
389 for their own learning and provide an environment in which learning is valued.  
390
- 391 3.16 The Training Coordinator shall encourage and support the highest quality of  
392 workplace team interaction and behavior.  
393
- 394 3.17 The Training Coordinator shall incorporate the agency's mission, values, and  
395 goals in the creation and delivery of training.  
396
- 397 3.18 The Training Coordinator shall demonstrate fiscal responsibility, and work within  
398 the specified parameters to responsibly manage the assigned budget as directed by  
399 the AHJ.  
400
- 401 3.19 The Training Coordinator shall provide the Agency with a comprehensive training  
402 plan that accomplishes the agency objectives.  
403
- 404 3.20 The Training Coordinator shall demonstrate comprehension and application of  
405 diversity awareness and an active commitment to ensure equality, per Agency  
406 written directives.  
407

## 408 **Chapter 4 General Knowledge and Skills**

### 409 **4.1 Scope**

410 This chapter provides an overview of the general knowledge and skills that are  
411 common among high performing incumbent Training Coordinators.

### 412 **4.2 General Knowledge for The Training Coordinator**

413 The following general areas of knowledge have been identified for the Training  
414 Coordinator. If the agency chooses to adopt these standards, training shall be  
415 provided to the Training Coordinator in the respective areas as deemed  
416 appropriate by the AHJ. The Training Coordinator shall demonstrate  
417 comprehension in at least the following areas:

- 418 4.2.1 ADA-specific requirements of PSCCs for equal access, as well as internal  
419 hiring and accommodation practices;
- 420 4.2.2 Adult learning principles;
- 421 4.2.3 Agency operations;
- 422 4.2.4 Agency policies and procedures;
- 423 4.2.5 Applicable local, state, and/or federal standards and statutes and any  
424 applicable certification requirements;



- 425 4.2.6 Basic budgeting processes;
- 426 4.2.7 Industry resources;
- 427 4.2.8 Instructional design/curriculum development;
- 428 4.2.9 Instructional techniques;
- 429 4.2.10 Jurisdiction and geography;
- 430 4.2.11 Legal concepts and risk assessment;
- 431 4.2.12 Records management;
- 432 4.2.13 Record retention procedures;
- 433 4.2.14 Relevant public safety and homeland security initiatives<sup>21</sup>;
- 434 4.2.15 Research methods;
- 435 4.2.16 Supervision principles;
- 436 4.2.17 Technological systems: current systems used within the PSCC, emerging
- 437 technologies and new trends; and
- 438 4.2.18 Telecommunicator and Communications Training Officer (CTO) job
- 439 duties and requirements and relevant standards.
- 440

### 4.3 General Skills of Training Coordinators

442 If the agency chooses to adopt these standards, training shall be provided to the  
443 Training Coordinator in the respective areas as deemed appropriate by the AHJ.  
444 High-performing incumbent Training Coordinators have been identified as  
445 demonstrating the following abilities:

- 446 4.3.1 Active listening skills;
- 447 4.3.2 Analytical skills;
- 448 4.3.3 Computer skills;
- 449 4.3.4 Critical thinking skills;
- 450 4.3.5 Decision-making skills;
- 451 4.3.6 Effective interpersonal communications skills;
- 452 4.3.7 Evaluation skills;
- 453 4.3.8 Instructional and presentation skills;
- 454 4.3.9 Leadership skills;
- 455 4.3.10 Mentoring and coaching skills;
- 456 4.3.11 Multi-tasking skills;
- 457 4.3.12 Observation skills;
- 458 4.3.13 Organizational skills;
- 459 4.3.14 Project management skills;
- 460 4.3.15 Problem solving skills;
- 461 4.3.16 Research skills;
- 462 4.3.17 Supervisory skills;
- 463 4.3.18 Team-building skills;
- 464 4.3.19 Telecommunicator skills<sup>22</sup>;
- 465 4.3.20 Time management skills; and
- 466 4.3.21 Written and verbal communication skills.
- 467

<sup>21</sup> For example, Local, state, national; ex NIMS, ICS, Tactical Interoperations Communications Plan (TICP), National Response Framework

<sup>22</sup> Refer to APCO Minimum Training Standards for Public Safety Telecommunicator

468 **Chapter 5 Tools, Equipment, and Technology**

469 **5.1 Scope**

470 This chapter addresses the need for all Public Safety Communications Training  
471 Coordinators to demonstrate proficiency on all appropriate tools, equipment, and  
472 technology they may be expected to operate within the public safety  
473 communications center and/or training facilities.

