POST
LIBRARY

ARCHIVES

Public Safety Dispatcher Job Analysis

Component 2:

Analysis of Job Requirements

THE COMMISSION
ON PEACE OFFICER STANDARDS AND TRAINING

STATE OF CALIFORNIA

POST
LIBRARY

ARCHIVES

PUBLIC SAFETY DISPATCHER JOB ANALYSIS

COMPONENT 2:

ANALYSIS OF JOB REQUIREMENTS

March 1991

Project Staff:

John Weiner, Principal Investigator

Anna Solorio, Project Analyst

COMMISSION ON PEACE OFFICER STANDARDS AND TRAINING

Ronald E. Lowenberg Chairman	Chief of Police Huntington Beach
Edward Maghakian Vice-Chairman	Western Region Safety Manager Waste Management, Inc.
Sherman Block	Sheriff Los Angeles County
Edward Hunt	District Attorney Fresno County
Raquel Montenegro, Ph.D.	Professor of Education C.S.U.L.A.
Richard L. Moore	City Manager City of Atherton
C. Alex Pantaleoni	Division Dean Department of Public Services Rio Hondo College
Floyd Tidwell	Retired Sheriff San Bernardino County
Robert L. Vernon	Assistant Chief Los Angeles Police Department
Robert Wasserman	Chief of Police Fremont
Daniel E. Lungren	Attorney General
Norman C. Boehm	Executive Director Commission on Peace Officer Standards and Training

PREFACE

This report describes the second component of a job analysis of the public safety dispatcher occupation in California. This component was aimed at identifying worker requirements -- knowledges, skills, abilities and traits -- that are important for successful performance as a public safety dispatcher. The resulting information is intended to serve as the basis for the further development of entry-level standards for the selection and training of public safety dispatchers.

NORMAN C. BOEHM
Executive Director

TABLE OF CONTENTS

POST COMMISSIONERS iii

PREFACE v

TABLE OF CONTENTS vii

LIST OF TABLES xi

LIST OF FIGURES xiii

INTRODUCTION 1

Background 1
Statement of the Problem 2

METHOD 3

Overview 3

Study Design 3

Types of Job Information 3
Characteristics of Job Information 4
Sources of Job Information 5
Methods for Collecting Job Information 6
Study Population 6

Procedure 6

Preliminary KSAT List 6

Survey Development 9

Rating Scales 10
KSAT Review Workshops 14
Survey Construction 14
Pilot Administration 15
Final Survey Instrument 15

TABLE OF CONTENTS (Continued)

Survey Sample 15

Survey Administration 16

Survey Representation 19

Survey Analysis Sample Characteristics 21

ANALYSIS AND RESULTS 25

Procedure 25

Analytic Structure 25

Analysis of Knowledge and Skill Ratings 27

"Core" Knowledges and Skills 27
"Core Training" Knowledges and Skills 27
Extent of Training 28

Analysis of Ability and Trait Ratings 29

"Core" Abilities and Traits 29
Entry-Level Requirements 30

Results 31

Overview of KSAT Analysis Results 31

Results: Knowledge and Skill Requirements Analysis 32

"Core" Knowledges and Skills 32
"Core" Training Knowledges and Skills 39
Knowledges and Skills Rated Highest in Importance 42
"Basic Training" Knowledges and Skills 45
"On-the-Job" Training Knowledges and Skills 46
"Refresher Training" Knowledges and Skills 47
"Group-Specific" Knowledges and Skills 49
"Non-Core" Knowledges and Skills 49

TABLE OF CONTENTS (Continued)

Results: Ability and Trait Requirements Analysis 49

"Core Entry-Level" Abilities and Traits 49
Abilities and Traits Rated Highest in Importance 58

SUMMARY AND CONCLUSIONS 62

REFERENCES 67

APPENDICES 69

1 Source Information for Identified Dispatcher Traits

2 KSAT Review Workshop Participants

3 KSAT Review Workshop Procedure

4 Public Safety Dispatcher Survey of Job Requirements

5 Administrator's Instructions

6 Number of Surveys Completed Per Agency

7 "Core Training" Knowledges

8 "Core Training" Skills

9 "Basic Training" Knowledges

10 "Basic Training" Skills

11 "On-the-Job Training" Knowledges

12 "On-the-Job Training" Skills

13 "Refresher Training" Knowledges

TABLE OF CONTENTS (Continued)

APPENDICES (Continued)

14 "Refresher Training" Skills

15 "Group-Specific" Knowledges and Skills

16 "Non-Core" Knowledges

LIST OF TABLES

Table	Title	Page
2.1	KSAT Definitions	5
2.2	Survey Sampling Plan Percentage of Available Pool of Supervisors	17
2.3	Survey Sampling Plan Percentage of Supervisor Population	18
2.4	Survey Sample Representation	20
2.5	Breakdown of Survey Analysis Sample by Gender, Race/Ethnicity and Age	22
2.6	Breakdown of Survey Analysis Sample by Rank, Education and Experience	23
2.7	Breakdown of Survey Analysis Sample by Types of Personnel Supervised and Shift Worked	24
3.1	Overview of Job Requirements Survey Results	31
3.2	Summary of "Core" Knowledge and Skill Ratings	32
3.3	"Core" Knowledges	33-36
3.4	"Core" Skills	37-38
3.5	Summary of "Core Training" Knowledges	40
3.6	Summary of "Core Training" Skills	41
3.7	"Core" Knowledges Rated Highest in Importance	43

LIST OF TABLES (Continued)

Table	Title	Page
3.8	"Core" Skills Rated Highest in Importance	44
3.9	Summary of "Basic Training" Knowledge and Skill Ratings	45
3.10	Summary of "On-the-Job Training" Knowledge and Skill Ratings	47
3.11	Summary of "Refresher Training" Knowledge and Skill Ratings	48
3.12	Summary of "Core Entry-Level" Ability and Trait Ratings	50
3.13	"Core" Abilities Necessary Before Hire	51-55
3.14	"Core" Traits Necessary Before Hire	56-57
3.15	Abilities Analysis Results	59
3.16	Traits Analysis Results	61

LIST OF FIGURES

Figure	Title	Page
1-a	Job Requirements Survey Rating Scales "Importance" and "When Learned"	11
1-b	Job Requirements Survey Rating Scales "In-Service Training" and "Entry-Level Requirements"	13
2	Job Requirements Analysis Framework	26

INTRODUCTION

Background

In accordance with a legislative mandate [PC 13510(c)], the California Commission on Peace Officer Standards and Training (POST) established standards for selecting and training entry-level public safety dispatchers (POST reg. 1018). The standards were established through the consensus of an advisory committee.

To further advance dispatcher selection and training standards, POST established a research program. The initial phase of the research program has been devoted to the completion of a job analysis of the dispatcher occupation in California. The job analysis consists of three major components: (1) Job Task Analysis, (2) Analysis of Dispatcher Job Requirements, and (3) KSAT Linkage Analysis.

Component 1, Job Task Analysis, was completed resulting in the identification of the "core" elements of dispatcher work (Weiner, 1990). These "core" work elements include tasks and complaints/incidents that are performed or handled by a majority of dispatchers and are considered important by dispatch supervisors statewide. Additional information was obtained regarding the equipment, telecommunication systems and resource materials used, and referral/mutual aid agencies and field personnel contacted in the performance of dispatcher duties. The "core" work elements apply to dispatchers throughout the state, including those employed by police departments, sheriffs' departments, and independent regional communication centers of various sizes, as well as centers that utilize a computer-assisted dispatch (CAD) system and "non-CAD" centers.

Component 2, Analysis of Dispatcher Job Requirements, was founded upon the results of the above task analysis. The second component was designed to identify the various worker requirements -- knowledges, skills, abilities and traits (KSATs)[1] -- necessary for dispatchers statewide to successfully perform the "core" work identified in the task analysis. In addition, information was obtained regarding the appropriateness of the knowledges and skills for training, and the importance of the abilities and traits for future test development and validation research.

Component 3, KSAT Linkage Analysis, will be undertaken to identify the nature of the relationships between the various requisite KSATs and "core" tasks and other work elements. These results will serve to document the job relatedness of the KSATs, as well as their relative importance for training curricula and entry-level assessment procedures.

---

[1] Definitions of the terms "knowledge," "skill," "ability," and "trait" are provided later in this report.

This report describes the methodology and results of Component 2 of the job analysis -- Analysis of Dispatcher Job Requirements.

Statement of the Problem

The rationale underlying the present analysis was to provide a basis for the subsequent development of job-related selection procedures and training curricula for entry-level dispatchers. To this end, the following objectives were set for the study.

Objectives

1. To identify the KSATs that are important for successful performance of the "core" dispatcher job tasks identified in Component 1; that is, "core" KSATs.

2. To identify the "core" knowledges and skills that are appropriate to be addressed in entry-level training for **new** dispatchers, including basic (classroom) training and on-the-job training.

3. To identify the "core" knowledges and skills that require refresher training (continuous professional training -- CPT) for **tenured** dispatchers to maintain job proficiency.

4. To identify the "core" abilities and traits that are necessary for entry-level dispatcher candidates to possess before hire.

METHOD

Overview

The methodology was largely survey-based and is summarized as follows. First an initial list of KSATs was developed, along with several prototype rating scales. The KSATs and rating scales were reviewed with subject matter experts and after making a number of revisions, were incorporated into a survey instrument. The survey was pilot tested and then administered to a representative sample of dispatch supervisors throughout the state. The survey responses were then key-entered into a computer file and statistically analyzed to identify "core" KSATs -- important KSATs necessary to perform dispatcher work statewide. Further analyses were conducted to identify "core" knowledges and skills appropriate for entry-level training and/or refresher training for tenured dispatchers. Additional analyses of the "core" abilities and traits were conducted to identify those that are necessary for entry-level dispatcher candidates to possess before hire.

Further details regarding the methodology are given in the following sections.

Study Design

In designing the study, consideration was given to the types of job information to be collected, the specific characteristics of the job information to be studied, the sources to be used in obtaining the job information and the methods to be used in collecting the job information. Characteristics of the dispatcher study population were also considered.

Types of Job Information -- KSATs

Traditionally, job requirements have been identified in terms of the knowledges, skills, abilities, and various other behavioral characteristics (traits) that the worker must possess or develop to successfully perform the job. Such worker requirements were identified in the present study. In doing so, operational definitions of the terms "knowledge," "skill," "ability" and "trait" were developed. These definitions were based upon a review of the nomenclature employed in a number of sources, as described below.

The review of terminology included various definitions used in professional standards[1] and principles,[2] legal guidelines,[3] literature pertaining to human performance assessment,[4] and a college dictionary.[5]

The definitions of "ability" and "skill" used in the present study were derived from those posed by Fleishman and Quaintance (1984). The definition adopted for "trait" was taken from the SIOP Principles, and the definition adopted for "knowledge" is one that is generally consistent with all of the different sources reviewed. The operational definitions used in the present study are shown in Table 2.1

Characteristics of Job Information

Several characteristics of the KSATs were studied pursuant to the objectives of the study. They included importance, entry-level and refresher training requirements, and entry-level dispatcher candidate requirements before hire.

The primary characteristic of interest was the importance of the KSATs for successful job performance as a public safety dispatcher. To the extent that a KSAT was found to be important for dispatcher work statewide, it was considered a "core" worker requirement. Additional information relevant to training was obtained regarding the appropriateness of the knowledges and skills for entry-level training and refresher

---

[1]The Standards for Educational and Psychological Testing (AERA, APA, NCME, 1985) refer to types of tests. An **ability test** is defined as "a test that measures the current performance or estimates future performance of a person in some defined domain of cognitive, psychomotor, or physical functioning." An **achievement test** is defined as "a test that measures the extent to which a person commands a certain body of information or possesses a certain skill, usually in the field where training or instruction has been received."

[2]The Principles for the validation and use of personnel selection procedures (3rd ed., Society for Industrial and Organizational Psychology, 1987) define a **trait** as "an enduring characteristic of a person that is common to a number of that person's activities"; a **skill** is defined as a "competence to perform the work required by the job." The term **"ability"** is not defined in this document.

[3]The Uniform Guidelines on Employee Selection Procedures (U.S. EEOC, et al, 1978) define an **ability** as "a present competence to perform an observable behavior or a behavior which results in an observable product"; a **skill** is defined as "a present, observable competence to perform a learned psychomotor act"; and **knowledge** is defined as "a body of information applied directly to the performance of a function."

[4]Fleishman and Quaintance (1984) in their book Taxonomies of Human Performance distinguish between **abilities** and **skills** as follows. "An **ability** refers to a more general capacity of the individual related to performance in a variety of human tasks. The fact that individuals who do well on task A also do well on tasks B and C, but not in tasks D, E and F indicates, inferentially, a common process involved in the latter three. Thus an ability is a general trait of the individual that has been inferred from certain response consistencies. Both learning and genetic components underlie ability development. In contrast, a **skill** is defined as the level of proficiency in a specific task or group of tasks. The development of a given skill or proficiency on a given task is predicated in part on the possession of relevant basic abilities."

[5]The American Heritage Dictionary, 2nd College Edition (1976) gives the following definitions: **skill** n. 1. Proficiency, ability, or dexterity; expertness. 2. An art, trade, or technique particularly one requiring use of the hands or body. **ability** n. 1. The quality of being able to do something; physical, mental, financial, or legal power to perform. 2. A natural or acquired skill or talent. **trait** n. 1. A distinguishing feature, as of the character. **knowledge** n. 1. The state or fact of knowing. 2. Familiarity, awareness, or understanding gained through experience or study. 3. The sum or range of what has been perceived, discovered, or learned. 4. learning; erudition. 5. Specific information about something.

training. Information regarding entry-level dispatcher candidate requirements before hire was obtained for the abilities and traits.

Sources of Job Information

Information regarding KSAT importance, training requirements, and entry-level dispatcher candidate requirements was obtained from first-line supervisors of public safety dispatchers. Preliminary information regarding the dispatcher knowledge and skill domain was obtained from various local agency documents and POST training publications. Abilities and traits were initially identified from published research reports and performance assessment literature described later in this report.

Table 2.1

KSAT Definitions

KNOWLEDGE: **the understanding of a body of information, which may be drawn upon to perform various functions.**

e.g., knowledge of call screening procedures, call priority rules, radio codes and identifiers, basic elements of a crime.

SKILL: **a competency to apply techniques and knowledge in the performance of specific tasks, developed through practice and experience.**

e.g., typing skills, interviewing skills, report writing skills, radio communication skills, telephone communication skills.

ABILITY: **a general, underlying capacity enabling (or limiting) the performance of a wide variety of tasks.**

e.g., oral and written comprehension, oral and written expression, memorization, deductive and inductive reasoning, selective attention, hearing ability, auditory attention.

TRAIT: **a behavioral characteristic, attribute, or enduring pattern of behavior reflected by the manner in which people act under various conditions and circumstances.**

e.g., Emotional Self-Control: maintaining composure and refraining from overreacting in stressful situations (e.g., crisis, time pressure, tragedy, multiple simultaneous incidents or interruptions).

Methods for Collecting Job Information

The principal means of obtaining the above job information was via survey. Numeric rating scales were used to quantify supervisor judgments regarding KSAT importance, training requirements, and entry-level dispatcher candidate requirements. The survey instrument and rating scales employed are described in a later section. Additional procedures for obtaining job information included interviews and workshops with subject matter experts.

Study Population

The study population included public safety dispatchers who spend a majority of the time (at least 50%) providing complaint-taking and/or dispatching-related services for law enforcement, and who are employed full-time by a police department, sheriff's department, or independent regional communication center. A complete breakdown of the composition of the dispatcher study population is given in the technical report for the task analysis (Component 1).

Procedure

The analysis of dispatcher job requirements was completed in the following stages:

1. Development of preliminary KSAT list
2. Survey development
3. Sample selection
4. Survey administration
5. Analysis: Identification of "Core," "Group-Specific," and "Non-Core" KSATs, Training Requirements and Entry-Level Requirements.

Preliminary KSAT List

POST project staff constructed an initial list of KSATs by reviewing a number of source materials and generating descriptions of KSATs that were hypothesized to be related to the job tasks identified in Component 1. The development of the preliminary KSAT list is further described below.

Knowledges and Skills. Potentially important dispatcher knowledges and skills were initially identified by reviewing various documents and selecting or deriving subject matter topics and specific skills that were expected to be important for the performance of one or more dispatcher job tasks. The following documents were reviewed.

(a) **POST research reports and publications:** Basic Complaint/Dispatcher Training Curriculum Outline (1988); Dispatcher Training Guide (1986); Telecommunications Training Guide (1988); Entry-Level Peace Officer Job Analysis Report (1979).

(b) **Local agency documents:** Job descriptions from over 200 local agencies and training manuals from over 20 agencies.

Additional subject matter topics and skills were generated to represent job tasks that were not covered by the above documents.

As a result of the above review, over 50 subject matter topics were identified. These topics were grouped into ten (10) preliminary major knowledge areas, as follows:

PRELIMINARY KNOWLEDGE AREAS

1. Call Taking Principles and Procedures
2. Dissemination of Information
3. Radio Dispatching Principles and Procedures
4. Computer-Assisted Dispatching
5. Law Enforcement Information Systems
6. Communication Center Operations
7. Complaint/Incident Procedures
8. Equipment & Resource Materials
9. Mutual Aid
10. Field Personnel & Resources

Also resulting from the review was the identification of over 50 dispatcher skills. The skills were grouped into the following nine (9) major skill categories:

PRELIMINARY SKILL CATEGORIES

1. Vocal skills
2. Listening skills
3. Writing skills
4. Reading skills
5. Complaint-taking skills
6. Dispatching skills
7. Telecommunication skills
8. Public Contact skills
9. Office skills

Abilities. Human abilities are well defined in the literature pertaining to psychological testing and measurement. In the present study, Fleishman's taxonomy of human performance was adopted (Fleishman and Quaintance, 1984). The Fleishman taxonomy consists of 52 abilities representing a wide range of cognitive, psycho-motor, sensory-motor and physical abilities, such as Oral Expression, Deductive Reasoning, Perceptual Speed, Reaction Time, Dynamic Strength, Near Vision, and Hearing abilities.

The Fleishman taxonomy is based upon extensive factor-analytic research in the area of abilities assessment. Fleishman cites the work of Guilford (1967) and French, Ekstrom and Price (1963) as the principal sources for his list of cognitive and perceptual abilities, and his own work during the 1950's through early 1970's as the major source for psycho-motor and physical abilities. The Fleishman taxonomy is consistent with the general cognitive abilities testing literature. Nunnally (1978) describes major ability factors that consistently appear in the literature which encompass the cognitive abilities listed in Fleishman's taxonomy. They include Verbal, Numerical, Reasoning, Memory, Spatial and Perceptual abilities.

The use of Fleishman's taxonomy for the development of selection procedures is recommended by Landy (1988), who used the taxonomy as a basis for the development of an examination for entry-level police officers in New York.

Initially, 29 abilities were selected from Fleishman's taxonomy which were hypothesized to be important for dispatcher work and potentially useful for entry-level dispatcher candidate assessment. These abilities fall within the following categories:

Cognitive Abilities: Verbal, Reasoning, Memory, Numerical, Perceptual, Spatial

Psycho-motor Abilities: Manual Dexterity and Speed

Sensory-motor Abilities: Vision, Hearing, and Speech

The abilities and their definitions are listed later in this report.

