

# **APCO ANS 3.104.2-2017**

## **Core Competencies and Minimum Training Standards for Public Safety Communications Training Coordinator**



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APCO International  
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**Abstract:** This standard identifies the core competencies and minimum training for individuals performing the task of training coordination. This position is typically tasked with the planning, development, coordination, implementation, and administration of training within an agency.

**Keywords:** Training, Telecommunicator, Dispatcher, Communications Officer, Call-taker, Training Coordinator, Telecommunicator Instructor, Communications Operator, Public Safety Communications, Training, 9-1-1, and Emergency Services.

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## ***Executive Summary\****

The Communications Center Standards Committee has worked diligently for the last year to review, revise, and update the APCO ANSI Core Competencies and Minimum Training Standards for Public Safety Communications Training Coordinator. This standard has been completed incorporating any notable revisions from our re-validation of Occupational Analyses conducted in several regions of the United States.

The job of an agency Training Coordinator is a critical role within the public safety communications center. This position is often a rotating one within the agency and as such, it is incumbent upon the agency and the individual to seek out opportunities to become educated on the theories, processes, and best practices around adult learning and the training methods. Because current Training Coordinators know their job the best, the APCO Communications Center Standards Committee continues to use the Occupational Analysis process (OA) or a Process Analysis (PA) process, to gather from high-performing incumbent workers, the information used to create and revise the standard. We thank all the individuals who participated in these processes for their expertise, knowledge, and dedication to their profession. We equally thank our high-performing panel members' agencies for supporting them and their involvement.

The Committee would like to take this opportunity to also thank members of the subcommittees: The CCSC Occupational Analysis Subcommittee that conducts Occupational Analyses and Process Analyses around the U.S., CCSC Review Subcommittee, and the Training Subcommittee of the Standards Development Committee. The dedication of these individuals cannot be underestimated.

We also wish to thank the APCO staff members who support these efforts with their dedication and hard work.

We highly encourage agencies to review not only this standard but other APCO/ANS standards related to Telecommunicator training as well. Our goal is to weave a fabric of professional training for public safety communications organizations and create a broader view of training inclusive of multiple standards and help agencies train those individuals who contribute so much in the training of telecommunicators.

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## ***Acronyms and Abbreviations\****

*\*Informative material and not a part of this American National Standard (ANS)*

ADA	Americans with Disabilities Act
AED	Automated External Defibrillator
AHJ	Authority Having Jurisdiction
ANS	American National Standard
ANSI	American National Standards Institute
APCO	Association of Public Safety Communications Officials
CALEA	Commission on Accreditation for Law Enforcement Agencies
CISM	Critical Incident Stress Management
CTO	Communications Training Officer
FLSA	Fair Labor Standards Act
FMLA	Family and Medical Leave Act
HIPAA	Health Insurance Portability and Accountability Act
ICS	Incident Command System
NFPA	National Fire Protection Association
NIMS	National Incident Management System
OSHA	Occupational Safety and Health Administration
PSAP	Public Safety Answering Point
QA/QI	Quality Assurance / Quality Improvement
SDC	Standards Development Committee
TTY / TDD	Teletypewriter / Telecommunications Device for the Deaf

## Chapter 1: Introduction

### 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 the Agency.

### 1.2 Purpose

To define the core competencies and minimum training requirements of all personnel assigned to facilitate a training program within the Agency. The purpose of this standard is to provide a consistent foundation for the knowledge, skills, and abilities needed to fulfill this critical function. This standard recognizes the need to supplement the training and core competencies identified within this standard with Agency specific information.

### 1.3 Definitions

Definitions of terms used throughout this document.

1.3.1 **Adult Learning Theory:** “A term that encompasses the collective theories and principles of how adults learn and acquire knowledge.”<sup>1</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>2</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, written directives and performance standards that direct the activity of the Public Safety Communications Training Coordinator. In multi-discipline centers, the Agency governs the operation providing call-taking/dispatching and related services to customer agencies. In single discipline centers, a single Agency may direct these services for one or more departments within a service area. Both have the duty to define training appropriateness, content, format, and continuing education requirements.