474  
475 5.2 The Training Coordinator shall demonstrate the ability to utilize tools, equipment,  
476 and technology as needed by a Public Safety Telecommunicator identified in  
477 APCO ANS 3.103.1-2010.

478  
479 5.3 The Training Coordinator shall demonstrate the ability to utilize training tools,  
480 equipment, and/or available technologies to meet training needs in accordance  
481 with agency policy and procedures.

482  
483 5.3.1 The Training Coordinator should demonstrate the ability to operate multi-  
484 media technology, tools, and equipment that may be used to create,  
485 develop, and deliver training programs.

486  
487 5.3.2 The Training Coordinator shall incorporate the use of the agency's  
488 technological system(s) within the training program.

489  
490 5.4 The Training Coordinator should incorporate the most up-to-date, available and  
491 applicable technology, tools, and equipment to be used in the training program.

492  
493 5.5 The Training Coordinator shall provide instructors and Communications Training  
494 Officers with the training needed to properly use the available technology, tools,  
495 and equipment.

496  
497 **Chapter 6 Professional Competence**

498 **6.1 Scope**

499 This chapter identifies those components within Public Safety Communications  
500 that are critical for enhancing the professional competence of all public safety  
501 Training Coordinators (both new and veteran workers). Some of these  
502 components have been outlined within this document while others have been  
503 identified as being necessary for developing, maintaining, and enhancing the  
504 knowledge and skills of the Training Coordinator. While the Agency has some  
505 responsibility for supporting and facilitating the development of the Training  
506 Coordinator's professional competence, this chapter places primary accountability  
507 upon the Training Coordinator.

508  
509 6.2 The Training Coordinator shall complete training and certifications as required by  
510 national, state, local and AHJ directives.

511  
512           6.2.1 The Training Coordinator shall be responsible for maintaining required  
513           certifications  
514  
515 6.3 The Training Coordinator shall take responsibility for their own professional career  
516       development by actively seeking opportunities to enhance their job knowledge and  
517       skills.  
518  
519           6.3.1 The Training Coordinator shall take advantage of career development  
520           opportunities.  
521  
522           6.3.2 The Training Coordinator should take advantage of opportunities to  
523           network both within the public safety community and within the  
524           community.  
525  
526 6.4 The Training Coordinator shall comply with department, local, state, or federal  
527       regulations.  
528  
529 6.5 The Training Coordinator shall demonstrate the ability to meet and/or exceed  
530       performance standards set by the Agency.  
531  
532           6.5.1 The Training Coordinator shall demonstrate job proficiency in assigned  
533           job tasks.  
534  
535               6.5.1.1 The Training Coordinator shall demonstrate competency of the  
536               skills as detailed in Chapter Four, Section 4.3: General Skills for  
537               Training Coordinators.  
538  
539           6.5.2 The Training Coordinator shall actively seek and be receptive to feedback  
540           and review of their performance, including during the agency's established  
541           quality assurance or quality improvement process.  
542  
543 6.6 The Training Coordinator shall identify professional goals that can be supported by  
544       the Agency.  
545  
546 6.7 The Training Coordinator shall demonstrate effective team concepts.  
547  
548 6.8 The Training Coordinator shall demonstrate the ability to operate within all written  
549       directives and plans regarding operations established by and for the Agency.  
550  
551           6.8.1 The Training Coordinator shall demonstrate a general working knowledge  
552           of agency operations including, but not limited to, calltaking, dispatching,  
553           jurisdictional and geographical boundaries, and other related job duties.  
554  
555           6.8.2 The Training Coordinator shall remain current and informed of all  
556           policies, guidelines, and plans including relevant public safety and

- 557 homeland security initiatives.  
558  
559 6.8.3 The Training Coordinator shall demonstrate the appropriate application of  
560 policies, guidelines, and plans.  
561  
562 6.8.4 The Training Coordinator shall develop and deliver training incorporating  
563 legal concepts including exposure to liability and risk management.  
564  
565 6.8.5 The Training Coordinator shall recommend updates to policies, guidelines,  
566 and plans when appropriate.  
567  
568 6.8.6 The Training Coordinator shall update or modify all applicable training  
569 materials with current written directives in a timely manner.  
570  
571 6.9 The Training Coordinator should review professional publications in order to enhance  
572 professional competence and remain up-to-date on developments within the  
573 profession.  
574

## 575 **Chapter 7 General Competencies of a Training Coordinator**

### 576 **7.1 Scope**

577 This chapter addresses the core competencies and minimum training requirements for  
578 the successful performance of the duties of a Training Coordinator.  
579