Traits. The identification of dispatcher traits began with the generation of an initial list of various adjectives and short descriptions of behavioral characteristics. These "behavioral adjectives" were to represent characteristics and styles of behavior hypothesized to be important for the successful performance of dispatcher work. They were intended to serve as a basis for subsequent stages of the research process, including

review by job experts and further definition in terms of specific examples of job behavior. This type of behavioral adjectives-based trait research methodology has been employed in personality classification and testing research since the 1930's.[6]

An initial list of over 50 behavioral adjectives was generated by POST staff, based upon a review of a number of published research reports, including the following: **POST Entry-level Peace Officer Job Analysis** (Kohls, Berner and Luke, 1979); **POST Psychological Screening Manual** (Hargrave and Berner, 1984); **POST Dispatcher Training Guide** (1986); **"How to Prepare and Conduct Job Element Examinations"** (Primoff, 1975); **Rated Attribute Requirements of Job Elements in the Position Analysis Questionnaire** (Mecham and McCormick, 1969); **Validation Report for the Job of Corrections Officer** (Personnel Decisions, Inc., 1985); and the **Handbook for Analyzing Jobs** (US Department of Labor, 1972). In addition, job descriptions and performance appraisal instruments obtained from over 200 local agencies were reviewed. Further details regarding the review of these sources are given in Appendix 1.

The initially identified behavioral adjectives were classified into the following eight general categories:

1. Adaptability
2. Attitudes
3. Emotional Self Control
4. Ethics
5. Interpersonal Behavior
6. Maturity
7. Social Concern
8. Work Habits

Survey Development

A survey instrument was developed to obtain ratings from supervisors statewide regarding the importance of the various KSATs for entry-level dispatcher selection and training. The survey was developed in the following steps:

---

[6]For example, the following authors are cited by Fleishman and Quaintance (1984) as users of this methodology:

Allport, G.W., and Odbert, H.S. (1936). Trait names: A psycholexical study. Psychological Monographs, 47,(1, Whole No 211).

Cattell, R.B. (1946). The description and measurement of personality. New York: Harcourt-Brace and World.

a. Develop rating scales
b. Conduct KSAT review workshops
c. Construct survey instrument
d. Pilot administration
e. Finalize survey instrument

Rating Scales. Three rating scales used in Component 1 of the job analysis were also used in the analysis of dispatcher job requirements. They included "Importance," "When-Learned," and "In-Service Training" scales. An additional "Entry-Level Requirement" scale was developed for the present study. The rating scales were reviewed and tested in the workshops and pilot administration described later in this report. The final resulting scales and their intended uses are outlined below.

"Importance" Scale: A 5-point ordinal scale, ranging from "1" (Of little importance) to "5" (Critically important), used to rate the overall importance of each KSAT. A scale value of "0" was used to indicate that a KSAT is not relevant to the job for dispatchers in an agency. The "Importance" scale was analyzed in two ways: (1) the percentage of supervisors rating each KSAT as relevant to the job for dispatchers was computed (dichotomized between "not important" [rated "0"] and "Of little importance" or higher [rated "1" or higher]); and (2) the mean importance rating was computed to reflect the overall importance of each KSAT.[7] The "Importance" scale is shown in Figure 1-a.

"When-Learned" Scale: A 3-point nominal scale used to indicate when entry-level training should be provided to new dispatchers to learn or develop each knowledge and skill. The scale included values of "1" (Classroom [basic] training -- full preparation before any job assignment); "2" (Combination of classroom and on-the-job training); and "3" (On-the-job training -- best learned on the job; no prior training required). A scale value of "0" was used to indicate that no formal training is required. Raters were instructed to consider both training efficiency and safety to the public and field personnel in making their judgments. The "When-Learned" scale is also shown in Figure 1-a.

[7] Mean importance was computed based on ratings of "1" or higher.

Figure 1-a

Job Requirements Survey Rating Scales
"Importance" and "When-learned"

IMPORTANCE

How important is this KSAT for overall successful job performance for dispatchers in your agency?

5 - Critically important
4 - Very important
3 - Important
2 - Of some importance
1 - Of little importance
0 - Not important for successful job performance

WHEN-LEARNED (knowledges and skills only)

When should **new** dispatchers develop this knowledge/skill, considering both training efficiency and safety to the public and field personnel?

0 - **No formal training required.**

1 - **Classroom (basic) training** -- full development required before any job assignment.

2 - **Combination of Classroom (Basic) training and On-the-job training** -- some classroom preparation is required before initial assignment to dispatcher duties and formal on-the-job training.

3 - **On-the-job training** -- best developed on-the-job through formal instruction provided during initial assignment to dispatcher job duties (no prior training required).

Rating Scales (continued)

"In-Service Training" Scale: A 2-point nominal scale was used to identify the need for in-service (refresher) training addressing each knowledge and skill in order for tenured dispatchers to maintain job proficiency. The scale included values of "1" corresponding to informal training required and "2" corresponding to formal training required. A scale value of "0" was used to indicate that no in-service training is required. The "In-Service Training" scale is shown in Figure 1-b.

"Entry-level Requirement" Scale: A dichotomous scale was used to identify abilities and traits that entry-level dispatcher candidates are expected to bring with them to the job. The scale included values of "1" corresponding to "YES, the ability or trait is necessary before hire" and "0" corresponding to "not required before hire." See Figure 1-b.

Figure 1-b

Job Requirements Survey Rating Scales
"In-Service Training" and "Entry-Level Requirement"

IN-SERVICE TRAINING (knowledges & skills only)

Is continuous in-service training (refresher training) required for this knowledge/skill for **tenured** dispatchers to maintain job proficiency?

0 - **NO**, in-service training is not required. On-the-job experience is adequate to maintain this job knowledge/ skill.

1 - **YES**, best handled by individual agencies in bulletins or brief in-service meetings (regional training would not be appropriate).

2 - **YES**, requires formal classroom instruction and assessment of dispatcher knowledge/skill (by regional centers or local agencies).

ENTRY-LEVEL REQUIREMENT (abilities and traits only)

Is it necessary that a dispatcher candidate possess this ability/ trait **before hire** -- before initial training or job assignment?

1 - **YES, this ability/trait is necessary before hire** -- development through entry-level training or on-the-job experience would be impractical and/or unsafe.

0 - **NO, this ability/trait can be easily acquired after hire** -- development through training and/or on-the-job experience would pose little or no risk to the public and field personnel.

KSAT Review Workshops. The preliminary KSAT lists and rating scales were reviewed by subject matter experts (dispatch supervisors and managers) in a series of workshops during August and September 1989. These workshops are described below.

A preliminary workshop was conducted at POST headquarters. Four communication center supervisors/managers participated in the workshop, representing a police department, a sheriff's department, and an independent regional communication center (see Appendix 2). Participants reviewed and edited the initial KSAT list and generated specific knowledge statements to define the initially identified subject matter topics.

Two formal "KSAT Review Workshops" were conducted, one in northern California, the other in southern California. The workshops were attended by a total of 35 dispatch supervisors and managers representing communication centers of various sizes and types from throughout the state. Participants in these workshops are listed in Appendix 2.

The workshops entailed reviewing the task analysis results and the initial KSAT lists and then verifying that each of the listed KSATs was important for at least one dispatcher job task, and that the KSAT item was worded accurately and free of agency-specific language. KSAT statements were modified as needed and new KSATs were generated to represent worker requirements for tasks not covered by the initial list. A detailed outline of the workshop procedure is given in Appendix 3.

Following the workshops, the KSAT lists were reviewed by POST research staff and a number of final editorial changes were made, particularly with respect to the trait definitions. The resulting dispatcher KSATs are listed in the survey instrument contained in an appendix of this report, which is described in the following section (see "Final Survey Instrument").

Survey Construction. The above described rating scales and KSATs were incorporated into a survey booklet, along with instructions to survey participants. In September 1989, a small group of dispatch supervisors was convened at POST headquarters to review a prototype survey form and ensure that the instructions were clear and that the booklet was generally easy to use. Overall, the survey instrument was well received and little change was suggested. Participants in the survey pre-review are listed in Appendix 2.

Pilot Administration. During the month of October 1989, a draft version of the Job Requirements Survey was administered to 15 dispatch supervisors at 5 agencies.[8] The surveys were mailed to the local project coordinators at each agency along with "Administrator's Instructions" specifying procedures for selecting participants and administering the surveys.

The returned surveys were reviewed by POST project staff to ensure that the scales were used properly and to detect problems participants had in completing the survey. The survey ratings were key-entered into a computer file and descriptive statistics were computed to ensure that respondents used the scales properly. Overall, responses to the survey items were reasonable, indicating that survey participants were able to use the survey appropriately.

Final Survey Instrument. As a result of the pilot administration, several changes were made to the wording of some KSATs, as well as to the rating instructions and the "Entry-Level Requirement" scale. The resulting final version of the Public Safety Dispatcher Survey of Job Requirements is contained in Appendix 4. An overview of the survey is given below.

Section A - Background Information: Participants provide certain background and demographic information necessary to ensure that the appropriate personnel complete the survey and to document the representation of the survey sample.

Section 1 - Knowledges and Skills: Participants rate each knowledge (n=138) and skill (n=64) using the "Importance," "When-Learned" and "In-Service Training" scales.

Section 2 - Abilities and Traits: Participants rate each ability (n=28) and trait (n=15) using the "Importance" and "Entry-Level Requirement" scales.

The Administrator's Instructions that were distributed to local agency coordinators along with the surveys are contained in Appendix 5.

Survey Sample

A representative sample of dispatch supervisors from agencies throughout California was selected to complete the Job Requirements Survey. The survey sample was selected following the stratified sampling procedure developed in Component 1.

---

[8]Kings County Communication Center, Alameda County SD, Riverside County SD, San Diego PD, and Long Beach PD participated in the pilot administration.

The resulting sample was comprised of 352 supervisors from 191 agencies representing various important characteristics of the dispatcher population; namely, agency size and type, and CAD use/non-use.[9]

Table 2.2 shows the sampling plan relative to the number of supervisors available to survey (i.e., those employed by agencies participating in the study). Nearly 50% of the total number of available supervisors were to be sampled. Table 2.3 shows that, overall, approximately 40% of the relevant population of supervisors in the state would be represented by the survey sample.

Survey Administration

Between November 1989 and January 1990, Job Requirements Surveys were distributed to local agency coordinators by mail, along with Administrator's Instructions for selecting survey participants and administering the surveys. A total of 288 surveys were returned to POST (a return rate of 82%).

The returned surveys were reviewed by project staff to ensure that they were completed properly by the appropriate personnel. Survey responses were then key-entered into a computer data file and were subjected to several computer edits (e.g., valid range of values, consistent ratings between scales, and percentage of complete ratings). A small percentage of the returned surveys were excluded from the analysis due to missing data or non-conformance with criteria established for inclusion in the study.[10]

---

[9]The characteristics of the public safety dispatcher population are fully described in the Component 1 report.

[10]A total of 21 surveys were excluded for the following reasons:

(a) Not responsible for supervising or managing the work of public safety dispatchers (n=1);

(b) Less than six months experience as a dispatch supervisor at present agency (n=10);

(c) Missing data for either of the above criterion variables (n=8);

(d) Missing employer identification information (n=2).

Table 2.2

Survey Sampling Plan
Percentage of Available Pool of Supervisors

	No. Supervisors (% of those available)			
	POLICE DEPT	SHERIFF'S DEPT	COMM. CENTER	TOTAL
Small	84 (31.2%)	26 (89.7%)	1 (100.0%)	111 (37.1%)
CAD	24 (30.8%)	2 (100.0%)	0 (0.0%)	26 (32.5%)
Non-CAD	60 (31.4%)	24 (88.9%)	1 (100.0%)	85 (38.8%)
Medium	50 (27.2%)	22 (81.5%)	37 (77.1%)	109 (42.1%)
CAD	25 (20.8%)	9 (81.8%)	25 (78.1%)	59 (36.2%)
Non-CAD	25 (39.1%)	13 (81.3%)	12 (75.0%)	50 (52.1%)
Large	57 (87.7%)	45 (81.8%)	30 (81.1%)	132 (84.1%)
CAD	57 (87.7%)	40 (80.0%)	30 (81.1%)	127 (83.6%)
Non-CAD	0 (0.0%)	5 (100.0%)	0 (0.0%)	5 (100.0%)
TOTAL	191 (36.9%)	93 (83.8%)	68 (79.1%)	352 (49.2%)
CAD	106 (40.3%)	51 (81.0%)	55 (79.7%)	212 (53.7%)
Non-CAD	85 (33.3%)	42 (87.5%)	13 (76.5%)	140 (43.8%)

Note: Percentages are computed relative to the available pool of dispatch supervisors within each sub-category.

Table 2.3

Survey Sampling Plan
Percentage of Supervisor Population

	No. Supervisors (% of population)			
	POLICE DEPT	SHERIFF'S DEPT	COMM. CENTER	TOTAL
Small	84 (12.9%)	26 (19.3%)	1 (1.1%)	111 (12.7%)
CAD	24 (8.0%)	2 (2.4%)	0 (0.0%)	26 (5.7%)
Non-CAD	60 (17.1%)	24 (46.2%)	1 (5.9%)	85 (20.2%)
Medium	50 (7.7%)	22 (16.3%)	37 (41.1%)	109 (12.5%)
CAD	25 (8.4%)	9 (10.8%)	25 (34.2%)	59 (13.0%)
Non-CAD	25 (7.1%)	13 (25.0%)	12 (70.6%)	50 (11.9%)
Large	57 (8.8%)	45 (33.3%)	30 (33.3%)	132 (15.1%)
CAD	57 (19.1%)	40 (48.2%)	30 (41.1%)	127 (27.9%)
Non-CAD	0 (0.0%)	5 (9.6%)	0 (0.0%)	5 (1.2%)
TOTAL	191 (29.4%)	93 (68.9%)	68 (75.6%)	352 (40.2%)
CAD	106 (35.5%)	51 (61.4%)	55 (75.3%)	212 (46.6%)
Non-CAD	85 (24.2%)	42 (80.8%)	13 (76.5%)	140 (33.3%)

Note: Percentages are computed column-wise, within agency type and CAD/non-CAD sub-categories relative to the total population of dispatch supervisors (as identified in the task analysis -- Component 1).

Survey Representation

The survey analysis sample consisted of 267 supervisors from 155 agencies. Appendix 6 lists the number of surveys per agency that were completed and retained for analysis. Overall, the survey sample was representative of the dispatcher population.[11] The survey sample is further described below.

Agencies. Over 40% of the agencies comprising the study population were represented by the survey sample. Representation of agencies within the size, type and CAD/non-CAD categories ranged from 31% (small agencies) to 89% (large agencies). The representation of agencies in the survey sample is shown in Table 2.4.

Supervisors. Overall, 30% of the supervisor population was represented by the survey sample. Representation of the various agency categories ranged from 20% (supervisors employed by small agencies and police departments) to 57% (supervisors employed by sheriffs' departments). Table 2.4 also presents a breakdown of the supervisor survey sample by the various agency size, type and CAD categories.

The **relative** percentages of supervisors in the survey sample falling within each agency size, type and CAD/non-CAD category were found to be consistent with the dispatcher population. The sample was within 5% of the dispatcher population composition with respect to agency size and CAD use/non-use. Although police departments were somewhat under-represented and sheriffs' departments were over-represented, police department employees made up the majority of the sample, as they do in the population. Thus, the survey results described in the following chapter were weighted consistently with the composition of the dispatcher population.

---

[11] The public safety dispatcher population was the primary focus of the study. Therefore, it was desirable for the statistics computed for the supervisor surveys (e.g., mean importance rating) to be weighted consistently with the composition of the **dispatcher** population with respect to agency type, size and CAD use/non-use.

Table 2.4

Survey Sample Representation

	Surveys Completed[1]					
	Agencies			Supervisors		
	N	% Pop	% Samp	N	% Pop	% Samp
Total	155	42.8	100	267	30.4	100
Small	76	31.0	49.0	86	19.7	32.2
Med	63	63.6	40.6	88	32.2	33.0
Large	16	88.9	10.3	93	48.8	34.8
Police	112	37.1	72.3	151	20.4	56.6
Sheriff	29	67.4	18.7	61	57.4	22.8
Comm.	14	82.4	9.0	55	52.2	20.6
CAD	65	48.5	41.9	156	33.2	58.4
Non-CAD	90	39.5	58.1	111	25.4	41.6

Note. "% Pop" denotes percentage of the study population; "% Samp" denotes **relative** percentage of the survey sample.

[1]Returned surveys that met criteria for inclusion in study.

Survey Analysis Sample Characteristics

Further information regarding characteristics of the dispatch supervisors comprising the survey analysis sample is presented below.

Demographics. Table 2.5 presents a breakdown of the survey analysis sample by gender, race/ethnicity and age. The majority of respondents in the sample were female (58%) and white (85%), with an average age of 40.

Rank/Assignment. The majority of the supervisors in the sample were reportedly civilian (76%) and a substantial number (28%) indicated that they were working dispatchers. Of the supervisors who indicated they were peace officers, the majority were sergeants. Table 2.6 presents a breakdown of the sample by rank/assignment.

Education and Experience. Table 2.6 also presents a breakdown of the sample by education and experience. The majority of supervisors (79%) reported having completed at least one year of college; 57% reported having completed 1 or 2 years of college. The average reported time at present agency as a dispatch supervisor was 5.2 years, ranging from 6 months to 21 years. The average reported total amount of time on the job working as a dispatch supervisor was 5.7 years. The average reported total experience working as a public safety dispatcher was 10.3 years.

Personnel Supervised. Nearly 90% of the supervisors surveyed indicated that they supervise personnel who perform combined complaint-taking and radio dispatching duties; 23% reported supervising personnel who perform the two functions separately; 3% reported supervising only radio dispatchers; and none reported supervising only complaint-takers. These results are shown in Table 2.7 (note that the total adds to more than 100% since multiple responses were allowed).

Shift Worked. Table 2.7 also presents a breakdown of the survey sample by shift worked, indicating that each of the shifts were represented by substantial numbers of supervisors: 51% day shift; 17% evening; 19% night; and 14% relief/rotating shifts.

Table 2.5

Breakdown of Survey Analysis Sample by
Gender, Race/Ethnicity and Age

Gender[1]

	Freq	Percent
Male	111	41.9
Female	154	58.1
Total	265	

Race/Ethnicity[2]

	Freq	Percent
Asian	2	0.8
Black	11	4.2
Hispanic	22	8.3
White	224	84.8
Other	5	1.9
Total	264	

Age[3]

	Mean	SD	N	Min	Max
Age (years)	40.2	7.3	263	24	62

[1]Gender was not reported for 2 cases.

[2]Race/ethnicity was not reported for 3 cases.

[3]Age was not reported for 4 cases.

Table 2.6

Breakdown of Survey Analysis Sample by
Rank, Education and Experience

	Rank[1]	
	Freq	Percent
Civilian		
Supervising Dispatcher	74	28.5
Comm. Center Supervisor	80	30.8
Comm. Center Manager	15	5.8
Other non-sworn	29	11.2
Peace Officer		
Officer/Deputy	1	0.4
Corporal	7	2.7
Sergeant	40	15.4
Lieutenant	10	3.8
Captain	1	0.4
Other sworn	3	1.2
Total	260	

	Education[2]	
	Freq	Percent
High School/GED	50	18.9
One year of College	64	24.2
Associate Degree (2 years of college)	87	32.8
Bachelor's Degree	47	17.7
Master's Degree	10	3.8
Other	7	2.6
Total	265	

	Experience				
	Mean	SD	N	Min	Max
Years as dispatch supervisor at present agency	5.2	4.4	267	0.5	20.5
Total years as dispatch supervisor	5.7	4.4	264	0.5	30.0
Total years experience as complaint/dispatcher	10.3	7.0	255	0	28.9

[1]Rank was not reported for 7 cases.

[2]Education was not reported for 2 cases.