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

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<sup>1</sup> Biech, Elaine; The ASTD Handbook for Workplace Learning Professionals; p. 2

<sup>2</sup> Bloom, B.S (1956) Taxonomy of Educational Objectives

- 1.3.5 **Core Competency:** The unique traits, requisite knowledge, comprehension, and application of skills, and situational analysis leading to the appropriate response to the caller, co-worker, other public safety stakeholders<sup>3</sup>, or event(s) consistent with general practices and locally defined parameters.
- 1.3.6 **Calls for Service or Request for Service:** A call that results in the provision of a public safety service or response.
- 1.3.7 **Cognitive Domain:** This is a learning domain that involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills. There are six major categories: knowledge, comprehension, application, analysis, synthesis, and evaluation.<sup>4</sup>
- 1.3.8 **Delivery Method:** The way in which training is delivered, i.e., classroom, lecture, use of varied media, exercises, role plays, online, roll call, tabletop exercises, internet, intranet, etc.
- 1.3.9 **Demographics:** Characteristics and cultural composition of the service area.
- 1.3.10 **Evaluation of Training:** How the effectiveness of training is measured.
- 1.3.11 **Fair Labor Standards Act (FLSA):** The Federal law, sometimes called the overtime law, ensures that wages are paid for all hours worked and that all overtime hours, overtime pay and collected unpaid overtime due is paid to wage earners.<sup>5</sup>
- 1.3.12 **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.
- 1.3.13 **Knowledge:** Fundamental understanding one must have in order to perform a specific task.
- 1.3.14 **Liability:** The condition of being or potentially being 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>6</sup>. Types of liability may include:

<sup>3</sup> May include, but is not limited to: law enforcement officers, fire fighters, emergency medical technicians, paramedics, emergency management personnel.

<sup>4</sup> Bloom, B.S (1956) Taxonomy of Educational Objectives

<sup>5</sup> <http://www.dol.gov/elaws/flsa.htm>

<sup>6</sup> Black's Law Dictionary 1133 (9th ed. 2009)

- 1.3.14.1 **Negligence:** The 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>7</sup>.
- 1.3.14.2 **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 or allowing an employee to perform a function for which they are not qualified.
- 1.3.14.3 **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.
- 1.3.14.4 **Negligent Retention:** Failure to terminate an employee who is clearly unsuitable for the job.
- 1.3.14.5 **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.
- 1.3.14.6 **Negligent Training:** Failure to adequately train or training that is grossly negligent thus creating a risk that the trainee will not act with due regard in the future.
- 1.3.14.7 **Vicarious Liability:** A legal doctrine referring to the imposition of liability on one person for the actionable conduct of another based solely on a relationship between the two persons<sup>8</sup>. For example, the liability of an employer for the acts of an employee.
- 1.3.15 **National Incident Management System/Incident Command System (NIMS/ICS):** An organized method to define roles, responsibilities, and standard operating procedures used to unify multiple disciplines, to manage emergency operations under one functional organization.<sup>9</sup>

<sup>7</sup> Black's Law Dictionary 1133 (9th ed. 2009)

<sup>8</sup> Black's Law Dictionary 998 (9th ed. 2009)

<sup>9</sup> <http://www.fema.gov/emergency/nims/IncidentCommandSystem.shtm#item1>