### 580 **7.2 The Training Coordinator shall demonstrate the ability to manage training programs.**

581  
582 7.2.1 The Training Coordinator shall demonstrate the ability to analyze training  
583 needs.  
584

585 7.2.1.1 The Training Coordinator shall demonstrate the ability to  
586 conduct an internal and external training needs assessment.  
587

588 7.2.1.2 The Training Coordinator shall identify federal, state, and local  
589 training requirements.  
590

591 7.2.1.2.1 The Training Coordinator shall demonstrate the ability  
592 to apply ADA-specific requirements to the training  
593 program.  
594

595 7.2.1.3 The Training Coordinator shall demonstrate the ability to  
596 identify and prioritize training needs.  
597

598 7.2.2 The Training Coordinator shall demonstrate the ability to develop training  
599 courses utilizing professional instructional design/curriculum development  
600 strategies and methods.

- 601 7.2.2.1 The Training Coordinator shall demonstrate the ability to  
602 conduct topical research utilizing industry and other resources.  
603
- 604 7.2.2.2 The Training Coordinator shall demonstrate the ability to  
605 procure, design, or develop training materials.  
606
- 607 7.2.2.2.1 The Training Coordinator shall identify and incorporate  
608 current adult learning principles into the design,  
609 development, and delivery of training.  
610
- 611 7.2.2.3 The Training Coordinator shall demonstrate the ability to ensure  
612 standards compliance.  
613
- 614 7.2.2.4 The Training Coordinator shall demonstrate the ability to update  
615 training materials.  
616
- 617 7.2.3 The Training Coordinator shall demonstrate the ability to coordinate  
618 and/or deliver training.  
619
- 620 7.2.3.1 The Training Coordinator shall demonstrate the ability to  
621 conduct or coordinate training preparation activities.  
622
- 623 7.2.3.2 The Training Coordinator shall demonstrate the ability to  
624 conduct or coordinate course orientation.  
625
- 626 7.2.3.3 The Training Coordinator shall demonstrate the ability to  
627 coordinate or deliver training curriculum using contemporary  
628 adult-based instructional techniques.  
629
- 630 7.2.3.4 The Training Coordinator shall demonstrate the ability to  
631 evaluate student knowledge and skills.  
632
- 633 7.2.3.5 The Training Coordinator shall demonstrate the ability to  
634 evaluate the effectiveness of training.  
635
- 636 7.2.4 The Training Coordinator shall demonstrate the ability to administer  
637 training plans.  
638
- 639 7.2.4.1 The Training Coordinator shall demonstrate the ability to  
640 accurately maintain all certification requirements and related  
641 records.  
642
- 643 7.2.4.2 The Training Coordinator shall demonstrate the ability to  
644 maintain accurate training records in accordance with record  
645 retention schedules.  
646

- 647 7.2.4.3 The Training Coordinator shall demonstrate the ability to  
648 maintain training schedules.  
649
- 650 7.2.4.4 The Training Coordinator should demonstrate the ability to plan,  
651 develop, and manage the training budget as defined by the AHJ.  
652
- 653 7.2.4.5 The Training Coordinator should demonstrate the ability to  
654 participate in the hiring process as defined by the AHJ.  
655
- 656 7.2.4.6 The Training Coordinator shall demonstrate the ability to analyze  
657 data from the QA/QI process and modify training plans as  
658 appropriate.  
659
- 660 7.2.4.7 The Training Coordinator shall demonstrate the ability to work  
661 effectively with supervisors, quality assurance evaluators, and  
662 agency administrators in the accomplishment of the agency's  
663 mission and goals.  
664
- 665 7.2.4.8 The Training Coordinator should demonstrate the ability to  
666 provide public education as assigned by the AHJ.  
667
- 668 7.3 The Training Coordinator shall demonstrate the ability to manage the CTO program.  
669
- 670 7.3.1 The Training Coordinator shall demonstrate knowledge of the job duties  
671 and requirements and relevant standards for the position of CTO.  
672
- 673 7.3.2 The Training Coordinator shall demonstrate the ability to establish the  
674 CTO Program.  
675
- 676 7.3.3 The Training Coordinator shall demonstrate the ability to identify and/or  
677 assign CTO Staff.  
678
- 679 7.3.4 The Training Coordinator shall demonstrate the ability to manage and  
680 evaluate CTO Performance.  
681
- 682 7.3.5 The Training Coordinator shall demonstrate the ability to oversee trainee  
683 participation, compliance with attendance policies, and progress.  
684
- 685 7.3.6 The Training Coordinator shall demonstrate the ability to evaluate the  
686 CTO Program.



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