Table 2.7

Breakdown of Survey Analysis Sample by
Types of Personnel Supervised and Shift Worked

Types of Personnel Supervised[1]	Freq	Percent
Complaint-Taker (only)	0	0.0
Radio Dispatcher (only)	9	3.4
Complaint-Taker & Radio Dispatcher (separate functions)	60	22.5
Combined Complaint/ Dispatch Function	238	89.1

Shift[2]	Freq	Percent
Day	136	51.3
Evening	44	16.6
Night (graveyard)	49	18.5
Relief/Rotating	36	13.6
Total	265	

[1]Multiple responses to this item were permitted. Therefore, the total percentage adds to more than 100%. Type of personnel supervised was reported by 267 cases.

[2]Shift worked was not reported for 2 cases.

ANALYSIS AND RESULTS

Analyses of the KSAT ratings were conducted following a dual course. One focused on knowledge and skill training requirements, while the other focused on abilities and traits both important for successful performance of dispatcher work and necessary for entry-level dispatcher candidates to possess before hire. The analysis of training requirements was aimed at identifying the statewide "core" knowledges and skills that are appropriate to be addressed in entry-level training or in-service refresher training. The principal aim of the analysis of abilities and traits was to identify the most important items necessary for successful performance of dispatcher work in order to guide future test development and validation efforts.

This chapter begins with a description of the procedures employed in the analysis, followed by a presentation of the results. An overview of the results of the analysis of KSAT ratings is given, along with a detailed description of the identified "core" knowledges and skills appropriate for training, and "core" abilities and traits necessary before hire.

Procedure

Analytic Structure

The general structure of the analysis is summarized below and is outlined graphically in Figure 2. First, the KSATs that met certain criteria with respect to ratings of importance were identified. Such items were designated as "core" KSATs.

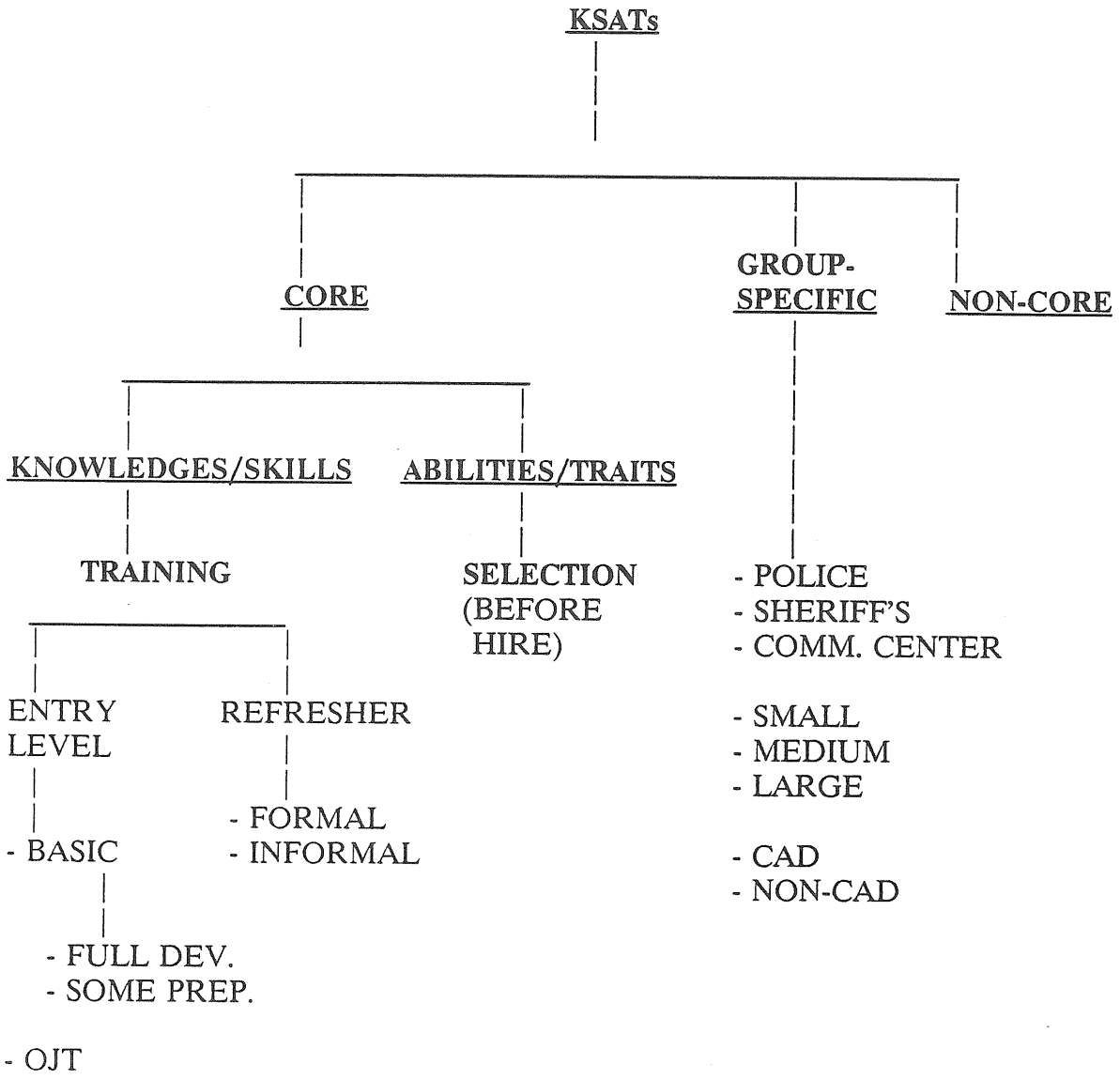
The identified "core" knowledges and skills were subjected to further analyses to identify those that are appropriately addressed in entry-level training and/or refresher training. "Core Entry-Level Training" items were further analyzed to determine whether such training should be provided in basic (classroom) training, on-the-job training, or a combination of the two. "Core Refresher Training" items were analyzed to determine whether the training should be formal or informal.

The abilities and traits identified as "core" were further analyzed to identify those that entry-level dispatcher candidates must bring with them to the job; i.e., necessary before hire.

The KSATs that failed to meet the "core" criteria were further analyzed to identify those that met the criteria within at least one agency category. Such items were designated "group-specific" KSATs. KSATs that failed to meet the "core" criteria within any agency categories were designated "non-core."

Figure 2

Job Requirements Analysis Framework



Analysis of Knowledge and Skill Ratings

"Core" Knowledges and Skills

The statewide "core" knowledges and skills were identified by applying the following decision criteria to the average ratings for each item.

"CORE" KNOWLEDGES AND SKILLS

1. At least 50% of supervisors rated the item as relevant to the job for dispatchers in their agencies (rated "1" or higher on "Importance" scale);

AND

2. Mean importance rating of at least "Of some importance" (2.0), based on those supervisors that indicated that the knowledge or skill is relevant to the job for dispatchers in their agencies.

The above criteria were to be met for the total survey sample, as well as within the following agency categories: (a) **Agency Type:** police departments, sheriffs' departments and independent communication centers -- at least 2 of the 3 types were required to meet the criteria; (b) **Agency Size:** small (less than 10 dispatchers); medium (10 to 29 dispatchers); and large (30 or more dispatchers) -- at least 2 of the 3 size categories were required to meet the criteria; and (c) **CAD Use:** both CAD and non-CAD agencies were required to meet the criteria.

Knowledges and skills that failed to meet the above "core" criteria for the total sample, but which met the criteria within at least one of the above agency type/size/CAD categories were designated as **"group-specific."** Knowledges and skills that failed to meet the above criteria within any of the above agency categories were designated **"non-core."**

"Core Training" Knowledges and Skills

The "core" knowledges and skills that are appropriately addressed in entry-level training for new dispatchers and/or require refresher training for tenured dispatchers were identified using the following decision criteria.

"CORE TRAINING" KNOWLEDGES AND SKILLS

(a) **Basic Training**: At least 50% of supervisors rated the item as appropriate for basic (classroom) training for new dispatchers ("When-Learned" rating of "1" or "2").*

(b) **On-the-Job Training**: At least 50% of supervisors rated the item as appropriate for on-the-job training for new dispatchers ("When-Learned" rating of "2" or "3").*

(c) **Refresher Training**: At least 50% of supervisors rated the item as appropriate for refresher training for tenured dispatchers ("In-Service Training" rating of "1" or "2").*

*Based on ratings of supervisors indicating that the knowledge or skill is relevant to the job for dispatchers in their agencies (rated "1" or higher on "Importance" scale).

The above criteria for "core training" knowledges and skills were to be met for the total sample of supervisors and within the various agency size, type and CAD categories described earlier.

Extent of Training

Additional analyses of the "core training" items were conducted to determine the extent of training that should be provided. The knowledges and skills identified as appropriate to be addressed in **basic training** were further analyzed to identify those that supervisors feel should be fully developed during basic training, prior to any job assignment, with no additional training required. The knowledges and skills identified as requiring **refresher training** for tenured dispatchers were further analyzed to identify items that require formal training; i.e., formal classroom instruction and assessment of dispatcher performance.

The following decision criterion was employed to identify "full basic training" items.

"FULL BASIC TRAINING" ITEMS

"At least 50% of supervisors rated the knowledge/skill as appropriate for full development in basic training" ("When-Learned" rating of "1").*

*Based on ratings of supervisors indicating the item is appropriate for basic training (rated "1" or "2" on the "When-Learned" scale).

Knowledges and skills requiring formal refresher training were identified on the basis of the percentage of supervisors indicating that such training is necessary, using the following criterion:

"FORMAL REFRESHER TRAINING" ITEMS

"At least 50% of supervisors rated the knowledge/skill as requiring formal refresher training" (rated "2" on the "In-Service Training" rating scale).*

*Based on ratings of supervisors indicating that refresher training is required (rated "1" or "2" on the "In-Service Training" scale).

Analysis of Ability and Trait Ratings

"Core" Abilities and Traits

The criteria for identifying "core" abilities and traits were somewhat more stringent than those employed for knowledges and skills. The rationale behind this difference owes to the focus on abilities and traits as potential assessment dimensions for entry-level selection. Selection procedures must necessarily assess the most critical aspects of job performance, while training traditionally encompasses all aspects of the job, including critical as well as routine job duties. The decision criteria for identifying "core" abilities and traits were as follows.

"CORE" ABILITIES AND TRAITS

1. At least 50% of supervisors rated the ability/trait as relevant to the job for dispatchers in their agencies (rated "1" or higher on "Importance" scale);

AND

2. Mean importance rating of at least "Important" (3.0), based on those supervisors that indicated that the ability or trait is relevant to the job for dispatchers in their agencies.

The above "core" criteria were to be met for the total survey sample, as well as within the various agency categories (i.e., size, type and CAD use/non-use). Abilities and traits that failed to meet the above "core" criteria for the total sample, but which met the criteria within at least one of the agency categories were designated as **"group-specific."** Abilities and traits that failed to meet the above criteria within any of the agency categories were designated as **"non-core."**

Entry-Level Requirements

The "core" abilities and traits were further analyzed to identify those that supervisors expect entry-level dispatchers to bring with them to the job and, thus, are necessary before hire. Such abilities and traits were identified from among the "core" items as follows:

"ENTRY-LEVEL" ABILITIES AND TRAITS

At least 50% of supervisors rated the ability/trait as necessary for entry-level dispatcher candidates to possess before hire ("Entry-Level Requirement" rating of "1").*

*Based on ratings of supervisors indicating that the item is relevant to the job (rated "1" or higher on the "Importance" scale).

Results

Overview of KSAT Analysis Results

Overall, the results of the analyses conducted in Component 2 indicate that the fundamental worker requirements for successful job performance are similar for dispatchers throughout the state. That is, a common "core" of requisite knowledges, skills, abilities and traits was identified.

The results of the KSAT analyses are summarized in Table 3.1 below. The first row in the table presents the total numbers of KSATs contained in the Job Requirements Survey. The following three rows present the numbers of identified "core," "group-specific," and "non-core" KSATs, respectively. The next three rows present the numbers of "core" knowledges and skills that were identified as appropriate to be addressed in basic training, on-the-job training, and refresher training, respectively. The last row lists the numbers of "core" abilities and traits identified as necessary before hire.

Table 3.1

Overview of Job Requirements Survey Results

	Knowledge	Skills	Abilities	Traits
Total	138	64	28	15
Core	132	63	27	15
Group-Specific	3	1	0	0
Non-core	3	0	1	0
Basic Training	131	62	--	--
On-the-Job Training	131	63	--	--
Refresher Training	122	48	--	--
Entry-level requirement	--	--	22	14

Nearly all of the KSATs were identified as "core." Thus, there were no "group-specific" trends with respect to dispatcher job requirements. All of the "core" knowledges and skills were identified as appropriate to be addressed in entry-level dispatcher training. Most of the abilities and all of the traits were identified as necessary before hire for entry-level dispatcher candidates.

The results of the analyses are described in detail in the following sections.

Results: Knowledge and Skill Requirements Analysis

"Core" Knowledges and Skills

The ratings of the identified "core" knowledges and skills are summarized in Table 3.2. The average percentage of supervisors indicating each knowledge and skill is relevant to the job for dispatchers was found to be very high (96%). The mean importance rating across all "core" knowledges corresponds to a scale value of "very important" (3.7) and ranges from "of some importance" to "critical." The mean importance rating across all "core" skills also corresponds to a scale value of "very important" (3.9) and ranges from "important" to "critical."

The "core" knowledges are summarized in Table 3.3, while Table 3.4 lists the identified "core" skills in summary form.

Table 3.2

Summary of "Core" Knowledge and Skill Ratings

	Mean	Min	Max
Knowledges (N = 132)			
% Supervisors rating knowledge as relevant to the job for dispatchers in their agencies	96%	65%	100%
Importance	3.7	2.1	4.7
Skills (N = 63)			
% Supervisors rating skill as relevant to the job for dispatchers in their agencies	96%	68%	100%
Importance	3.9	2.7	4.6

Table 3.3

"Core" Knowledges

I. WORK ENVIRONMENT & CONDUCT

Knowledge of basic law enforcement terminology, jargon and codes; basic medical (EMS) and fire complaint/dispatching terminology, as applicable in a law enforcement environment; the functions of the dispatcher within the law enforcement system (e.g., first point of public safety contact, assigning work, and serving as a liaison); basic medical (EMS) and fire complaint/dispatching functions in the law enforcement system; the responsibilities and the functions of the communication center; the general role of police/sheriffs' departments, prosecutors, courts, corrections (e.g., probation, parole), and dispatchers within the Criminal Justice System; acceptable professional behavior (e.g., conduct, self-discipline, sexual harassment issues); acceptable ethical job behavior (e.g., impartial assignment of work, use of privileged information, conflict of interest); techniques and considerations for interacting with the public, co-workers, field personnel and supervisors; the types and sources of stress associated with the public safety dispatcher occupation; alternative strategies for coping with stress; and basic principles and procedures for courtroom testimony, including demeanor.

II. COMMUNICATION CENTER OPERATIONS

Knowledge of the flow of work in the communication center, including various sources of complaints and requests, and how they are processed; the chains of command and organizational structures; agency policies and procedures as they apply to communication center operations and personnel; records, reporting systems and forms commonly used in the communication center; and the potential for any record generated by the communication center to be used in court.

III. LAW

Knowledge of what constitutes a crime; the distinction between criminal and civil offenses; the definitions of felony and misdemeanor crimes; the various parties involved in a crime (principle, accessory, victim, witness, reporting party); agency restrictions on the reporting party (e.g., who can make a report); the various types of court orders, their jurisdictional limitations and enforcement procedures (e.g., warrants and temporary restraining orders); the basics of evidence preservation; types of liability (e.g., "vicarious liability"); the theory, types and consequences of negligence (e.g., punitive damages, agency disciplinary actions); the general use of the following codes: Administrative Code, Children and Family Services Statutes, and U.S. Constitution; the basic use and applications of the following codes: Alcoholic Beverage Control Act, Business and Profession Code, Civil Code, Fish and Game Code, Health and Safety Code, Penal Code, Vehicle Code, and Welfare and Institutions Code; and the elements of specific crimes within the following codes: Penal Code, Vehicle Code, Business and Profession Code, Welfare and Institutions Code, Health and Safety Code, and City and County Ordinances.

Table 3.3 (Continued)

"Core" Knowledges

IV. COMPLAINT-TAKING

Knowledge of basic techniques for listening, questioning and conversation control, including telephone etiquette; procedures for determining whether to respond or refer complaints and requests for service; the criteria used to prioritize complaints and requests for service (e.g., life-threatening, in-progress, property crimes, "cold" response); the types and functions of 9-1-1 systems (e.g., basic, enhanced); techniques for call-handling (e.g., direct dispatching, referral, call transfer, relay); the legal requirements for responding to 9-1-1 calls; the role of the telephone company in maintaining and updating the 9-1-1 system; 9-1-1 reporting forms and procedures (e.g., updates to information); procedures for recognizing and communicating with various callers including: deaf (TDD), non-English speaking or limited English speaking, speech impaired, very young, hysterical or emotionally unstable, abusive, irate, profane, intoxicated, suicidal or mentally unstable, elderly, and callers using street language (slang); procedures and considerations for communicating with other agencies (e.g., use of clear text); the appropriate information to obtain when taking complaints and requests for service (e.g., who, what, where, when, why, how); additional important considerations for taking complaints and requests (e.g., in-progress vs. cold call, possibility of quick apprehension); and legal requirements for handling certain complaints (e.g., missing persons).

V. DISSEMINATION OF INFORMATION

Knowledge of laws and restrictions for accessing and dispensing criminal history and other information obtained via telecommunication systems and other sources; laws and other restrictions pertaining to the release of information regarding juveniles, sex crime victims, names of deceased, and sensitive locations and incidents; the potential consequences of releasing unauthorized information to the public, media, and other agencies (e.g., field personnel safety, citizen safety issues); agency policies and procedures for the release of information to the media (e.g., types of information to be given, personnel authority); the potential consequences of giving advice to citizens (e.g., liability issues); procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency situations including: crimes, traffic incidents, medical incidents, fires, hazards, civil issues, crime prevention, and other miscellaneous incidents; procedures and considerations for notifying family members and other parties (e.g., administrative, injury, death, arrest notifications); the types of information that various agencies are entitled to obtain from the communication center; the potential consequences of giving inaccurate or unauthorized information to other agencies; procedures and requirements for notifying California agencies of an emergency or need for service; and procedures, requirements and appropriate language for relaying information to out-of-state agencies.

Table 3.3 (Continued)

"Core" Knowledges

VI. RADIO DISPATCHING

Knowledge of professional radio broadcasting language, rules and regulations (e.g., FCC); basic radio voice techniques, including voice control and diction; techniques for managing and prioritizing radio traffic; procedures for making lengthy broadcasts and conserving air time; local agency codes used to classify incidents and field unit status; the phonetic alphabet; the variety of coding systems used by different agencies; the functions and operations of commonly used radio systems (e.g., CLEMARS, CLERS); basic radio technology (e.g., frequencies, repeaters); field resources, including the different types, their functions, and the types of incidents for which they are appropriate; the appropriate types and numbers of personnel to send to various complaints and requests for service; dispatching decision strategies (e.g., considering geographic area, response time, available backup, and agency policies); the appropriate types and order of information to provide when dispatching field units (e.g., type of call, location, description of suspect, vehicle); additional important considerations for prioritizing and providing information to field units (e.g., in-progress, possibility of quick apprehension, injury, weapons); procedures for advising field units of additional status information; the types of calls that require more than one field unit to be dispatched; procedures for tracking field unit status; available backup resources outside the agency; the types of situations that are potentially dangerous (e.g., weapons, premise history); procedures for broadcasting potentially dangerous information (e.g., felony warrants, stolen vehicle); procedures for coordinating the response of multiple field units; and circumstances that require notification of the field supervisor.