- 1.3.16 **Psychomotor Domain:** This is a learning domain that pertains to the physical realm, manual skills, actions, and physical skills.<sup>10</sup>
- 1.3.17 **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. Emergency calls are first answered, assessed, 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.
- 1.3.18 **Public Safety Communications Center:** A public safety entity, which may include a PSAP or be referred to as an Emergency Communications Center or communications center, where emergency calls for service or 9-1-1 phone calls culminate, and/or where calls for service are dispatched to public safety service providers.
- 1.3.19 **Public Safety Communications Supervisor (Supervisor):** The individual employed by a Public Safety Communications Center to provide leadership and guidance to employees to achieve the Agency's mission, values, and vision.
- 1.3.20 **Public Safety Telecommunicator (Telecommunicator):** The individual employed 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.
- 1.3.21 **Public Safety Communications Training Coordinator:** One who administers the training function through the needs analysis, research, planning, curriculum design, implementation, records management, and evaluation processes to enhance emergency communications.
- 1.3.22 **Public Safety Communications Training Officer (CTO):** One who is responsible for training employees; through the delivery of one-on-one and on-the-job training to develop professional Telecommunicators for the Agency.
- 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>11</sup>
- 1.3.24 **Quality Assurance (QA) and Quality Improvement (QI) Program:** An on-going program providing at a minimum, the random case review evaluating call receiving and emergency

<sup>10</sup> Bloom, B.S (1956) Taxonomy of Educational Objectives

<sup>11</sup> <http://ntia.doc.gov/category/institute-telecommunication-sciences>

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 Evaluator (QAE):** One who executes the tasks of the quality assurance process.
- 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.

## Chapter 2 Agency Responsibilities

### 2.1 Scope

While most of this standard addresses the training of the Public Safety Communications Training Coordinator (Training Coordinator), this chapter outlines the Agency’s responsibilities for providing training to both new and veteran Training Coordinators in accordance with this standard.

- 2.2 The Agency shall establish no less than these minimum training requirements while complying with all local, state, and federal laws<sup>12</sup>.
- 2.3 The Agency shall define the baseline qualifications in addition to requisite cognitive, affective, and psychomotor skills needed to achieve compliance with this standard.
- 2.4 The Agency shall provide the Training Coordinator with information, in both verbal and written formats, during an initial orientation to include, but not limited to:

#### 2.4.1 Disciplinary processes,

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<sup>12</sup> To include, but not limited to: the ADA, Fair Labor Standards Act, and Equal Employment Opportunity laws.

- 2.4.2 Grievance processes,
- 2.4.3 Location of first-aid supplies including Automated External Defibrillator (AED) if available,
- 2.4.4 Location of facilities,
- 2.4.5 Time keeping procedures, and
- 2.4.6 Work hours.

- 2.5** The Agency shall provide the Training Coordinator with information regarding response agency resources<sup>13</sup>, including location of public safety service buildings<sup>14</sup>, apparatus and equipment, and emergency planning documents.
- 2.6** The Agency shall provide training and performance expectations to the Training Coordinator detailing responses to catastrophic, technological, or structural failure within the communications center, emergency evacuation plans, and recovery processes to ensure the continuity of operations.
- 2.7** The Agency shall provide the Training Coordinator with expectations regarding customer service, personal conduct and behavior, courtroom demeanor, and ethical rules. If they exist, the Agency shall provide the Training Coordinator with a written copy of the Agency's adopted principles (For example, mission statement, core values, vision statement, etc.).
- 2.8** The Agency shall provide the Training Coordinator with information regarding access to, and participation in, such programs as:
- 2.8.1 Critical Incident Stress Management (CISM),
  - 2.8.2 Employee Assistance Program (EAP),
  - 2.8.3 Health and Wellness Programs,
  - 2.8.4 Stress management techniques, and
  - 2.8.5 Safety/Risk Management Programs.
- 2.9** The Agency shall provide the Training Coordinator with access to appropriate state and federal regulations and labor practices, including, but not limited to:
- 2.9.1 Americans with Disabilities Act (ADA),
  - 2.9.2 Fair Labor Standards Act (FLSA),
  - 2.9.3 Family Medical and Leave Act (FMLA),
  - 2.9.4 Health Insurance Portability and Accountability Act (HIPAA),
  - 2.9.5 Occupational Safety and Health Administration (OSHA), and any applicable labor agreements.
- 2.10** The Agency shall define the job description and performance expectations of the Training Coordinator.
- 2.10.1 The Agency shall clearly articulate the roles and responsibilities of the position within a

<sup>13</sup> SWAT, K9, Dive, Search and Rescue, HAZMAT and other specialized responses.