VII. LAW ENFORCEMENT INFORMATION SYSTEMS

Knowledge of the functions and operations (e.g., access, input) of various telecommunication systems, including: CJIS, CLETS, DMV (AMIS, ANI), DOJ (CII), LEDS, NCIC, NLETS, and local area networks; laws, rules and restrictions for accessing, disseminating and updating information in telecommunication systems, including consequences of misuse; and the use of manuals for telecommunication systems.

VIII. PUBLIC SAFETY-RELATED AGENCIES

Knowledge of the purpose and principles of mutual aid; procedures for requesting mutual aid and responding to mutual aid requests; the various types and functions of referral agencies and the various situations for which referral agency involvement is appropriate; and the procedures for working with referral agencies (e.g., making notifications; referring citizens, officers, and other agencies; requesting assistance; obtaining information).

Table 3.3 (Continued)

"Core" Knowledges

IX. COMMUNICATION EQUIPMENT AND RESOURCES

Knowledge of the functions and operations of complaint-taking equipment (e.g., telephone console, 9-1-1 equipment, alarm panels); the functions and operations of dispatching equipment (e.g., radio console and controls); the functions and operations of miscellaneous communications center/office equipment (e.g., security system, intercom, photocopier); office maintenance procedures; and available resource materials and their use in performing public safety dispatcher job duties (e.g., manuals, directories, code books).

X. TRAINING

Knowledge of the role of the trainer in the communications environment; agency policies and procedures regarding training; resources and methods for the planning and preparation of training; instructional techniques, including documentation methods; special considerations for training in the communications environment (e.g., adult learning styles, cultural differences); and legal liabilities and issues pertaining to training (e.g., discrimination, sexual harassment, documentation, confidentiality, negligence, and vicarious liability).

Table 3.4

"Core" Skills

I. VOCAL SKILLS

Skill in projecting one's voice clearly and audibly with appropriate tone, phrasing, diction and rate of speed; and maintaining vocal composure in a variety of adverse or stressful situations.

II. LISTENING SKILLS

Skill in distinguishing between significant and insignificant information given orally (e.g., significant details of complaints or incidents); identifying various speech patterns, accents and languages; detecting and interpreting background sounds heard over the telephone or radio (e.g., shots fired, fighting); listening while at the same time performing various tasks (e.g., while operating communications equipment); and following oral directions.

III. REPORTING AND RECORDKEEPING

Skill in completing forms and reports; note taking; summarizing incidents in writing; and writing legibly.

IV. READING SKILLS

Skill in reading and understanding policy and procedure manuals and memoranda; operating manuals for law enforcement information systems and equipment; laws, codes, ordinances; warrants and court orders; computer teletype messages; complaint/dispatch cards or video screens; and various public safety-related reports.

V. COMPLAINT-TAKING SKILLS

Skill in applying telephone etiquette (e.g., courtesy, professionalism); operating telephone equipment (including 9-1-1 equipment); applying questioning techniques, including control of conversation and obtaining essential information from the public and other agencies; communicating via telephone with diverse types of people who pose special problems (e.g., hysterical, drunk, abusive, irate, suicidal, elderly, child, non-English speaking and deaf); screening telephone calls (e.g., determining whether to refer or respond); recognizing suspicious circumstances; evaluating and "prioritizing" complaints, incidents and requests; receiving and processing multiple simultaneous complaints; providing appropriate information to the public, media and other agencies (e.g., explaining, advising, referring); and complaint-taking using CAD system equipment.

Table 3.4 (Continued)

"Core" Skills

VI. DISPATCHING SKILLS

Skill in using radio codes, radio language, phonetic alphabet, and common legal terms; operating radio dispatching equipment; broadcasting information over the radio; using radio systems (e.g., CLEMARS); assigning field resources; talking while at the same time operating dispatching equipment; maintaining several conversations at one time; coordinating activities of multiple field units; keeping track of multiple events occurring at the same time; monitoring, prioritizing, responding to, and controlling radio traffic; using maps; giving directions (e.g., travel directions); giving instructions (e.g., citizens and sworn personnel); dispatching using CAD system equipment; monitoring and responding to alarm systems; and monitoring and responding to civil defense/warning systems.

VII. TELECOMMUNICATION SKILLS

Skill in using various telecommunication systems, including: DOJ, CJIS, CLETS, DMV (AMIS, ANI), LEDS, NCIC, NLETS, and local information systems.

VIII. INTERPERSONAL SKILLS

Skill in communicating in person with diverse types of people who pose special problems (e.g., hysterical, drunk, abusive, irate, suicidal, elderly, child, non-English speaking, deaf); communicating with co-workers, supervisors, and associates; and "active listening" (e.g., giving feedback, paraphrasing).

IX. ADMINISTRATIVE SKILLS

Skill in typing information received both orally and in written form, with speed and accuracy; operating miscellaneous communication center equipment; handling records (receiving, processing, accessing, retrieving, and releasing); records management using CAD system equipment; and performing facility maintenance duties.

"Core Training" Knowledges and Skills

All of the "core" knowledges and skills were rated by a majority of supervisors as appropriate to be addressed in entry-level training for new dispatchers. A large percentage of the "core" knowledges (92%) and skills (76%) were rated by a majority as requiring refresher training for tenured dispatchers to maintain job proficiency.

Table 3.5 presents a summary of the ratings of the "core training" knowledges within 10 major categories, including the mean importance rating and numbers of knowledge items appropriate for each type of training. On average, the knowledges were rated as "very important" within nine of the ten knowledge areas. The knowledges in one area (Law) were rated as "important" on average. Three knowledge areas (Law, Complaint-Taking, and Radio Dispatching) were found to account for more than 50% of the items appropriate for entry-level training. The same three knowledge areas also accounted for approximately 50% of the items identified as requiring refresher training for tenured dispatchers.

Table 3.6 presents the average "Importance" ratings and the numbers of "core training" skills for each of nine major categories. In seven of the nine skill areas, the items were rated as "very important," on average. Skills in two areas (Reporting/Recordkeeping and Administrative Skills) were rated as "important," on average. The skill areas that were found to contain the largest numbers of "core training" items include "Dispatching," "Complaint-Taking," "Telecommunications," and "Reading" skills. These areas accounted for approximately 70% of the "entry-level training" skills and 77% of the "refresher training" skills.

"Core Training" Item Listings. Appendix 7 lists the identified "core training" knowledges along with the mean "Importance" rating, percentage of supervisors rating the knowledge as relevant to the job for dispatchers that they supervise, and the modes of training that were identified as appropriate by a majority of supervisors; i.e., basic training, on-the-job training, or refresher training. Appendix 8 lists the identified "core training" skills along with the same information.

Overall, the "core training" knowledges and skills were found to apply to dispatchers employed by agencies within all agency size, type and CAD/non-CAD categories, with only two exceptions.[1]

---

[1] "Knowledge of the general use of the U.S. Constitution" failed to meet the "core" criteria for independent regional communication centers only. "Knowledge of the basic use and applications of the Fish and Game Code" failed to meet the "core" criteria for police departments only.

Table 3.5

Summary of "Core Training" Knowledges

Knowledge Area	Mean % Supv	Mean Imp	No. Items Basic	No. Items OJT	No. Items Ref Trn
1. Work Environment & Conduct	95	3.7	14	14	12
2. Communication Center Operations	100	3.8	5	5	5
3. Law	88	3.0	26	25	22
4. Complaint-Taking	99	4.1	22	22	21
5. Dissemination of Information	95	3.8	18	18	18
6. Radio Dispatching	99	4.0	22	22	19
7. Law Enforcement Information Systems	98	3.8	10	10	10
8. Public Safety-Related Agencies	97	3.5	4	4	4
9. Communication Equipment & Resources	98	3.6	4	5	5
10. Training	98	3.7	6	6	6
TOTAL	96	3.7	131	131	122

Table 3.6

Summary of "Core Training" Skills

Skill Area	Mean % Supv	Mean Imp	No. Items Basic	No. Items OJT	No. Items Ref Trn
1. Vocal Skills	100	4.1	2	2	1
2. Listening Skills	99	4.0	5	5	1
3. Reporting & Recordkeeping Skills	96	3.4	4	4	2
4. Reading Skills	98	3.7	7	7	6
5. Complaint-Taking Skills	98	4.2	10	10	10
6. Dispatching Skills	97	4.1	19	19	13
7. Telecommunication Skills	97	3.9	8	8	8
8. Interpersonal Skills	92	3.8	3	3	3
9. Administrative Skills	84	3.4	4	5	4
TOTAL	96	3.9	62	63	48

Knowledges and Skills Rated Highest in Importance

The "core" knowledges rated highest in importance for successful performance of dispatcher work are listed in Table 3.7, including the mean "Importance" rating and percentage of supervisors rating each item as relevant to dispatcher work. The most highly rated knowledges generally concern: complaint/ request priorities, potentially dangerous situations, important and appropriate complaint information to be obtained, questioning techniques, communications with mentally unstable callers, and broadcasting sensitive information. All of the knowledges listed in the table were identified as appropriate to be addressed in both basic training and on-the-job training. All but one of the knowledges listed were identified as requiring refresher training for tenured dispatchers.[2]

Table 3.8 lists the "core" skills rated as most important for successful job performance as a dispatcher. Generally, the skills rated highest in importance concern the handling of multiple simultaneous events and radio traffic. All of the skills listed in the table were identified as appropriate for both basic and on-the-job training. All but three items listed were identified as requiring refresher training.[3]

---

[2]"Knowledge of basic law enforcement terminology, jargon and codes."

[3]"Skill in listening while at the same time performing various tasks," "Skill in talking while at the same time operating dispatching equipment" and "Skill in following oral directions."

Table 3.7

"Core" Knowledges Rated Highest in Importance

Item No.	Avg Impt	% Supv	
54	4.7	100	Knowledge of the criteria used to prioritize complaints and requests for service (e.g., life-threatening, in-progress, property crimes, "cold" response).
110	4.7	100	Knowledge of the types of situations that are potentially dangerous (e.g., weapons, premise history).
71	4.6	99	Knowledge of the appropriate information to obtain when taking complaints and requests for service (e.g., who, what, where, when, why, how).
72	4.5	99	Knowledge of additional important considerations for taking complaints and requests (e.g., in-progress vs. cold call, possibility of quick apprehension).
52	4.5	100	Knowledge of basic techniques for listening, questioning and conversation control, including telephone etiquette.
67	4.5	99	Knowledge of procedures for recognizing and communicating with suicidal or mentally unstable callers.
105	4.5	100	Knowledge of additional important considerations for prioritizing and providing information to field units (e.g., in-progress, possibility of quick apprehension, injury, weapons).
111	4.5	100	Knowledge of procedures for broadcasting potentially dangerous information (e.g., felony warrants, stolen vehicle).
107	4.4	100	Knowledge of the types of calls that require more than one field unit to be dispatched.
94	4.4	100	Knowledge of techniques for managing and prioritizing radio traffic.
60	4.4	98	Knowledge of procedures for recognizing and communicating with deaf (TDD) callers.
64	4.4	99	Knowledge of procedures for recognizing and communicating with hysterical or emotionally unstable callers.
* 1	4.4	100	Knowledge of basic law enforcement terminology, jargon and codes.
53	4.4	100	Knowledge of procedures for determining whether to respond or refer complaints and requests for service.
104	4.3	100	Knowledge of the appropriate types and order of information to provide when dispatching field units (e.g., type of call, location, description of suspect, vehicle).
129	4.3	100	Knowledge of the functions and operations of dispatching equipment (e.g., radio console and controls).
7	4.3	100	Knowledge of the responsibilities and the functions of the communication center.
103	4.3	99	Knowledge of dispatching decision strategies (e.g., considering geographic area, response time, available backup, and agency policies).
128	4.3	100	Knowledge of the functions and operations of complaint-taking equipment (e.g., telephone console, 9-1-1 equipment, alarm panels).
56	4.3	100	Knowledge of techniques for call-handling (e.g., direct dispatching, referral, call transfer, relay).
108	4.3	99	Knowledge of procedures for tracking field unit status.
112	4.3	100	Knowledge of procedures for coordinating the response of multiple field units.

Note: All listed items were identified as appropriate to be addressed in entry-level training (basic and on-the-job). Refresher training is required for all items except item #1.

Table 3.8

"Core" Skills Rated Highest in Importance

Item No.	Avg Impt	% Supv	
40	4.6	100	Skill in keeping track of multiple events occurring at the same time.
41	4.5	100	Skill in monitoring, prioritizing, responding to, and controlling radio traffic.
39	4.4	100	Skill in coordinating activities of multiple field units.
33	4.4	100	Skill in operating radio dispatching equipment.
* 6	4.4	100	Skill in listening while at the same time performing various tasks (e.g., while operating communications equipment).
*37	4.3	100	Skill in talking while at the same time operating dispatching equipment.
25	4.3	100	Skill in evaluating and "prioritizing" complaints, incidents and requests.
21	4.3	100	Skill in applying questioning techniques, including control of conversation and obtaining essential information from the public and other agencies.
26	4.3	100	Skill in receiving and processing multiple simultaneous complaints.
20	4.3	100	Skill in operating telephone equipment (including 9-1-1 equipment).
22	4.3	99	Skill in communicating via telephone with diverse types of people who pose special problems (e.g., hysterical, drunk, abusive, irate, suicidal, elderly, child, non-English speaking and deaf).
34	4.3	100	Skill in broadcasting information over the radio.
* 7	4.3	100	Skill in following oral directions.

Note: All listed items were identified as appropriate to be addressed in entry-level training (basic and on-the-job). Refresher training is required for all items except those items denoted by an asterisk (*).

"Basic Training" Knowledges and Skills

All "core" knowledges, except one, and nearly all "core" skills were rated by a majority of supervisors as appropriate to be addressed in basic training. A summary of the ratings of these items is given below in Table 3.9.

Table 3.9

Summary of "Basic Training" Knowledge and Skill Ratings

Knowledges (n=131)	Mean	Min	Max
% Supervisors rating each knowledge as appropriate for basic training	80%	56%	93%
% Supervisors indicating **full** development of knowledge is required before any job assignment	27%	9%	53%
Importance	3.7	2.1	4.7
Skills (n=62)	**Mean**	**Min**	**Max**
% Supervisors rating each skill as appropriate for basic training	73%	57%	89%
% Supervisors indicating **full** development of skill is required before any job assignment	13%	3%	28%
Importance	3.9	3.2	4.6

On average, a large percentage of supervisors rated the knowledges and skills as appropriate for basic training (80% and 73%, respectively). The knowledges were rated as "very important" on average (3.7), as were the skills (3.9).

Only three knowledges were rated as appropriate for full development in basic training -- no additional training required ("Knowledge of types of liability, e.g., vicarious liability;" "Knowledge of the general use of the U.S. Constitution;" and "Knowledge of the role of the telephone company in maintaining and updating the 9-1-1 system"). None of

the skills were rated by a majority as appropriate for full development in basic training. These results suggest that most supervisors feel that the role of basic training should be to prepare dispatchers for subsequent on-the-job entry-level training.

"Basic Training" Item Listings. Appendix 9 lists the knowledges that were identified as appropriate to be addressed in basic training, along with the following summary statistics: percentage of supervisors indicating basic training is appropriate ("When-Learned" rating of "1 - Basic training" or "2 - Combination of basic training and on-the-job training"); the modal value for extent of basic training (some preparation vs. full development); percentage of supervisors reporting the modal extent-of-training rating (of those indicating basic training is appropriate); and the categories of agencies for which the "core" training criteria were met.

Appendix 10 lists the "core" skills that were identified as suitable for basic training, along with the same summary rating information.

"On-the-Job Training" Knowledges and Skills

All "core" skills and all knowledges, except one, were identified as appropriate to be addressed during on-the-job entry-level dispatcher training. These items were virtually the same as those identified as appropriate for basic training, with the following exceptions: one "basic training" knowledge was **not** rated as appropriate for on-the-job training;[4] and one knowledge and one skill were rated as appropriate for on-the-job training but not for basic (classroom) training.[5]

Table 3.10 below indicates that a large percentage of supervisors rated the "core" knowledges and skills as suitable for on-the-job training (77% and 89%, respectively). These items were rated as "very important" on average.

"On-the-Job" Training Item Listings. Appendix 11 lists the identified "on-the-job training" knowledges, along with summary statistics, including: percentage of supervisors indicating on-the-job training is appropriate ("When-Learned" rating of "2 - Combination of basic training and on-the-job training," or "3 - On-the-job training only"); and the categories of agencies for which the criteria were met. Appendix 12 lists the "core" skills identified by supervisors as appropriate for on-the-job training.

---

[4]"Knowledge of the general use of the U.S Constitution."

[5]"Knowledge of office maintenance procedures" and "skill in performing facility maintenance duties."

Table 3.10

Summary of "On-the-Job Training"
Knowledge and Skill Ratings

Knowledges (n=131)	Mean	Min	Max
% Supervisors rating each knowledge as appropriate for on-the-job training	77%	54%	93%
Importance	3.7	2.1	4.7
Skills (n=63)	**Mean**	**Min**	**Max**
% Supervisors rating each skill as appropriate for on-the-job training	89%	66%	98%
Importance	3.9	3.2	4.6

"Refresher Training" Knowledges and Skills

A majority of the "core" knowledges and skills were identified as requiring refresher training for **tenured** dispatchers to maintain job proficiency. A summary of the ratings of these items is presented below in Table 3.11. On average, 74% of supervisors indicated that the knowledges require refresher training, while 65% indicated that the skills require such training. Supervisors rated the knowledges and skills as "very important" on average, for successful job performance for dispatchers in their agencies.

Only one "core" knowledge was rated by supervisors as requiring **formal** refresher training; i.e., training that entails formal classroom instruction and assessment of dispatcher knowledge.[6] All other "core refresher training" knowledges and all such skills were rated as "best handled by individual agencies in training bulletins or brief in-service meetings."

[6] "Knowledge of legal liabilities and issues pertaining to training."

Table 3.11

Summary of "Refresher Training"
Knowledge and Skill Ratings

Knowledges (n=122)	Mean	Min	Max
% Supervisors rating each knowledge as requiring refresher training	74%	52%	91%
% Supervisors indicating formal refresher training required	27%	7%	53%
Importance	3.8	2.1	4.7

Skills (n=48)	Mean	Min	Max
% Supervisors rating each skill as requiring refresher training	65%	52%	81%
% Supervisors indicating formal refresher training required	27%	9%	43%
Importance	3.9	2.7	4.6

"Refresher Training" Item Listings. Appendix 13 lists the identified "refresher training" knowledges, along with the following summary statistics: percentage of supervisors indicating refresher training is required ("In-Service Training" rating of "1" or "2"); the modal rating of extent-of-training required (local/informal training vs. formal training); the percentage of supervisors indicating the modal extent-of-training rating; and the agency categories for which the criteria were met.

Appendix 14 lists the "core" skills identified as requiring refresher training, along with the same summary rating information.

"Group-Specific" Knowledges and Skills

As indicated in the above overview of results, only three knowledges and one skill were identified as "group-specific." These items were found to be generally concerned with special legal codes (evidence, government, and navigation codes) and direct public contact. See Appendix 15.

"Non-Core" Knowledges

Similar to the "group-specific" knowledges, three "non-core" knowledges were identified which were concerned with special legal codes (aeronautics, military, and U.S. codes). None of the dispatcher skills were identified as "non-core." The identified "non-core" knowledges are listed in Appendix 16.