<sup>14</sup> Refers to fire stations, precincts, landing zones, and/or hospitals.

defined job description.

- 2.10.2 The Agency shall provide for and support the position-specific training and ongoing professional development, including benchmarks and timelines, of the Training Coordinator to meet Agency performance standards and any necessary certifications or licenses.
- 2.10.3 The Agency shall establish detailed and defined performance expectations, providing and ensuring a clear understanding of those expectations.
  - 2.10.3.1 The Agency shall provide the Training Coordinator with an overview of its quality assurance process.
  - 2.10.3.2 The Agency shall have an established mechanism by which the job performance of the Training Coordinator is regularly reviewed and evaluated based upon accepted quality assurance practices or standards.
  - 2.10.3.3 The Agency shall ensure performance objectives are met by the Training Coordinator.
  - 2.10.3.4 The Agency shall provide regular opportunities for the Training Coordinator to provide and receive feedback during a review of the individual's job performance.
  - 2.10.3.5 The Agency shall provide a mechanism during the performance review wherein the Training Coordinator can identify goals and objectives to be accomplished during employment.
- 2.11** The Agency shall inform the Training Coordinator of types of actions that could be considered cause for disciplinary action including loss of certification, license, or employment.
  - 2.11.1 The Agency shall document and address unacceptable performance with the Training Coordinator in a timely manner.
  - 2.11.2 The Agency shall ensure a fair and consistent application of the disciplinary processes associated with performance.
- 2.12** The Agency shall provide applicable training and continuing education opportunities for the Training Coordinator in areas identified within the job description, performance expectations, and in the knowledge and skills areas identified in Chapter 4, General Knowledge and Skills.
- 2.13** The Agency shall provide the Training Coordinator with information on how and to whom they may address training issues and concerns.
- 2.14** The Agency shall maintain a complete training record for the Training Coordinator according to applicable record retention guidelines.

- 2.15 The Agency shall keep updated all written directives and shall provide the most current written directives to the Training Coordinator.
- 2.16 The Agency shall encourage and support professional development of the Training Coordinator through the identification and provision of networking opportunities within the public safety and training communities as well as the community within which services are provided.
- 2.17 The Agency should, when possible, subscribe to professional publications and make those publications available to its employees.
- 2.18 The Agency shall make readily available documents that identify regulations, recommendations, or mandates within the public safety communications industry (i.e. APCO Standards, National Response Framework, OSHA<sup>15</sup>, etc.).
- 2.19 The Agency shall require and ensure no less than twenty-four hours of continuing education or recurrent training for each Training Coordinator annually and should be relevant to the core job functions.

## Chapter 3 Organizational Integrity

### 3.1 Scope

This chapter discusses the issues related to organizational integrity. Topics include the mission and values of the profession in general and the Agency specifically, as well as the scope of the Training Coordinator's authority, confidentiality, and liability.

- 3.2 The Training Coordinator shall demonstrate an understanding of the Agency's mission, values, and vision.
- 3.3 The Training Coordinator shall be able to articulate the Agency's expectations of professional conduct.
- 3.4 The Training Coordinator shall demonstrate a comprehensive knowledge of the duties and essential functions of the position.
- 3.5 The Training Coordinator shall act within their scope of authority as defined by the Agency.
- 3.6 The Training Coordinator shall demonstrate proper application of the Agency's written directives.
- 3.7 The Training Coordinator shall demonstrate an understanding of the Agency's Chain of Command.

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<sup>15</sup> <http://www.osha.gov/>

- 3.8** The Training Coordinator shall adhere to applicable local, state, federal, or tribal statutes and codes as appropriate.
- 3.9** The Training Coordinator shall comply with mandatory professional requirements as identified by the Agency.<sup>16</sup>
- 3.10** The Training Coordinator shall demonstrate comprehension and application of the Agency's policies regarding ethical behavior.
- 3.11** The Training Coordinator shall demonstrate comprehension and application of the Agency's confidentiality policies and rules regarding the discussion or release of information acquired in the workplace to the public, the media, or others. Such information should include, but is not limited to:
  - 3.11.1 Data systems accessible through local, state, or federal networks,
  - 3.11.2 Information contained in calls for service,
  - 3.11.3 Information gained through the 9-1-1 or E9-1-1 system and/or,
  - 3.11.4 Personnel information, and
  - 3.11.5 Records Management Systems.
- 3.12** The Training Coordinator shall be able to demonstrate comprehension of the specific training and supervisory liability issues related to overall Agency operations. This should include, but is not limited to:
  - 3.12.1 Negligence,
  - 3.12.2 Negligent Assignment,
  - 3.12.3 Negligent Entrustment,
  - 3.12.4 Negligent Retention,
  - 3.12.5 Negligent Supervision,
  - 3.12.6 Negligent Training, and
  - 3.12.7 Vicarious Liability.
- 3.13** The Training Coordinator shall ensure the accurate reporting and documentation of training records.
- 3.14** The Training Coordinator shall foster and create effective working relationships with all personnel within the organization and with individuals and organizations external to the agency.
- 3.15** The Training Coordinator shall represent the agency in a professional manner.
- 3.16** The Training Coordinator shall encourage and support the highest quality of workplace team interaction and behavior.

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<sup>16</sup> Applies to information regarding states' certifications, standards, etc.

- 3.17 The Training Coordinator shall incorporate the agency's mission, values, and goals in the creation and delivery of training.
- 3.18 The Training Coordinator shall demonstrate fiscal responsibility, and work within the specified budget as directed by the Agency.
- 3.19 The Training Coordinator shall provide the Agency with a comprehensive training plan that accomplishes the agency objectives.
- 3.20 The Training Coordinator shall demonstrate comprehension and application of diversity awareness and an active commitment to ensure equality, per Agency written directives.

## Chapter 4 General Knowledge and Skills

### 4.1 Scope

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

### 4.2 Requisite Standards

- 4.2.1 A Training Coordinator shall have a working knowledge of APCO ANS: *Minimum Training Requirements for Public Safety Telecommunicator* and APCO ANS: *Core Competencies and Minimum Training Requirements for Public Safety Communications Training Officers*.
- 4.2.2 Coordinator should be cognizant of other relevant standards, including other APCO standards, National Fire Protection Association's (NFPA) standards, and The Commission on Accreditation for Law Enforcement Agencies' (CALEA) standards.

### 4.3 General Knowledge of the Training Coordinator

The following general areas of knowledge have been identified for the Training Coordinator. The Agency shall require the Training Coordinator to demonstrate proficiency in at least the following areas:

- 4.3.1 ADA-specific requirements of the Agency for equal access, as well as internal hiring and accommodation practices,
- 4.3.2 Adult learning principles,
- 4.3.3 Agency operations,
- 4.3.4 Agency's written directives,
- 4.3.5 Applicable local, state, federal and/or tribal standards and statutes and any applicable certification requirements and accreditation programs,
- 4.3.6 Basic budgeting processes,

- 4.3.7 Industry resources,
- 4.3.8 Instructional design/curriculum development,
- 4.3.9 Instructional techniques,
- 4.3.10 Jurisdiction and geography,
- 4.3.11 Legal concepts and risk assessment,
- 4.3.12 Records management,
- 4.3.13 Record retention procedures and procedures,
- 4.3.14 Relevant public safety and homeland security initiatives<sup>17</sup>,
- 4.3.15 Research methods,
- 4.3.16 Scheduling,
- 4.3.17 Stress management techniques,
- 4.3.18 Supervision principles,
- 4.3.19 Technological systems: current systems used within the Agency, emerging technologies and new trends, and
- 4.3.20 Telecommunicator and Communications Training Officer (CTO) job duties and requirements and relevant standards.