Results: Ability and Trait Requirements Analysis

"Core Entry-Level" Abilities and Traits

As indicated in the overview of results presented earlier, all traits (n=15) and nearly all abilities (n=27) listed in the Job Requirements Survey were identified as important for successful dispatcher performance statewide. Only one ability (Number Facility) was identified as "non-core." No abilities or traits were identified as "group-specific."

Fourteen (14) of the "core" traits and 22 of the above identified "core" abilities were identified as necessary for entry-level candidates to possess before hire.

A summary of the ratings obtained for the "core entry-level" abilities and traits is shown in Table 3.12. These results indicate that supervisors were virtually unanimous in rating the abilities and traits as relevant to the job for dispatchers; the percentages so indicating were 99% and 100%, respectively. The mean importance rating for the "core" abilities and traits corresponds to a scale value of "very important."

Table 3.13 lists the "core" abilities necessary for dispatcher candidates to possess before hire. Table 3.14 lists all such traits.

Table 3.12

Summary of "Core Entry-Level"
Ability and Trait Ratings

Abilities (n=22)	Mean	Min	Max
% Supervisors rating ability as relevant to the job for dispatchers in their agencies	99%	99%	100%
Importance	4.2	3.9	4.6
% Supervisors rating ability as necessary before hire	71%	54%	95%
Traits (n=14)			
% Supervisors rating trait as relevant to the job for dispatchers in their agencies	100%	98%	100%
Importance	4.1	3.8	4.5
% Supervisors rating trait as necessary before hire	80%	63%	94%

Table 3.13

"Core" Abilities Necessary Before Hire

COGNITIVE ABILITIES

VERBAL

ORAL COMPREHENSION is the ability to understand spoken English words and sentences.

Examples of this ability include: Understanding complaints, requests, and other information received orally from citizens, field personnel and other agencies; and understanding briefings, instructions and directions received orally from field personnel, supervisors and co-workers.

WRITTEN COMPREHENSION is the ability to understand written sentences and paragraphs.

Examples of this ability include: Reading and understanding written incident information (e.g., summaries), various reference materials, (e.g., manuals, codes, policies and procedures), and teletype information (e.g., CLETS, NCIC).

ORAL EXPRESSION is the ability to use English words or sentences in speaking so others will understand.

Examples of this ability include: Providing information and directions orally to the public, co-workers and field personnel; questioning callers; dispatching field personnel; and explaining policies and advising citizens of actions to take in various emergency and non-emergency situations.

WRITTEN EXPRESSION is the ability to use English words or sentences in writing so others will understand.

Examples of this ability include: Recording and summarizing complaint information in writing (e.g., completing incident cards and reports); maintaining various logs; preparing information to broadcast (e.g., teletype messages, APB's); writing office communications and bulletins; and dispatching field personnel via CAD system.

FLUENCY OF IDEAS is the ability to produce a number of ideas about a given topic.

Examples of this ability include: Providing alternatives to the public and field personnel (e.g., identifying alternative resources, routes of travel, etc.); coming up with alternative approaches to obtain information from a difficult caller or to keep a caller on the phone (e.g., suicide, suspect); and identifying a variety of data bases and other resources as needed to obtain requested information.

Table 3.13 (Continued)

"Core" Abilities Necessary Before Hire

REASONING

DEDUCTIVE REASONING is the ability to apply general rules to specific problems to come up with logical answers. It involves deciding if an answer makes sense.

Examples of this ability include: Resolving complaints and requests for service; determining how many units to dispatch to a call (e.g., appropriate level of response); and recognizing that information given by a caller is not consistent.

INDUCTIVE REASONING is the ability to combine separate pieces of information, or specific answers to problems, to form general rules or conclusions. This involves the ability to think of possible reasons why things go together.

Examples of this ability include: Judging whether a complaint or request is legitimate; determining whether a complaint is a criminal or civil matter; evaluating complaint information and determining the type of crime (e.g., robbery vs. burglary); and recognizing duplicate or related calls (e.g., comparing suspect information given in separate calls).

INFORMATION ORDERING is the ability to correctly follow a given rule or set of rules to arrange things or actions in a certain order. The things or actions to be put in order can include numbers, letters, words, pictures, procedures, sentences, and mathematical or logical operations.

Examples of this ability include: Classifying and prioritizing complaints and requests; recording complaint/request information in the appropriate format; arranging information in the appropriate order for broadcasting to field personnel; and reading back a teletype message in logical order.

MEMORY

MEMORIZATION is the ability to remember information, such as words, numbers, pictures, and procedures. Pieces of information can be remembered by themselves or with other pieces of information.

Examples of this ability include: Remembering the details of a recent incident or related incidents; remembering procedures for handling various types of complaints and incidents, as well as for operating communications equipment and systems; remembering various codes and abbreviations (e.g., radio, legal); and remembering geographical boundaries and significant common locations.

Table 3.13 (Continued)

"Core" Abilities Necessary Before Hire

PERCEPTUAL

SPEED OF CLOSURE ability involves the degree to which different pieces of information can be combined and organized into one meaningful pattern quickly. It is not known beforehand what the pattern will be. The material may be visual or auditory.

Examples of this ability include: Evaluating initial information and quickly determining whether an incident is an emergency; receiving multiple radio transmissions in rapid succession and determining that they pertain to the same incident; and taking several calls reporting different parts of the same incident and quickly combining the information to gain an overall picture of what happened.

PERCEPTUAL SPEED ability involves the degree to which one can compare letters, numbers, objects, pictures, or patterns, both quickly and accurately. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object.

Examples of this ability include: Quickly comparing and verifying names, locations and descriptions received by radio, telephone, or in written form (e.g., checking a detainee's description against a wanted list or data base inquiry); and quickly comparing incident information to determine if different calls are related.

SELECTIVE ATTENTION is the ability to concentrate on a task and not be distracted. When distraction is present, it is not part of the task being done. This ability also involves concentrating while performing a boring task.

Examples of this ability include: Taking calls and dispatching field personnel from within a noisy, distracting work environment (e.g., taking a complaint from a citizen while other phone lines are ringing, other dispatchers are receiving emergency calls, teletype messages are printing, and alarm panels are sounding; or dispatching field personnel to an incident while other unrelated personnel are transmitting on the same frequency).

TIME SHARING is the ability to shift back and forth between two or more sources of information.

Examples of this ability include: Handling multiple calls for assistance at the same time; taking a complaint while monitoring radio traffic, teletypes and alarm panels; coordinating the response of multiple field units to an incident or several ongoing incidents; monitoring multiple radio channels at the same time; and tracking the status of field personnel while performing other duties (e.g., taking complaints or dispatching).

Table 3.13 (Continued)

"Core" Abilities Necessary Before Hire

PSYCHO-MOTOR ABILITIES

MANUAL DEXTERITY

MULTILIMB COORDINATION is the ability to coordinate movements of two or more limbs together (e.g., two arms, two legs, or one leg and one arm). Two or more limbs are in motion, while the individual is sitting, standing, or lying down.

Examples of this ability include: Typing with two hands; operating telephone and radio equipment simultaneously; and operating a radio transmitter foot pedal control while typing or operating radio console controls.

FINGER DEXTERITY is the ability to make skillful, coordinated, rapid movements of the fingers of one or both hands and to grasp, place, or move small objects.

Examples of this ability include: Performing keyboard operations; operating radio console equipment; and operating PBX equipment.

MANUAL SPEED

RESPONSE ORIENTATION is the ability to choose between two or more movements quickly and accurately when two or more different signals (lights, sounds, pictures, etc.) are given. The ability is concerned with the speed with which the correct response can be started with the hand, foot, etc.

Examples of this ability include: Receiving several telephone and/or radio calls at once and quickly selecting and responding to the call with the highest priority; and quickly switching radio channels to communicate with several different field personnel on different frequencies.

REACTION TIME is the ability to give one fast response to one signal (sound, light, picture, etc.) when it appears. This ability is concerned with the speed with which the movement can be started with the hand, foot, etc.

Examples of this ability include: Immediately responding to a radio transmission or telephone call; and detecting and reacting to an activated alarm panel.

Table 3.13 (Continued)

"Core" Abilities Necessary Before Hire

SENSORY-MOTOR ABILITIES

VISION

NEAR VISION is the capacity to see close environmental surroundings.

Examples of this ability include: Reading various written materials (e.g., incident summaries, logs, directories, equipment and system manuals, policies and procedures, legal codes); reading equipment displays (e.g., telephone panel, radio control panel, teletypes, CAD screen); and viewing building security video monitors.

HEARING

GENERAL HEARING is the ability to detect and to discriminate among sounds that vary over broad ranges of pitch and/or loudness.

Examples of this ability include: Hearing and distinguishing between different types of telephone tones, alarms, warning bells, and alert tones; and hearing people talking on the telephone, radio or in person.

AUDITORY ATTENTION is the ability to focus on a single source of auditory information in the presence of other distracting and irrelevant auditory stimuli.

Examples of this ability include: Distinguishing between different conversations on the same radio channel; and hearing a caller on a telephone line or radio channel with heavy static or background noise.

SPEECH HEARING is the ability to hear and understand the speech of another person.

Examples of this ability include: Hearing and understanding people talking in person and on the radio or telephone.

SPEECH

SPEECH CLARITY is the ability to communicate orally in a clear fashion understandable to a listener.

Examples of this ability include: Speaking with sufficient clarity to be understood by others on the telephone or radio, or in person.

Table 3.14

"Core" Traits Necessary Before Hire

TOLERANCE OF STRESS: Performs job duties effectively under adverse conditions (e.g., working under time pressure with high visibility and serious consequence of error, in crisis situations, tragedies, and emergencies, handling simultaneous incidents, and working with frequent interruption); "bounces back" from negative situations; performs duties under extreme pressure without delay.

INTEGRITY: Honest and impartial; maintains confidentiality of information; refrains from using position for personal gain.

DEPENDABILITY: Acts responsibly and reliably in all situations; willing to accept the consequences of one's decisions and behavior; is disciplined, thorough, accurate and punctual.

EMOTIONAL CONTROL: Acts calm and collected and does not allow emotions to affect performance or disrupt the work environment; does not overreact to situations; accepts delays without getting upset (is slow to anger); performs effectively in crises or overwhelming situations; does not become personally involved.

TOLERANCE OF UNPLEASANT WORK ENVIRONMENT: Accepts and is able to function effectively in a restrictive, demanding, and highly structured work environment (e.g., working in isolation, late or early shifts, long hours, sitting for prolonged periods, confined work space, rigid chain of command).

ADAPTABILITY: Changes behavior to meet the shifting demands of the job; adapts to substantial increases or decreases in work load and to changes in assignments; remains alert during periods of slow or repetitive work activity.

TEAMWORK: Assists and cooperates willingly and effectively with co-workers, supervisors, field personnel and personnel at other agencies in performing job duties; a "team player."

MATURITY: Draws upon life experiences to deal with situations; thinks before acting (e.g., not impulsive); is not easily fooled (e.g., not naive); sees value in and takes work seriously; sensible; recognizes and is not bothered by trivial negative events and circumstances.

Table 3.14 (Continued)

"Core" Traits Necessary Before Hire

PRODUCTIVITY: Performs work in an efficient, organized and timely manner; performs effectively without constant supervision.

POSITIVE ATTITUDE: Reacts in a positive and constructive manner when confronted with negative work situations; is optimistic; sees the good side in situations; displays cheerfulness; acts inspired about work; sees value in the organization and its members; is able to joke with co-workers (e.g., use humor to relieve tense or stressful situations).

ASSERTIVENESS: Takes command of a situation; acts confidently, without hesitation; willing to voice personal views; not easily intimidated.

SOCIAL CONCERN: Concerned with the safety and welfare of others; demonstrates an interest in people and serving the public.

MOTIVATION: Displays hustle and drive in reaching work goals; self-motivated; makes use of "down time"; recognizes that the job may require additional time and energy; seeks answers to issues and questions; keeps trying, even in difficult situations; proceeds in the face of adversity.

INTERPERSONAL SENSITIVITY: Addresses situations in a sensitive, straightforward manner, showing consideration for others; resolves disputes in the least offensive manner; acts in an unbiased fashion towards others, keeping personal prejudices out of the work place; attempts to understand and respects the attitudes and beliefs of others.

A noteworthy result is that the "Importance" ratings and "Entry-Level Requirement" ratings were found to be positively and significantly correlated ($r=.61$, $p<.0001$). Thus, the higher a particular ability or trait was rated in importance, the greater the percentage of supervisors indicating that the item is necessary before hire, on average.

Abilities and Traits Rated Highest in Importance

Abilities. Table 3.15 lists all of the abilities contained in the Job Requirements Survey in order of mean "Importance" rating. The first column in the table (labeled "AVG IMPT") contains the mean "Importance" rating for each ability. Column two ("% ENTRY REQ") contains the percentage of supervisors rating each ability as necessary for entry-level dispatcher candidates to possess before hire. Column three ("% SUPV") contains the percentage of supervisors rating each ability as relevant to the job for dispatchers. Abilities identified as "non-core" and "non-entry requirement" are noted accordingly.

Overall, Verbal and Perceptual cognitive abilities, and Speech and Hearing sensory-motor abilities, were rated highest in importance among "core entry-level" abilities. **Oral Communication** abilities (**Comprehension** and **Expression**) were rated by supervisors as critical for successful performance[7] and necessary for entry-level candidates to possess before hire. Several other "core" abilities that were rated relatively high in importance, as well as necessary before hire, include: **Written Comprehension, Speech Clarity, Speech Hearing, General Hearing, Auditory Attention** and **Time Sharing**.

Additional "core" abilities rated as "very important" and necessary before hire, include: **Reasoning** (Deductive Reasoning, Inductive Reasoning, Information Ordering), **Verbal** (Written Expression, Fluency of Ideas), **Memory**, and **Perceptual** (Speed of Closure, Selective Attention, Perceptual Speed) **cognitive** abilities; **psycho-motor** abilities (Response Orientation, Reaction Time, Multilimb Coordination, Finger Dexterity); and **sensory-motor** ability (near vision).

Interestingly, none of the **Spatial** abilities (Spatial Orientation and Visualization) were rated by a majority as necessary before hire. **Perceptual** (Flexibility of Closure) and **Reasoning** (Problem Sensitivity and Originality) abilities also failed to be rated by a majority as necessary before hire for entry-level dispatcher candidates.

---

[7]Mean "Importance" rating of 4.5 or higher.

Table 3.15

Abilities Analysis Results

		AVG IMPT	% ENTRY REQ	% SUPV
	Oral comprehension (V)	4.6	95	100
	Oral expression (V)	4.5	92	100
	Written comprehension (V)	4.4	93	100
	Speech clarity (S-M)	4.4	90	100
	Speech hearing (S-M)	4.4	82	100
	General hearing (S-M)	4.3	85	100
	Auditory attention (S-M)	4.3	70	100
	Time sharing (P)	4.3	54	100
+ +	Problem sensitivity (R)	4.2	56	99
	Deductive reasoning (R)	4.2	70	99
	Memorization (M)	4.2	80	100
	Written expression (V)	4.2	86	100
	Speed of closure (P)	4.1	67	99
	Inductive reasoning (R)	4.1	60	99
	Information ordering (R)	4.1	56	100
	Response orientation (P-M)	4.1	54	100
	Selective attention (P)	4.1	64	100
	Reaction time (P-M)	4.1	56	100
	Multilimb coordination (P-M)	4.0	64	99
	Near vision (S-M)	3.9	76	100
	Finger dexterity (P-M)	3.9	63	100
	Perceptual speed (P)	3.9	59	99
	Fluency of ideas (V)	3.9	54	99
+	Flexibility of closure (P)	3.8	46	99
+	Spatial orientation (S)	3.8	34	99
+	Visualization (S)	3.6	40	97
+	Originality (R)	3.4	44	97
*	Number facility (N)	2.8	47	87

Note. Abilities are listed in order of mean importance rating. Unless otherwise noted, all abilities met the "core" criteria within all agency size/type/CAD categories. General ability categories are shown in parentheses.

*Denotes "non-core" ability.

+Less than 50% of all supervisors rated this ability as necessary before hire.

+ +Less than 50% of supervisors in sheriffs' departments and independent communication centers rated this ability as necessary before hire.

Traits. The "core" traits are listed in Table 3.16 in order of mean "Importance" rating (the same summary statistics are presented as in the previous table).

The results indicate that **Tolerance of Stress** is considered by supervisors to be the most critical trait for successful performance of dispatcher work. **Integrity, Dependability** and **Emotional Control** were also rated relatively high in importance ("very important," bordering on "critical"). Ten additional traits were rated as "very important," on average, including: **Tolerance of Unpleasant Work Environment, Adaptability, Teamwork, Maturity, Productivity, Positive Attitude, Assertiveness, Social Concern, Motivation, and Interpersonal Sensitivity.**

One remaining trait, Appearance, was rated least important and was not included as a "core entry-level" trait. This trait is traditionally most useful as an in-service performance evaluation dimension and was not expected to be important for purposes of entry-level selection.

Thus, the traits of greatest importance to the successful performance of dispatcher work were found to be generally concerned with adaptability (e.g., to stressful, unpleasant, and widely varied situations) and reliability (e.g., honesty and dependability).

Table 3.16

Traits Analysis Results

	AVG IMPT	% ENTRY REQ	% SUPV
Tolerance of stress	4.5	83	100
Integrity	4.3	94	100
Dependability	4.3	94	100
Emotional control	4.3	87	100
Tolerance of unpleasant work environment	4.2	75	100
Adaptability	4.1	73	100
Teamwork	4.1	65	100
Maturity	4.0	88	100
Productivity	4.0	63	100
Positive attitude	4.0	84	100
Assertiveness	3.9	70	100
Social concern	3.9	80	98
Motivation	3.8	78	100
Interpersonal sensitivity	3.8	82	100
* Appearance	3.3	66	99

Note. Traits are listed in order of mean importance rating. All traits met "core" criteria within all agency size/type/CAD categories.

*Denotes "non-entry-level" trait.

SUMMARY AND CONCLUSIONS

A Survey of Job Requirements for Public Safety Dispatchers was completed by 267 first-line dispatch supervisors (30% of the statewide supervisor population) representing 155 agencies (43% of the agencies). The composition of the survey sample was consistent with the dispatcher population, thereby yielding an implicit weighting of the overall survey results that was adequate for the analyses conducted.

Analyses were conducted to identify the knowledges, skills, abilities, and traits required for successful performance of dispatcher work statewide. As a result, a common "core" of requisite KSATs was identified that is applicable to dispatchers employed by police departments, sheriffs' departments and independent communication centers of various sizes throughout the state, including agencies that use a computer-assisted dispatch (CAD) system and those that do not.

Further analyses were conducted to identify knowledge and skill training requirements, and ability and trait requirements for entry-level dispatcher candidates. The major findings of the analyses are summarized below.

Training Requirements

Knowledges

- A total of 132 knowledge items were identified by dispatch supervisors statewide as "core" requirements for successful performance of dispatcher duties and appropriate to be addressed in entry-level dispatcher training.

- The "core training" knowledges fall within ten general subject matter areas, as follows (relative percentages of knowledge items are shown in parentheses):

    1. Work Environment and Conduct (11%)
    2. Communication Center Operations (4%)
    3. Law (20%)
    4. Complaint-Taking (17%)
    5. Dissemination of Information (14%)
    6. Radio Dispatching (17%)
    7. Law Enforcement Information Systems (8%)
    8. Public Safety-Related Agencies (3%)
    9. Communication Center Equipment and Resources (4%)
    10. Training Methods (5%)

- The knowledges rated as most critical for successful dispatcher performance were found to generally concern:

  Complaint/request priorities, potentially dangerous situations, important and appropriate complaint information to be obtained, questioning techniques, communications with mentally unstable callers, and considerations for broadcasting sensitive information.

- Nearly all "core" knowledges were rated by a majority of supervisors as appropriate to be addressed in both **basic** (classroom) training and **on-the-job** entry-level dispatcher training.

  -- Thus, the role of basic training was identified by first-line dispatch supervisors as preparatory for further on-the-job training for entry-level dispatchers.

- The vast majority of the "core" knowledges (92%) were identified as requiring **refresher training** for tenured dispatchers to maintain job proficiency.

  -- Only one knowledge item was identified as requiring **formal** refresher training. Supervisors indicated that refresher training for all other items is best handled through informal training provided by local agencies in bulletins or brief meetings.

<u>Skills</u>

- A total of 63 skills were identified by supervisors statewide as "core" requirements for successful performance of dispatcher duties and appropriate for entry-level dispatcher training.

- The identified "core training" skills fall within nine general areas, as follows:

  1. Vocal Skills (3%)
  2. Listening Skills (8%)
  3. Reporting and Recordkeeping (6%)
  4. Reading Skills (11%)
  5. Complaint-Taking Skills (16%)
  6. Dispatching Skills (30%)
  7. Telecommunication Skills (13%)
  8. Interpersonal Skills (5%)
  9. Administrative Skills (8%)

- The skills rated as most critical for successful dispatcher performance were found to be generally concerned with the handling of multiple simultaneous events and radio traffic.

- All identified "core" skills, except one, were rated by a majority of dispatch supervisors as appropriate to be addressed in both **basic** (classroom) training and **on-the-job** entry-level training for new dispatchers.

  -- Thus, supervisors further identified the role of basic training as preparatory for on-the-job training for entry-level dispatchers.

- A large percentage of the "core" skills (74%) were rated by a majority of supervisors as requiring **refresher training** for tenured dispatchers to maintain job proficiency.

  -- None of these skills were identified as requiring **formal** refresher training.

Entry-Level Requirements

Abilities

- A total of 22 general abilities taken from the research literature on human performance assessment were identified by supervisors statewide as both important for successful performance of dispatcher duties and necessary before hire for entry-level candidates.

- The identified "core entry-level" abilities are encompassed by the following general areas:

  Cognitive abilities (Verbal, Reasoning, Memory, Perceptual)

  Psycho-motor abilities (Manual Dexterity and Speed)

  Sensory-motor abilities (Speech, Hearing, Vision)

- Verbal and Perceptual cognitive abilities, and Speech and Hearing sensory-motor abilities were rated highest in importance among the "core entry-level" abilities.

  -- **Oral Communications** abilities (**Comprehension** and **Expression**) were rated as critical to successful dispatcher performance and necessary before hire.

-- **Written Comprehension, Speech Clarity, Speech Hearing, General Hearing, Auditory Attention and Time Sharing** abilities were rated as very important, bordering on critical, and necessary before hire.

-- Fourteen (14) additional cognitive, psycho-motor, and sensory-motor abilities were rated as very important and necessary before hire.

Traits

- A total of 14 traits, based largely upon previous research literature pertaining to personality trait assessment, were identified by supervisors statewide as very important for successful performance of dispatcher duties. All were rated by a majority of supervisors as necessary for entry-level dispatcher candidates to possess before hire.

- **Tolerance of Stress** was rated by supervisors as the most critical trait for successful dispatcher performance. This trait was defined as follows:

  > "Performs job duties effectively under adverse conditions (e.g., working under time pressure with high visibility and serious consequence of error, in crisis situations, tragedies, and emergencies, handling simultaneous incidents, and working with frequent interruption); "bounces back" from negative situations; performs duties under extreme pressure without delay."

- **Integrity, Dependability, and Emotional Control** were also rated relatively highly among "core" traits, followed by **Tolerance of Unpleasant Work Environment, Adaptability, Teamwork, Maturity, Productivity, Positive Attitude, Assertiveness, Social Concern, Motivation, and Interpersonal Sensitivity.**

Conclusions

The requirements for successful performance of dispatcher work were found to be similar statewide. An expansive common "core" of requisite knowledges, skills, abilities and traits was identified. Very few "group-specific" worker requirements were identified (three knowledges and only one skill were identified as such). These results suggest a high degree of uniformity among agencies with respect to fundamental worker requirements. Thus, there is substantial evidence supporting use of statewide standards for specific selection criteria and training curricula for entry-level dispatchers.

All statewide "core" knowledges and skills were identified as appropriate to be addressed in entry-level training. Nearly all were identified as suitable for both basic (classroom) training and on-the-job entry-level training. Thus, consistent with the results of the task analysis, the role of basic training was viewed by supervisors as preparatory for subsequent on-the-job training of entry-level dispatchers.

The vast majority of knowledges and skills were also identified as requiring refresher training for tenured dispatchers. However, for all but one of these items, supervisors indicated that such training is best handled by local agencies through brief meetings and bulletins (rather than formal classroom training).

With regard to entry-level requirements, **Oral Communication** abilities (**Comprehension and Expression**) were rated as critical to successful dispatcher performance and necessary before hire. Additional abilities rated relatively high in importance and necessary before hire include **Verbal, Memory,** and **Perceptual** cognitive abilities, **Speech and Hearing sensory-motor** abilities, and **Manual Speed and Dexterity psycho-motor** abilities. A total of 22 abilities were identified as important worker requirements, necessary for entry-level candidates to possess before hire.

Supervisors indicated that the most important traits for successful dispatcher performance include **Tolerance of Stress, Integrity, Dependability, and Emotional Control.** Ten additional traits were rated as "very important" for successful performance as a public safety dispatcher.

The results described in this report will serve as a basis for the completion of the third and final component of the job analysis -- KSAT Linkage Analysis, where the relationships between "core" KSATs and "core" tasks will be documented. As a result, recommended training subject matter areas will be developed, as will a framework for future selection instrument development and validation research.

REFERENCES

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (1985). Standards for educational and psychological testing. Washington, DC: American Psychological Association.

Commission on Peace Officer Standards and Training (1986). Dispatcher training guide. Sacramento, CA: Author.

Commission on Peace Officer Standards and Training (1988). POST prescribed training courses. Sacramento, CA: Author.

Commission on Peace Officer Standards and Training (1988). Telecommunications training guide. Sacramento, CA: Author.

Equal Opportunity Commission, Civil Service Commission, Department of Labor, & Department of Justice (1978). Uniform guidelines on employee selection procedures. Federal Register, 43(166), 38290-38315.

Fleishman, E. & Quaintance, M. (1984). Taxonomies of human performance. Orlando: Academic Press, Inc.

French, J., Ekston, R., and Price, L. (1963). Kit of reference tests for cognitive factors. Princeton, NJ: Educational Testing Service.

Gael, S. (1988). The job analysis handbook for business, industry, and government. New York: Wiley & Sons.

Guilford, J. (1967). The nature of human intelligence. New York: McGraw-Hill.
Hargrave, G., and Berner, J. (1984). Psychological screening manual. Sacramento: Commission on Peace Officer Standards and Training.

Kohls, J. W., Berner, J. G., & Luke, L. K. (1979). California entry-level law enforcement officer job analysis. Sacramento, CA: Commission on Peace Officer Standards and Training.

Landy, F. (1988). Selection procedure development and usage. In Gael (Editor). The Job Analysis Handbook for Business, Industry, and Government. NY: Wiley.

Meecham, R., and McCormick, E. (1969). The rated attribute requirements of job elements in the position analysis questionnaire. Office of Naval Research, Department of the Navy, Washington D.C., Report No. 1.

Nunnally, J. (1978). Psychometric theory. NY: McGraw-Hill.

Personnel Decisions, Inc. (1985). Validation report for the job of corrections officer. Minneapolis, MN: Author.

Primoff, E. (1975). How to prepare and conduct job element examinations. U.S. Civil Service Commission. Tech. Study 75-1.

Society for Industrial and Organizational Psychology, Inc. (1987). Principles for the validation and use of personnel selection procedures. (Third edition) College Park, MD: Author.

U.S. Department of Labor (1972). Handbook for analyzing jobs. Stock No. 2900-0131. Washington D.C.: Author.

Weiner, J. (1990). Public safety dispatcher job analysis, Component 1: Job task analysis. Sacramento: Commission on Peace Officer Standards and Training.

APPENDICES

APPENDIX 1

SOURCE INFORMATION FOR IDENTIFIED DISPATCHER TRAITS

APPENDIX 1

SOURCE INFORMATION FOR IDENTIFIED DISPATCHER TRAITS

(a) **POST Entry-level Peace Officer Job Analysis** (Kohls, Berner and Luke, 1979). Of the 29 "behavioral requirements" identified in the POST entry-level peace officer job analysis, 10 were selected as potentially important dispatcher traits, including: Interpersonal Behavior, Teamwork, Interest in People, Assertiveness, Emotional Self-control, Flexibility/Adaptability, Initiative, Dependability, Appearance, and Integrity.

(b) **POST Psychological Screening Manual** (Hargrave and Berner, 1984). The emotional stability standards research conducted for peace officers identified 14 global psychological attributes. The attribute definitions were reviewed by staff and, where applicable, information within each attribute was selected.

(c) **Local agency job descriptions and performance appraisals.** POST staff reviewed job descriptions and performance appraisal instruments from local agencies and extracted behavioral attributes such as: mature, patient, positive attitude, assertive, tactful, composed, poised, etc.

(d) **POST Dispatcher Training Guide** (1986). The performance appraisal section of the training guide contained several traits that were selected, such as: attitude, performance under stress conditions, and relationships with others.

(e) **"How to Prepare and Conduct Job Element Examinations"** (Primoff, 1975). A testing manual for the federal government, Primoff's guide lists over 100 job elements that are applicable to many jobs. Eleven elements were selected for the preliminary list of potentially important dispatcher traits, such as: Able to work under pressure, Willingness to work overtime, Reliability and dependability, etc.

(f) **Attribute Requirements of the Position Analysis Questionnaire (PAQ)** (Mecham and McCormick, 1969). Over two dozen attributes (temperaments and interests) are listed that are potentially important for performance of the wide ranging work behaviors covered in the PAQ. Over a dozen behavioral attributes were selected as potentially important for dispatcher work. All were couched in terms of adaptability to job situations, such as: Variety of duties, Repetitive/short-cycle operations, Dealing with people, Pressure of time, etc.

(g) **Validation Report for the Job of Corrections Officer** (Personnel Decisions, Inc., 1985). Over two dozen behavioral attributes identified in a job analysis of California Corrections Officers were selected as potentially important for dispatchers, such as: Assertiveness, Self-assurance, Decisiveness, Resourcefulness, Efficiency, Tolerance of Stress, etc.

(h) **Handbook for Analyzing Jobs** (US Department of Labor, 1972). The handbook includes an appendix containing 10 general temperaments from which potentially important dispatcher traits were selected. These temperaments are couched in terms of adaptability to different job situations, such as: Accepting responsibility, Dealing with people beyond giving and receiving instructions, Performing under stress with emergency, critical, unusual, or dangerous situations, etc.

APPENDIX 2

KSAT REVIEW WORKSHOP PARTICIPANTS

APPENDIX 2

KSAT REVIEW WORKSHOP PARTICIPANTS

Preliminary KSAT Review
POST headquarters, Sacramento
August 22-23, 1989

Gerald Gomez
Sergeant
Sacramento County Sheriff's Department

Joanne J. Briggs
Lieutenant
Sacramento County Sheriff's Department

Nancy Towne
Supervising Dispatcher
Sacramento Police Department

Lynne Whealton
Operations Supervisor
El Dorado County Communications

John Weiner
Consultant
Commission on Peace Officer Standards and Training

Anna Solorio
Research Analyst
Commission on Peace Officer Standards and Training

APPENDIX 2

KSAT REVIEW WORKSHOP PARTICIPANTS

KSAT Development Workshop #1
Sacramento
August 28-29, 1989

Greg Kast, Sergeant, Oakland Police Department

Cokie Lepinski, Supervising Dispatcher, Marin County Sheriff's Department

Concha Cardenas, Communications Supervisor, Yuba City Police Department

Joel Healy, Chief Communications, Santa Clara Communications Dispatch Center

Larry Crompton, Lieutenant, Contra Costa Sheriff's Department

Shiela LaPointe-Kirkorian, Administrative Supervisor, Fresno County Sheriff's Department

Larry Lessley, Police Officer, Chico Police Department

Gerald Verwolf, Assistant Director, Monterey County Communications Center

Rita Miller, Dispatcher II, UC Davis Police Department

Linda Olmstead, Communications Supervisor, Monterey County Communications Center

Nancy Jackson, Communications Manager, City of San Jose

Ward Redman, Administrative Sergeant, Calaveras County Sheriff's Department

Charlene Everett, Public Safety Supervisor, Napa City Police Department

Greg Miraglia, Communications Supervisor, Fairfield Public Safety Department

Yolanda Alvidrez, Communications Supervisor, City of San Mateo

Douglas Smith, Police Communications Supervisor, City of Concord

Sylvia Bonivert, Lead Law Enforcement Assistant, Nevada County Sheriff's Department

(Continued)

APPENDIX 2

KSAT REVIEW WORKSHOP PARTICIPANTS

KSAT Development Workshop #1
Sacramento
August 28-29, 1989

(Continued)

John Weiner, Consultant, Commission on Peace Officer Standards and Training

Anna Solorio, Research Analyst, Commission on Peace Officer Standards and Training

Darrell Stewart, Bureau Chief, Commission on Peace Officer Standards and Training

John Berner, Bureau Chief, Commission on Peace Officer Standards and Training

APPENDIX 2

KSAT REVIEW WORKSHOP PARTICIPANTS

KSAT Development Workshop #2
Newport Beach
September 6-7, 1989

Pat McGhee, Supervisor, Long Beach Police Department

Jim Shearer, Sergeant, Kings County Sheriff's Department

Rhonda Lazzarini, Communications Supervisor, Redondo Beach Police Department

Jan Daly, Communications Dispatcher II, Ventura County Sheriff's Department

Diane Maus, Communications Coordinator, Long Beach Police Department

Rita Consenza, Dispatch Supervisor, Kings County Communications

Vivian Kelly, Administrative Services, West Covina Police Department

Beverly Kent, Training Supervisor, L.A. County Sheriff's Department

Denise Marquez, Training Dispatcher, Bell Gardens Police Department

Richard Webb, Lieutenant, Bell Gardens Police Department

Alice Turner, System Technician, San Bernardino County Sheriff's Department

Norma Nash, Communications Supervisor, San Bernardino County Sheriff's Department

Gary Gionet, Supervising Dispatcher, Garden Grove Police Department

Shelly Santy, Senior Police Representative, Los Angeles Police Department

Trudy Amper, Senior Police Representative, Los Angeles Police Department

Luette Leininger, Dispatcher II, Irvine Police Department

Brian Wine, Training Dispatcher, Orange County Sheriff's Department

(Continued)

APPENDIX 2

KSAT REVIEW WORKSHOP PARTICIPANTS

KSAT Development Workshop #2
Newport Beach
September 6-7, 1989

(Continued)

Edward Kerley, Training Dispatcher, UC Riverside Police Department

John Weiner, Consultant, Commission on Peace Officer Standards and Training

Anna Solorio, Research Analyst, Commission on Peace Officer Standards and Training

APPENDIX 2

KSAT REVIEW WORKSHOP PARTICIPANTS

Survey Pre-Review Workshop
POST Headquarters
September 22, 1989

Douglas Smith
Police Communications Supervisor
Concord Police Department

George Anne Rhines
Shift Supervisor
El Dorado County Sheriff's Department

John Weiner
Consultant
Commission on Peace Officer Standards and Training

Anna Solorio
Research Analyst
Commission on Peace Officer Standards and Training

APPENDIX 3

KSAT Review Workshop Procedure

APPENDIX 3

KSAT Review Workshop Procedure

(a) **Orientation.** First, an overview of the POST Dispatcher Program and the job analysis was given.

(b) **Job Task Review.** The dispatcher job tasks identified in Component 1 of the job analysis were reviewed and discussed to ensure that all participants had a common understanding of the job. Participants were instructed to keep in mind that all identified KSAT's were to be targeted to this common definition.

(c) **Abilities Review.** The definition of "ability" was presented and discussed and Fleishman's taxonomy was introduced. Then the 29 selected abilities were reviewed with the group and examples of dispatcher task performance demonstrating each ability were identified. During this time, participants identified the job task cluster(s) for which each ability is important and examples of job tasks that demonstrate each ability. They recorded their judgments and example tasks on a worksheet, shown below. All abilities were initially linked to at least one task cluster.

Participants were then assigned to subgroups. Each subgroup was assigned 2 or 3 task clusters for review. Members of each subgroup then reviewed the tasks within their respective clusters and identified the most important abilities for successful task performance. One member of each subgroup recorded the identification number of each important ability from the list of 29 abilities next to each task statement. If an important ability was not on the list, participants were instructed to identify and define any such abilities.

The total group was then reassembled and subgroup leaders presented their findings to the total group for discussion. Through this process, 28 of the 29 abilities were identified as important for dispatcher job task performance (visual color discrimination was dropped after some discussion). No additional important abilities were identified.

(d) **Knowledge Review.** The definition of the term "knowledge" was presented and the purpose of the knowledge information (statewide training) was discussed. Then, the initial list of knowledge statements was reviewed with the total group. Participants were instructed to provide general feedback regarding the appropriateness of the statements and to raise questions, concerns, etc. All comments regarding each topic were recorded at this time for later discussion.

Participants were then assigned to the same subgroups. Each subgroup was assigned 2 or 3 major knowledge areas for

review. Participants were instructed to review each knowledge statement and: (1) verify that it is related to at least one task (is important for successful performance), and (2) ensure that the statement is accurate and worded properly, avoiding agency-specific language. A member of each subgroup recorded the associated task number next to each knowledge statement and recorded any suggested revisions to language. Any instances of a non-task-related knowledge were to be noted. Subgroup members also reviewed the same tasks that they were assigned previously in step c to ensure that all important knowledges were listed and to add new statements when necessary.

Again, the total group was reassembled and subgroup leaders presented and discussed their findings. While the 10 major knowledge areas were unchanged, substantial revisions were made through this process, as a number of knowledge were added, modified, and/or deleted. A total of 138 knowledge statements were identified as a result of the two workshops.

(e) **Skills Review.** The definition of the term "skill" was presented and discussed and the initial list of dispatcher skills was then reviewed. Participants verified that the listed skills were generally important for performance of dispatcher job duties and that no critical skills were missing. As before, comments regarding each skill were recorded for later discussion.

Next, the same subgroups were formed and each subgroup was assigned 2 or 3 major skill categories for review. Participants were instructed to review each skill statement and: (1) verify that it is important for at least one task, and (2) ensure that the skill statement is accurate and worded appropriately. The associated task number was recorded next to each skill statement, as were suggested revisions. Any instance of a non-task-related skill was to be noted. Also, as before, subgroup members reviewed their previously assigned tasks to ensure that all important skills were listed, adding new statements when necessary.

The total group was again reassembled and subgroup leaders presented their findings. The 9 major skill categories were largely unchanged. However, a number of substantial revisions were made to the skill statements, resulting in a total of 64 statements.

(f) **Traits Review.** Finally, the initially drafted "behavioral adjectives list" was reviewed with the total group. As before, participants were instructed to verify that the listed characteristics were important for performance of dispatcher job duties and that no important items were missing. A number of revisions were made to the list. Then, the adjectives were categorized into major trait categories.