#### **4.4 General Skills of the Training Coordinator**

High-performing incumbent Training Coordinators have been identified as demonstrating the following abilities:

- 4.4.1 Active listening,
- 4.4.2 Analysis,
- 4.4.3 Computer,
- 4.4.4 Critical thinking,
- 4.4.5 Decision-making,
- 4.4.6 Emotional Intelligence,
- 4.4.7 Evaluation,
- 4.4.8 Facilitation,
- 4.4.9 Interpersonal communications,
- 4.4.10 Instructional and presentation,
- 4.4.11 Leadership,
- 4.4.12 Mentoring and coaching,
- 4.4.13 Multi-tasking skills,
- 4.4.14 Observation,
- 4.4.15 Organization,
- 4.4.16 Project management,
- 4.4.17 Problem-solving,
- 4.4.18 Research,
- 4.4.19 Stress management
- 4.4.20 Supervision,
- 4.4.21 Team-building,

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<sup>17</sup> For example, Local, state, national; ex NIMS, ICS, Tactical Interoperations Communications Plan (TICP), National Response Framework

- 4.4.22 Telecommunicator<sup>18</sup>,
- 4.4.23 Time management, and
- 4.4.24 Written and verbal communication.

## Chapter 5 Tools, Equipment, and Technology

### 5.1 Scope

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

- 5.2 The Training Coordinator shall demonstrate the ability to utilize tools, equipment, and technology as used by a Minimum Training for Public Safety Telecommunicator and Core Competencies and Minimum Training Standard for Communications Training Officer identified in APCO ANS.

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

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

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

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

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

## Chapter 6 Professional Competence

### 6.1 Scope

This chapter identifies those components within Public Safety Communications that are critical for enhancing the professional competence of all Public Safety Communications Training Coordinators (both new and veteran workers). Some of these components have been outlined within this document while others have been identified as being necessary for developing, maintaining, and enhancing the knowledge and skills of the Training Coordinator. While the Agency has some responsibility for

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<sup>18</sup> Refer to APCO Minimum Training Standards for Public Safety Telecommunicator

supporting and facilitating the development of the Training Coordinator's professional competence, this chapter places primary accountability for developing professional competence upon the Training Coordinator.

- 6.2** The Training Coordinator shall complete and maintain mandated training and certifications.
- 6.3** The Training Coordinator shall take responsibility for their own professional career development by actively seeking opportunities to enhance their job knowledge and skills.
  - 6.3.1** The Training Coordinator shall take advantage of career development opportunities, taking advantage of opportunities to network within both the community and the public safety community.
- 6.4** The Training Coordinator shall comply with department, local, state, federal, or tribal regulations.
- 6.5** The Training Coordinator shall demonstrate the ability to meet and/or exceed performance standards set by the Agency.
  - 6.5.1** The Training Coordinator shall demonstrate job proficiency in assigned job tasks and shall demonstrate competency of the skills as detailed in Chapter Four, Section 4.4: General Skills for the Training Coordinator.
  - 6.5.2** The Training Coordinator shall actively seek and be receptive to feedback and review of their performance, including during the agency's established quality assurance and quality improvement processes.
- 6.6** The Training Coordinator shall identify professional goals that can be supported by the Agency.
- 6.7** The Training Coordinator shall demonstrate effective team concepts, including being an effective team member.
- 6.8** The Training Coordinator shall demonstrate the ability to operate within all written directives and plans regarding operations established by and for the Agency.
  - 6.8.1** The Training Coordinator shall demonstrate proficiency in agency operations which may include, but is not limited to, calltaking, dispatching, jurisdictional and geographical boundaries, and other related job duties.
  - 6.8.2** The Training Coordinator shall remain current and informed of the Agency's written directives including relevant public safety and homeland security initiatives.
  - 6.8.3** The Training Coordinator shall demonstrate the appropriate application of the Agency's written directives.

- 6.8.4 The Training Coordinator shall recommend updates to the Agency's written directives when appropriate.
- 6.8.5 The Training Coordinator shall update or modify all applicable training materials with current written directives in a timely manner.
- 6.9** The Training Coordinator should review professional publications to enhance professional competence and remain up-to-date on developments within the profession.
- 6.10** The Training Coordinator shall demonstrate the ability to communicate with superiors, peers, and subordinates in a positive and constructive manner.