The subgroups were again formed for one last time. Each subgroup was assigned several trait categories and instructed to generate behavioral examples to define the adjectives contained within in each assigned category. The subgroups were also instructed to review their previously assigned tasks to ensure that all important traits necessary for successful task performance were covered. Members of each group then presented their definitions to the total group and a number of revisions were made by consensus. Following the workshop, POST research staff added supplemental trait information obtained from the various sources listed in Appendix 1. A total of 15 traits were identified as a result of this process.

APPENDIX 3 (CONTINUED)

WORKSHOP MATERIALS

ABILITY WORKSHEET

NAME: _____

Check ( ) each ability that is important for the successful performance of dispatcher job duties.

For each ability that you checked, circle the Task Cluster ID Number(s) for which the ability is important. Use the space below to write job specific examples of each ability.

TASK CLUSTER

___ 1. ORAL COMPREHENSION	1	2	3	4	5	6	7	8	9
___ 2. WRITTEN COMPREHENSION	1	2	3	4	5	6	7	8	9
___ 3. ORAL EXPRESSION	1	2	3	4	5	6	7	8	9
___ 4. WRITTEN EXPRESSION	1	2	3	4	5	6	7	8	9
___ 5. FLUENCY OF IDEAS	1	2	3	4	5	6	7	8	9
___ 6. ORIGINALITY	1	2	3	4	5	6	7	8	9

____ 7. MEMORIZATION 1 2 3 4 5 6 7 8 9

____ 8. PROBLEM SENSITIVITY 1 2 3 4 5 6 7 8 9

____ 9. DEDUCTIVE REASONING 1 2 3 4 5 6 7 8 9

____ 10. INDUCTIVE REASONING 1 2 3 4 5 6 7 8 9

____ 11. INFORMATION ORDERING 1 2 3 4 5 6 7 8 9

____ 12. NUMBER FACILITY 1 2 3 4 5 6 7 8 9

____ 13. SPEED OF CLOSURE 1 2 3 4 5 6 7 8 9

____ 14. FLEXIBILITY OF CLOSURE 1 2 3 4 5 6 7 8 9

____ 15. PERCEPTUAL SPEED 1 2 3 4 5 6 7 8 9

____ 16. SELECTIVE ATTENTION 1 2 3 4 5 6 7 8 9

____ 17. TIME SHARING 1 2 3 4 5 6 7 8 9

____ 18. SPATIAL ORIENTATION 1 2 3 4 5 6 7 8 9

____ 19. VISUALIZATION 1 2 3 4 5 6 7 8 9

____ 20. MULTILIMB COORDINATION 1 2 3 4 5 6 7 8 9

____ 21. RESPONSE ORIENTATION 1 2 3 4 5 6 7 8 9

____ 22. REACTION TIME 1 2 3 4 5 6 7 8 9

____ 23. FINGER DEXTERITY	1	2	3	4	5	6	7	8	9
____ 24. NEAR VISION	1	2	3	4	5	6	7	8	9
____ 25. VISUAL COLOR DISCRIMINATION	1	2	3	4	5	6	7	8	9
____ 26. GENERAL HEARING	1	2	3	4	5	6	7	8	9
____ 27. AUDITORY ATTENTION	1	2	3	4	5	6	7	8	9
____ 28. SPEECH HEARING	1	2	3	4	5	6	7	8	9
____ 29. SPEECH CLARITY	1	2	3	4	5	6	7	8	9

APPENDIX 4

PUBLIC SAFETY DISPATCHER

SURVEY OF JOB REQUIREMENTS

California Commission on Peace Officer Standards and Training

PUBLIC SAFETY DISPATCHER SURVEY OF JOB REQUIREMENTS

INTRODUCTION

This survey is part of an ongoing effort by the Commission on Peace Officer Standards and Training (POST) to develop comprehensive standards for the selection and training of California's public safety dispatchers. We recognize the effort required on your part to complete the survey and thank you in advance for your assistance. Your input in this process will contribute to the further development of the law enforcement communications profession.

The survey calls for you to review an extensive list of knowledge, skills, abilities and traits, and to identify their importance for public safety dispatchers that you supervise. For purposes of this survey, **"public safety dispatcher" is defined as journey-level personnel who perform complaint-taking and/or dispatching services primarily for law enforcement.**

This survey is being administered by POST to selected dispatch supervisors and managers representing various sizes and types of communication centers throughout the state. All completed surveys will be returned directly to POST for analysis. Your responses to the survey will be kept <u>confidential</u>.

In view of the important role that the survey results will play in the development of dispatcher selection and training standards, it is critical that you **read and follow all instructions carefully and respond to every item.**

Thank you again for your assistance!

BACKGROUND INFORMATION

PLEASE PRINT

Date: _____

Name of your agency: _____

Your name (optional): _____

The following information is necessary to document the characteristics of the survey sample and to confirm that the survey is representative. Please answer the following questions by writing the appropriate number in the space to the left, or by making a check (✓) where indicated.

_____ 1. Do you presently supervise or manage the work of law enforcement dispatchers at your agency? Choose one.

1 = Yes 2 = No

** <u>IF NO, PLEASE SEE YOUR AGENCY COORDINATOR BEFORE COMPLETING THIS SURVEY.</u>

BACKGROUND INFORMATION (continued)

2. Check (✓) each of the types of complaint/dispatch personnel below that you supervise:

____ Complaint-Taker -- separate function (1)
____ Radio Dispatcher -- separate function (2)
____ Combined Complaint/Dispatch function (3)

____ 3. Your present rank or position classification (choose one):

Civilian:
1 = Supervising Dispatcher
2 = Communications Supervisor
3 = Communications Center Manager
4 = Other - specify: _____

Sworn Officer:
5 = Officer/Deputy
6 = Corporal
7 = Sergeant
8 = Lieutenant
9 = Captain
0 = Other - specify: _____

____ yrs ____ mos 4. How long have you been at your present rank or position with your present agency? (years and months)

____ yrs ____ mos 5. How long have you supervised the work of dispatchers at your present agency? (years and months)

____ yrs ____ mos 6. What is your total experience supervising the work of dispatchers? (years and months)

____ yrs ____ mos 7. What is your total experience working as a complaint-taker or dispatcher? (years and months)

____ 8. Present Shift:

1 = Day
2 = Evening
3 = Night (graveyard)
4 = Relief/Rotating

____ yrs 9. Age (years)

____ 10. Sex: 1 = Male 2 = Female

____ 11. Race/Ethnicity:

1 = Asian
2 = Black
3 = Filipino
4 = Hispanic
5 = Native American
6 = Pacific Islander
7 = White
8 = Other

____ 12. Education (indicate highest level completed):

1 = High school or GED
2 = One year of college
3 = Associate Degree (or 2 years of college)
4 = Bachelor's Degree
5 = Master's Degree
6 = Other - specify: _____

JOB REQUIREMENTS RATINGS

"What does it take to successfully perform the work of public safety dispatchers in your agency?"

Traditionally, job requirements are described in terms of knowledge, skills, abilities and traits (KSAT's) that the individual must possess or develop. KSAT's are defined as follows:

- **KNOWLEDGE**: the understanding of a body of information which may be drawn upon to perform various functions.
- **SKILLS**: competencies to apply techniques and knowledge in the performance of specific tasks, developed through practice and experience.
- **ABILITIES**: general, underlying capacities that enable or limit the performance of a wide variety of tasks. Abilities are required for the development of knowledge and skills.
- **TRAITS**: behavioral characteristics, attributes, or enduring patterns of behavior. Traits are reflected by the manner in which people act under various conditions and circumstances.

The remainder of the survey contains various knowledge, skills, abilities and traits that may be required for successful job performance for dispatchers in your agency. They were identified in a series of meetings with dispatch supervisors and managers representing different types and sizes of communication centers throughout the state. The knowledge and skills were identified as potential training areas and are expected to be required mostly **after hire**. The abilities and traits were identified as potentially important selection criteria and are expected to be required mostly **before hire**.

You are asked to review and rate the importance of each of the listed KSAT's for overall successful performance for dispatchers in your agency.

In addition, for the listed knowledge and skills you are asked to indicate when new dispatchers should be provided training, if any, and to identify the need for refresher training for tenured dispatchers.

For the listed abilities and traits, you are asked to identify those which are necessary before hire -- prior to initial training or job assignment.

The KSAT's are divided into two sections for rating. The first section contains knowledge and skills. The second section contains abilities and traits. Instructions for completing the ratings are presented at the beginning of each section.

SECTION 1

KNOWLEDGE & SKILLS

Rating Instructions

You should complete all ratings for each knowledge/skill using the scales below before proceeding to the next one.

Importance Rating

The first step is to evaluate the importance of each listed knowledge/skill for overall successful job performance for dispatchers in your agency. The purpose is **not** to identify the "ideal", but rather what is necessary to perform job duties competently.

As you review each knowledge/skill, consider the consequences of a dispatcher lacking the knowledge/skill. Also, consider the importance of the knowledge/skill relative to others that pertain to the job. Then, choose the number from the "Importance" scale below that best describes your answer.

IMPORTANCE

How important is this knowledge/skill for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

Write your ratings next to the knowledge/skill statement under the heading "**IMPORTANCE.**" Example ratings are given at the end of these instructions.

Note: If a knowledge/skill is **not** important for successful job performance for dispatchers in your agency (rated "0" on Importance) then **do not** rate that knowledge/skill using the below scales -- leave those spaces blank and proceed to the next item.

When-Learned Rating

Next, you are to identify the point in time when **new** dispatchers should be provided training, if any, to develop the knowledge/skill. If formal training is necessary, should the knowledge/skill be developed primarily in classroom (basic) training, through formal on-the-job training, or through a combination of the two?

(continued)

When-Developed Rating (continued)

In making your ratings, you should consider both training efficiency and safety to the public and field personnel, and respond on the basis of your personal experience, not on the basis of requirements by your agency or any other organization. Use the "When-Learned" scale below to indicate your answer.

WHEN-LEARNED

When should new dispatchers develop this knowledge/skill, considering both training efficiency and safety to the public and field personnel?

0 - No Formal Training Required.

1 - Classroom (Basic) Training – full development of this knowledge/skill is required before initial assignment to any job duties.

2 - Combination of Classroom (Basic) Training and On-the-job Training – some classroom preparation is required before initial assignment to dispatcher duties and formal on-the-job training.

3 - On-the-job Training – best developed on-the-job through formal instruction provided during initial assignment to dispatcher job duties (no prior training required).

Write your ratings under the heading "**WHEN-LEARNED.**" See example ratings.

In-Service Training Rating

Finally, you are to identify the need for continuous in-service training (refresher training) for the knowledge/skill for **tenured** dispatchers to maintain job proficiency. Again, you are to provide your opinion and respond on the basis of your personal experience. Use the "In-Service Training" scale below to indicate your answer.

IN-SERVICE TRAINING

Is continuous in-service training (refresher training) required for this knowledge /skill for tenured dispatchers to maintain job proficiency?

0 - NO, refresher training is not required. On-the-job experience is adequate to maintain this job knowledge/skill.

1 - YES, best handled by individual agencies in bulletins or brief in-service meetings (regional training would not be appropriate).

2 - YES, requires formal classroom instruction and assessment of dispatcher knowledge/skill (by regional centers or local agencies).

Write your ratings under the heading "**IN-SERVICE TRAINING.**" See example ratings (next page).

** EXAMPLE RATINGS **

1. If you feel that "**Knowledge of the distinction between criminal and civil offenses:**" (a) is very important for dispatchers in your agency to perform their job duties successfully; (b) should be developed primarily in classroom (basic) training; and (c) does <u>not</u> require refresher training for tenured dispatchers to maintain job proficiency, then your ratings would appear as in the first example below.

2. If dispatchers in your agency do <u>not</u> require "**Skill in greeting and questioning the public in person**" in order to perform their job duties successfully, then your ratings would appear as shown in the second example.

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING		
4	1	0	1.	Knowledge of the distinction between civil and criminal offenses.
0	___	___	2.	Skill in greeting and questioning the public in person (e.g., front counter).

<u>Note</u>: In making your ratings, choose only <u>one</u> scale value to best represent your answer. <u>Do not enter fractions or ranges of numbers</u>.

Please review and rate all knowledge/skills listed. <u>Do not skip any items</u>.

BEGIN YOUR RATINGS ON THE NEXT PAGE.

IMPORTANCE

How important is this knowledge for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

WHEN-LEARNED

When should new dispatchers develop this knowledge, considering both training efficiency and safety to the public and field personnel?

0 - No Formal Training Required.

1 - Classroom (Basic) Training -- full development required before any job assignment.

2 - Combination of Classroom (Basic) Training and On-the-job Training.

3 - On-the-job Training -- best developed on-the-job through formal instruction during initial assignment to job duties (no prior training required).

IN-SERVICE TRAINING

Is continuous in-service training (refresher training) required for this knowledge for tenured dispatchers to maintain job proficiency?

0 - NO, refresher training is not required.

1 - YES, best handled by individual agencies in bulletins or brief in-service meetings.

2 - YES, requires formal classroom instruction and assessment of dispatcher knowledge (by regional centers or local agencies).

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING	
			** KNOWLEDGE RATINGS
			I. WORK ENVIRONMENT & CONDUCT
____	____	____	1. Knowledge of basic law enforcement terminology, jargon and codes.
____	____	____	2. Knowledge of basic medical (EMS) complaint/ dispatching terminology, as applicable in a law enforcement environment.
____	____	____	3. Knowledge of basic fire complaint/dispatching terminology, as applicable in a law enforcement environment.
____	____	____	4. Knowledge of the functions of the dispatcher within the law enforcement system (e.g., first point of public safety contact, assigning work, and serving as a liaison).
____	____	____	5. Knowledge of basic medical (EMS) complaint/ dispatching functions within the law enforcement system.
____	____	____	6. Knowledge of basic fire complaint/dispatching functions within the law enforcement system.
____	____	____	7. Knowledge of the responsibilities and the functions of the communication center.
____	____	____	8. Knowledge of the general role of police/sheriffs, prosecutors, courts, corrections (e.g., probation, parole), and dispatchers within the Criminal Justice System.

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING	
____	____	____	9. Knowledge of acceptable professional behavior (e.g., conduct, self-discipline, sexual harassment issues).
____	____	____	10. Knowledge of acceptable ethical job behavior (e.g, impartial assignment of work, use of privileged information, conflict of interest).
____	____	____	11. Knowledge of techniques and considerations for interacting with the public, co-workers, field personnel and supervisors.
____	____	____	12. Knowledge of the types and sources of stress associated with the public safety dispatcher occupation.
____	____	____	13. Knowledge of alternative strategies for coping with stress.
____	____	____	14. Knowledge of basic principles and procedures for courtroom testimony, including demeanor.

II. COMMUNICATION CENTER OPERATIONS

____	____	____	15. Knowledge of the flow of work in the communication center, including various sources of complaints and requests, and how they are processed.
____	____	____	16. Knowledge of the chains of command and organizational structures.
____	____	____	17. Knowledge of agency policies and procedures as they apply to communication center operations and personnel.
____	____	____	18. Knowledge of records, reporting systems and forms commonly used in the communication center.
____	____	____	19. Knowledge of the potential for any record generated by the communication center to be used in court.

III. LAW

____	____	____	20. Knowledge of what constitutes a crime.
____	____	____	21. Knowledge of the distinction between criminal and civil offenses.
____	____	____	22. Knowledge of the definitions of felony and misdemeanor crimes.

IMPORTANCE

How important is this knowledge for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

WHEN-LEARNED

When should new dispatchers develop this knowledge, considering both training efficiency and safety to the public and field personnel?

0 - No Formal Training Required.

1 - Classroom (Basic) Training -- full development required before any job assignment.

2 - Combination of Classroom (Basic) Training and On-the-job Training.

3 - On-the-job Training -- best developed on-the-job through formal instruction during initial assignment to job duties (no prior training required).

IN-SERVICE TRAINING

Is continuous in-service training (refresher training) required for this knowledge for tenured dispatchers to maintain job proficiency?

0 - NO, refresher training is not required.

1 - YES, best handled by individual agencies in bulletins or brief in-service meetings.

2 - YES, requires formal classroom instruction and assessment of dispatcher knowledge (by regional centers or local agencies).

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING	
____	____	____	23. Knowledge of the various parties involved in a crime (principle, accessory, victim, witness, reporting party).
____	____	____	24. Knowledge of agency restrictions on the reporting party (e.g., who can make a report).
____	____	____	25. Knowledge of the various types of court orders, their jurisdictional limitations and enforcement procedures (e.g., warrants and temporary restraining orders).
____	____	____	26. Knowledge of the basics of evidence preservation.
____	____	____	27. Knowledge of types of liability (e.g., "vicarious liability").
____	____	____	28. Knowledge of the theory, types and consequences of negligence (e.g., punitive damages, agency disciplinary actions).
____	____	____	29. Knowledge of the general use of the Administrative Code.
____	____	____	30. Knowledge of the general use of the Aeronautics Code.
____	____	____	31. Knowledge of the general use of Children and Family Services Statutes.
____	____	____	32. Knowledge of the general use of the Evidence Code.
____	____	____	33. Knowledge of the general use of the Government Code.

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING	
____	____	____	34. Knowledge of the general use of the Military and Veteran's Code.
____	____	____	35. Knowledge of the general use of the U.S. Code.
____	____	____	36. Knowledge of the general use of the U.S. Constitution.
____	____	____	37. Knowledge of the basic use and applications of the Alcoholic Beverage Control Act.
____	____	____	38. Knowledge of the basic use and applications of the Business and Profession Code.
____	____	____	39. Knowledge of the basic use and applications of the Civil Code.
____	____	____	40. Knowledge of the basic use and applications of the Fish and Game Code.
____	____	____	41. Knowledge of the basic use and applications of the Harbor and Navigation Code.
____	____	____	42. Knowledge of the basic use and applications of the Health and Safety Code.
____	____	____	43. Knowledge of the basic use and applications of the Penal Code.
____	____	____	44. Knowledge of the basic use and applications of the Vehicle Code.
____	____	____	45. Knowledge of the basic use and applications of the Welfare and Institutions Code.
____	____	____	46. Knowledge of the elements of specific crimes within the Penal Code.
____	____	____	47. Knowledge of the elements of specific crimes within the Vehicle Code.
____	____	____	48. Knowledge of the elements of specific crimes within the Business and Profession Code.
____	____	____	49. Knowledge of the elements of specific crimes within the Welfare and Institutions Code.
____	____	____	50. Knowledge of the elements of specific crimes within the Health and Safety Code.
____	____	____	51. Knowledge of the elements of specific violations of City and County Ordinances.

IMPORTANCE

How important is this knowledge for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

WHEN-LEARNED

When should new dispatchers develop this knowledge, considering both training efficiency and safety to the public and field personnel?

0 - No Formal Training Required.

1 - Classroom (Basic) Training -- full development required before any job assignment.

2 - Combination of Classroom (Basic) Training and On-the-job Training.

3 - On-the-job Training -- best developed on-the-job through formal instruction during initial assignment to job duties (no prior training required).

IN-SERVICE TRAINING

Is continuous in-service training (refresher training) required for this knowledge for tenured dispatchers to maintain job proficiency?

0 - NO, refresher training is not required.

1 - YES, best handled by individual agencies in bulletins or brief in-service meetings.

2 - YES, requires formal classroom instruction and assessment of dispatcher knowledge (by regional centers or local agencies).