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

### **7.1 Scope**

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

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

#### **7.2.1 The Training Coordinator shall demonstrate the ability to analyze training needs.**

7.2.1.1 The Training Coordinator shall demonstrate the ability to conduct internal and external training needs assessments.

7.2.1.2 The Training Coordinator shall identify and apply federal, state, and local training requirements including applicable ADA-specific requirements.

7.2.1.3 The Training Coordinator shall demonstrate the ability to determine and prioritize training needs.

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

7.2.2.1 The Training Coordinator shall demonstrate the ability to conduct topical research utilizing industry and other resources.

7.2.2.2 The Training Coordinator shall demonstrate the ability to obtain, develop and maintain curricula and training materials while incorporating current adult learning

principles into the design, development, and delivery of training specific to target audiences.

- 7.2.2.3 The Training Coordinator shall demonstrate the ability to ensure standards compliance including quality assurance and improvement standards.
- 7.2.2.4 The Training Coordinator shall demonstrate the ability to update curricula and training material.
- 7.2.2.5 The Training Coordinator shall demonstrate the ability to evaluate the training program, including, but not limited to, performance skill and knowledge assessments.
- 7.2.3 The Training Coordinator shall demonstrate the ability to coordinate and/or deliver training.
  - 7.2.3.1 The Training Coordinator shall demonstrate the ability to conduct or coordinate training preparation activities.
  - 7.2.3.2 The Training Coordinator shall demonstrate the ability to identify, develop and evaluate instructors and performance evaluators.
  - 7.2.3.3 The Training Coordinator shall demonstrate the ability to conduct or coordinate course orientation.
  - 7.2.3.4 The Training Coordinator shall demonstrate the ability to coordinate or deliver training curriculum using contemporary adult-based instructional techniques.
  - 7.2.3.5 The Training Coordinator shall demonstrate the ability to evaluate student knowledge and skills and provide performance feedback.
  - 7.2.3.6 The Training Coordinator shall demonstrate the ability to evaluate the effectiveness of training.
- 7.2.4 The Training Coordinator shall demonstrate the ability to administer training plans.
  - 7.2.4.1 The Training Coordinator shall demonstrate the ability to accurately maintain all certification requirements and related records.
  - 7.2.4.2 The Training Coordinator shall demonstrate the ability to maintain accurate training records in accordance with record retention schedules.
  - 7.2.4.3 The Training Coordinator shall demonstrate the ability to maintain training schedules.

- 7.2.4.4 The Training Coordinator should demonstrate the ability to plan, develop, and manage the training budget as defined by the Agency.
- 7.2.4.5 The Training Coordinator should demonstrate the ability to participate in the hiring process as defined by the Agency.
- 7.2.4.6 The Training Coordinator shall demonstrate the ability to analyze data from the QA/QI process and modify training plans as appropriate.
- 7.2.4.7 The Training Coordinator shall demonstrate the ability to work effectively with internal and external customers in the accomplishment of the agency's mission and goals.
- 7.2.4.8 The Training Coordinator should demonstrate the ability to provide public education as assigned by the Agency.

**7.3** The Training Coordinator shall demonstrate the ability to manage the CTO program.

- 7.3.1 The Training Coordinator shall demonstrate knowledge of the job duties and requirements and relevant standards for the position of CTO.
- 7.3.2 The Training Coordinator shall demonstrate the ability to establish the CTO Program.
- 7.3.3 The Training Coordinator shall demonstrate the ability to identify and/or assign CTO Staff.
- 7.3.4 The Training Coordinator shall demonstrate the ability to manage and evaluate CTO Performance.
- 7.3.5 The Training Coordinator shall demonstrate the ability to oversee trainee participation, compliance with attendance policies, and trainee progress.
- 7.3.6 The Training Coordinator shall demonstrate the ability to evaluate the CTO Program.

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End of Candidate ANS 3.104-2-2017

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***Notes\****



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