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING	
			IV. COMPLAINT-TAKING
____	____	____	52. Knowledge of basic techniques for listening, questioning and conversation control, including telephone etiquette.
____	____	____	53. Knowledge of procedures for determining whether to respond or refer complaints and requests for service.
____	____	____	54. Knowledge of the criteria used to prioritize complaints and requests for service (e.g., life-threatening, in-progress, property crimes, "cold" response).
____	____	____	55. Knowledge of the types and functions of 9-1-1 systems (e.g., basic, enhanced).
____	____	____	56. Knowledge of techniques for call-handling (e.g., direct dispatching, referral, call transfer, relay).
____	____	____	57. Knowledge of the legal requirements for responding to 9-1-1 calls.
____	____	____	58. Knowledge of the role of the telephone company in maintaining and updating the 9-1-1 system.
____	____	____	59. Knowledge of 9-1-1 reporting forms and procedures (e.g., updates to information).
____	____	____	60. Knowledge of procedures for recognizing and communicating with deaf (TDD) callers.

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING	
____	____	____	61. Knowledge of procedures for recognizing and communicating with non-English speaking or limited English speaking callers.
____	____	____	62. Knowledge of procedures for recognizing and communicating with speech impaired callers.
____	____	____	63. Knowledge of procedures for recognizing and communicating with very young callers.
____	____	____	64. Knowledge of procedures for recognizing and communicating with hysterical or emotionally unstable callers.
____	____	____	65. Knowledge of procedures for recognizing and communicating with abusive, irate, or profane callers.
____	____	____	66. Knowledge of procedures for recognizing and communicating with intoxicated callers.
____	____	____	67. Knowledge of procedures for recognizing and communicating with suicidal or mentally unstable callers.
____	____	____	68. Knowledge of procedures for recognizing and communicating with elderly callers.
____	____	____	69. Knowledge of procedures for recognizing and communicating with callers using street language (slang).
____	____	____	70. Knowledge of procedures and considerations for communicating with other agencies (e.g., use of clear text).
____	____	____	71. Knowledge of the appropriate information to obtain when taking complaints and requests for service (e.g., who, what, where, when, why, how).
____	____	____	72. Knowledge of additional important considerations for taking complaints and requests (e.g., in-progress vs. cold call, possibility of quick apprehension).
____	____	____	73. Knowledge of legal requirements for handling certain complaints (e.g., missing persons).

V. DISSEMINATION OF INFORMATION

____	____	____	74. Knowledge of laws and restrictions for accessing and dispensing criminal history and other information obtained via telecommunication systems and other sources.

IMPORTANCE

How important is this knowledge for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

WHEN-LEARNED

When should new dispatchers develop this knowledge, considering both training efficiency and safety to the public and field personnel?

0 - No Formal Training Required.

1 - Classroom (Basic) Training -- full development required before any job assignment.

2 - Combination of Classroom (Basic) Training and On-the-job Training.

3 - On-the-job Training -- best developed on-the-job through formal instruction during initial assignment to job duties (no prior training required).

IN-SERVICE TRAINING

Is continuous in-service training (refresher training) required for this knowledge for tenured dispatchers to maintain job proficiency?

0 - NO, refresher training is not required.

1 - YES, best handled by individual agencies in bulletins or brief in-service meetings.

2 - YES, requires formal classroom instruction and assessment of dispatcher knowledge (by regional centers or local agencies).

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING	
____	____	____	75. Knowledge of laws and other restrictions pertaining to the release of information regarding juveniles, sex crime victims, names of deceased, and sensitive locations and incidents.
____	____	____	76. Knowledge of the potential consequences of releasing unauthorized information to the public, media, and other agencies (e.g., field personnel safety, citizen safety issues).
____	____	____	77. Knowledge of agency policies and procedures for the release of information to the media (e.g., types of information to be given, personnel authority).
____	____	____	78. Knowledge of the potential consequences of giving advice to citizens (e.g., liability issues).
____	____	____	79. Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency <u>crime</u> situations.
____	____	____	80. Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency <u>traffic</u> incidents.
____	____	____	81. Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency <u>medical</u> situations.
____	____	____	82. Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency <u>fire</u> situations.

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING	
____	____	____	83. Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency hazard situations.
____	____	____	84. Knowledge of procedures and guidelines for advising citizens of actions to take regarding various civil issues.
____	____	____	85. Knowledge of procedures and guidelines for advising citizens of actions to take regarding crime prevention.
____	____	____	86. Knowledge of procedures and guidelines for advising citizens of actions to take in miscellaneous non-emergency situations.
____	____	____	87. Knowledge of procedures and considerations for notifying family members and other parties (e.g., administrative, injury, death, arrest notifications).
____	____	____	88. Knowledge of the types of information that various agencies are entitled to obtain from the communication center.
____	____	____	89. Knowledge of the potential consequences of giving inaccurate or unauthorized information to other agencies.
____	____	____	90. Knowledge of procedures and requirements for notifying California agencies of an emergency or need for service.
____	____	____	91. Knowledge of procedures, requirements and appropriate language for relaying information to out-of-state agencies.

VI. RADIO DISPATCHING

____	____	____	92. Knowledge of professional radio broadcasting language, rules and regulations (e.g., FCC).
____	____	____	93. Knowledge of basic radio voice techniques, including voice control and diction.
____	____	____	94. Knowledge of techniques for managing and prioritizing radio traffic.
____	____	____	95. Knowledge of procedures for making lengthy broadcasts and conserving air time.
____	____	____	96. Knowledge of local agency codes used to classify incidents and field unit status.

IMPORTANCE

How important is this knowledge for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

WHEN-LEARNED

When should new dispatchers develop this knowledge, considering both training efficiency and safety to the public and field personnel?

0 - No Formal Training Required.

1 - Classroom (Basic) Training -- full development required before any job assignment.

2 - Combination of Classroom (Basic) Training and On-the-job Training.

3 - On-the-job Training -- best developed on-the-job through formal instruction during initial assignment to job duties (no prior training required).

IN-SERVICE TRAINING

Is continuous in-service training (refresher training) required for this knowledge for tenured dispatchers to maintain job proficiency?

0 - NO, refresher training is not required.

1 - YES, best handled by individual agencies in bulletins or brief in-service meetings.

2 - YES, requires formal classroom instruction and assessment of dispatcher knowledge (by regional centers or local agencies).

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING	
____	____	____	97. Knowledge of the phonetic alphabet.
____	____	____	98. Knowledge of the variety of coding systems used by different agencies.
____	____	____	99. Knowledge of the functions and operations of commonly used radio systems (e.g., CLEMARS, CLERS).
____	____	____	100. Knowledge of basic radio technology (e.g., frequencies, repeaters).
____	____	____	101. Knowledge of field resources, including the different types, their functions, and the types of incidents for which they are appropriate.
____	____	____	102. Knowledge of the appropriate types and numbers of personnel to send to various complaints and requests for service.
____	____	____	103. Knowledge of dispatching decision strategies (e.g., considering geographic area, response time, available backup, and agency policies).
____	____	____	104. Knowledge of the appropriate types and order of information to provide when dispatching field units (e.g., type of call, location, description of suspect, vehicle).
____	____	____	105. Knowledge of additional important considerations for prioritizing and providing information to field units (e.g., in-progress, possibility of quick apprehension, injury, weapons).

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING	
____	____	____	106. Knowledge of procedures for advising field units of additional status information.
____	____	____	107. Knowledge of the types of calls that require more than one field unit to be dispatched.
____	____	____	108. Knowledge of procedures for tracking field unit status.
____	____	____	109. Knowledge of available backup resources outside the agency.
____	____	____	110. Knowledge of the types of situations that are potentially dangerous (e.g., weapons, premise history).
____	____	____	111. Knowledge of procedures for broadcasting potentially dangerous information (e.g., felony warrants, stolen vehicle).
____	____	____	112. Knowledge of procedures for coordinating the response of multiple field units.
____	____	____	113. Knowledge of circumstances that require notification of the field supervisor.

VII. LAW ENFORCEMENT INFORMATION SYSTEMS

____	____	____	114. Knowledge of the functions and operations of CJIS (e.g., access, input).
____	____	____	115. Knowledge of the functions and operations of CLETS (e.g., access, input).
____	____	____	116. Knowledge of the functions and operations of the DMV (AMIS, ANI) system (e.g., access, input).
____	____	____	117. Knowledge of the functions and operations of the DOJ (CII) system (e.g., access, input).
____	____	____	118. Knowledge of the functions and operations of LEDS (e.g., access, input).
____	____	____	119. Knowledge of the functions and operations of the NCIC system (e.g., access, input).
____	____	____	120. Knowledge of the functions and operations of NLETS (e.g., access, input).
____	____	____	121. Knowledge of the functions and operations of local area networks (e.g., access, input).

IMPORTANCE

How important is this knowledge for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

WHEN-LEARNED

When should new dispatchers develop this knowledge, considering both training efficiency and safety to the public and field personnel?

0 - No Formal Training Required.

1 - Classroom (Basic) Training -- full development required before any job assignment.

2 - Combination of Classroom (Basic) Training and On-the-job Training.

3 - On-the-job Training -- best developed on-the-job through formal instruction during initial assignment to job duties (no prior training required).

IN-SERVICE TRAINING

Is continuous in-service training (refresher training) required for this knowledge for tenured dispatchers to maintain job proficiency?

0 - NO, refresher training is not required.

1 - YES, best handled by individual agencies in bulletins or brief in-service meetings.

2 - YES, requires formal classroom instruction and assessment of dispatcher knowledge (by regional centers or local agencies).

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING	
____	____	____	122. Knowledge of laws, rules and restrictions for accessing, disseminating and updating information in telecommunication systems, including consequences of misuse.
____	____	____	123. Knowledge of the use of manuals for telecommunication systems.

VIII. PUBLIC SAFETY-RELATED AGENCIES

____	____	____	124. Knowledge of the purpose and principles of mutual aid.
____	____	____	125. Knowledge of procedures for requesting mutual aid and responding to mutual aid requests.
____	____	____	126. Knowledge of the various types and functions of referral agencies and the various situations for which referral agency involvement is appropriate.
____	____	____	127. Knowledge of the procedures for working with referral agencies (e.g., making notifications; referring citizens, officers, and other agencies; requesting assistance; obtaining information).

IX. COMMUNICATION EQUIPMENT AND RESOURCES

____	____	____	128. Knowledge of the functions and operations of complaint-taking equipment (e.g., telephone console, 9-1-1 equipment, alarm panels).

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING	
____	____	____	129. Knowledge of the functions and operations of dispatching equipment (e.g., radio console and controls).
____	____	____	130. Knowledge of the functions and operations of miscellaneous communications center/office equipment (e.g., security system, intercom, photocopier).
____	____	____	131. Knowledge of office maintenance procedures.
____	____	____	132. Knowledge of available resource materials and their use in performing public safety dispatcher job duties (e.g., manuals, directories, code books).

X. TRAINING

____	____	____	133. Knowledge of the role of the trainer in the communications environment.
____	____	____	134. Knowledge of agency policies and procedures regarding training.
____	____	____	135. Knowledge of resources and methods for the planning and preparation of training.
____	____	____	136. Knowledge of instructional techniques, including documentation methods.
____	____	____	137. Knowledge of special considerations for training in the communications environment (e.g., adult learning styles, cultural differences).
____	____	____	138. Knowledge of legal liabilities and issues pertaining to training (e.g., discrimination, sexual harassment, documentation, confidentiality, negligence, and vicarious liability).

CONTINUED ON NEXT PAGE.

IMPORTANCE

How important is this skill for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

WHEN-LEARNED

When should new dispatchers develop this skill, considering both training efficiency and safety to the public and field personnel?

0 - No Formal Training Required.

1 - Classroom (Basic) Training -- full development required before any job assignment.

2 - Combination of Classroom (Basic) Training and On-the-job Training.

3 - On-the-job Training -- best developed on-the-job through formal instruction during initial assignment to job duties (no prior training required).

IN-SERVICE TRAINING

Is continuous in-service training (refresher training) required for this skill for tenured dispatchers to maintain job proficiency?

0 - NO, refresher training is not required.

1 - YES, best handled by individual agencies in bulletins or brief in-service meetings.

2 - YES, requires formal classroom instruction and assessment of dispatcher skill (by regional centers or local agencies).

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING		
				** SKILL RATINGS
				I. VOCAL SKILLS
____	____	____	1.	Skill in projecting one's voice clearly and audibly with appropriate tone, phrasing, diction and rate of speed.
____	____	____	2.	Skill in maintaining vocal composure in a variety of adverse or stressful situations.
				II. LISTENING SKILLS
____	____	____	3.	Skill in distinguishing between significant and insignificant information given orally (e.g., significant details of complaints or incidents).
____	____	____	4.	Skill in identifying various speech patterns, accents and languages.
____	____	____	5.	Skill in detecting and interpreting background sounds heard over the telephone or radio (e.g., shots fired, fighting).
____	____	____	6.	Skill in listening while at the same time performing various tasks (e.g., while operating communications equipment).
____	____	____	7.	Skill in following oral directions.
				III. REPORTING AND RECORDKEEPING
____	____	____	8.	Skill in completing forms and reports.

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING		
____	____	____	9.	Skill in note taking.
____	____	____	10.	Skill in summarizing incidents in writing.
____	____	____	11.	Skill in writing legibly.
				IV. READING SKILLS
____	____	____	12.	Skill in reading and understanding policy and procedure manuals and memoranda.
____	____	____	13.	Skill in reading and understanding operating manuals for law enforcement information systems and equipment.
____	____	____	14.	Skill in reading and understanding laws, codes and ordinances.
____	____	____	15.	Skill in reading and understanding warrants and court orders.
____	____	____	16.	Skill in reading and understanding computer teletype messages.
____	____	____	17.	Skill in reading and understanding complaint/ dispatch cards or video screens.
____	____	____	18.	Skill in reading and understanding various public safety-related reports.
				V. COMPLAINT-TAKING SKILLS
____	____	____	19.	Skill in applying telephone etiquette (e.g., courtesy, professionalism).
____	____	____	20.	Skill in operating telephone equipment (including 9-1-1 equipment).
____	____	____	21.	Skill in applying questioning techniques, including control of conversation and obtaining essential information from the public and other agencies.
____	____	____	22.	Skill in communicating via telephone with diverse types of people who pose special problems (e.g., hysterical, drunk, abusive, irate, suicidal, elderly, child, non-English speaking and deaf).
____	____	____	23.	Skill in screening telephone calls (e.g., determining whether to refer or respond).
____	____	____	24.	Skill in recognizing suspicious circumstances.

IMPORTANCE

How important is this skill for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

WHEN-LEARNED

When should new dispatchers develop this skill, considering both training efficiency and safety to the public and field personnel?

0 - No Formal Training Required.

1 - Classroom (Basic) Training -- full development required before any job assignment.

2 - Combination of Classroom (Basic) Training and On-the-job Training.

3 - On-the-job Training -- best developed on-the-job through formal instruction during initial assignment to job duties (no prior training required).

IN-SERVICE TRAINING

Is continuous in-service training (refresher training) required for this skill for tenured dispatchers to maintain job proficiency?

0 - NO, refresher training is not required.

1 - YES, best handled by individual agencies in bulletins or brief in-service meetings.

2 - YES, requires formal classroom instruction and assessment of dispatcher skill (by regional centers or local agencies).

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING		
____	____	____	25.	Skill in evaluating and "prioritizing" complaints, incidents and requests.
____	____	____	26.	Skill in receiving and processing multiple simultaneous complaints.
____	____	____	27.	Skill in providing appropriate information to the public, media and other agencies (e.g., explaining, advising, referring).
____	____	____	28.	Skill in complaint-taking using CAD system equipment.

VI. DISPATCHING SKILLS

____	____	____	29.	Skill in using radio codes.
____	____	____	30.	Skill in using radio language.
____	____	____	31.	Skill in using phonetic alphabet.
____	____	____	32.	Skill in using common legal terms.
____	____	____	33.	Skill in operating radio dispatching equipment.
____	____	____	34.	Skill in broadcasting information over the radio.
____	____	____	35.	Skill in using radio systems (e.g., CLEMARS).
____	____	____	36.	Skill in assigning field resources.
____	____	____	37.	Skill in talking while at the same time operating dispatching equipment.

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING		
____	____	____	38.	Skill in maintaining several conversations at one time.
____	____	____	39.	Skill in coordinating activities of multiple field units.
____	____	____	40.	Skill in keeping track of multiple events occurring at the same time.
____	____	____	41.	Skill in monitoring, prioritizing, responding to, and controlling radio traffic.
____	____	____	42.	Skill in using maps.
____	____	____	43.	Skill in giving directions (e.g., travel directions).
____	____	____	44.	Skill in giving instructions (e.g., citizens and sworn personnel).
____	____	____	45.	Skill in dispatching using CAD system equipment.
____	____	____	46.	Skill in monitoring and responding to alarm systems.
____	____	____	47.	Skill in monitoring and responding to civil defense/warning systems.

VII. TELECOMMUNICATION SKILLS

____	____	____	48.	Skill in using the DOJ system.
____	____	____	49.	Skill in using the CJIS system.
____	____	____	50.	Skill in using the CLETS system.
____	____	____	51.	Skill in using the DMV (AMIS, ANI) system.
____	____	____	52.	Skill in using the LEDS system.
____	____	____	53.	Skill in using the NCIC system.
____	____	____	54.	Skill in using the NLETS system.
____	____	____	55.	Skill in using local information systems.

VIII. INTERPERSONAL SKILLS

____	____	____	56.	Skill in greeting and questioning the public in person (e.g., front counter).

IMPORTANCE

How important is this skill for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

WHEN-LEARNED

When should new dispatchers develop this skill, considering both training efficiency and safety to the public and field personnel?

0 - No Formal Training Required.

1 - Classroom (Basic) Training -- full development required before any job assignment.

2 - Combination of Classroom (Basic) Training and On-the-job Training.

3 - On-the-job Training -- best developed on-the-job through formal instruction during initial assignment to job duties (no prior training required).

IN-SERVICE TRAINING

Is continuous in-service training (refresher training) required for this skill for tenured dispatchers to maintain job proficiency?

0 - NO, refresher training is not required.

1 - YES, best handled by individual agencies in bulletins or brief in-service meetings.

2 - YES, requires formal classroom instruction and assessment of dispatcher skill (by regional centers or local agencies).

IMPOR-TANCE	WHEN LEARN	IN-SERVICE TRAINING		
____	____	____	57.	Skill in communicating in person with diverse types of people who pose special problems (e.g., hysterical, drunk, abusive, irate, suicidal, elderly, child, non-English speaking, deaf).
____	____	____	58.	Skill in communicating with coworkers, supervisors, and associates.
____	____	____	59.	Skill in "active listening" (e.g. giving feedback, paraphrasing).

IX. ADMINISTRATIVE SKILLS

____	____	____	60.	Skill in typing information received both orally and in written form, with speed and accuracy.
____	____	____	61.	Skill in operating miscellaneous communication center equipment.
____	____	____	62.	Skill in handling records (receiving, processing, accessing, retrieving, and releasing).
____	____	____	63.	Skill in records management using CAD system equipment.
____	____	____	64.	Skill in performing facility maintenance duties.

CONTINUED ON NEXT PAGE.

SECTION 2

ABILITIES & TRAITS

This section contains a list of generic abilities that were identified as potentially important for public safety dispatchers. These abilities were selected from an established set that has been defined in the general research literature on human performance. Examples of each ability are given to illustrate the types of dispatcher job activities that would require or demonstrate the ability. Please keep in mind that we are concerned with the underlying abilities, not the performance of the specific tasks given in the examples.

Also listed in this section are various traits that may be important for dispatchers in your agency. The traits are defined in terms of example job behaviors that typify them.

Rating Instructions

You are to review the abilities and traits and rate each one using the following scales:

IMPORTANCE

How important is this ability/trait for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

ENTRY-LEVEL REQUIREMENT

Is it necessary that a dispatcher candidate possess this ability/trait before hire -- before initial training or job assignment?

1 - YES, this ability/trait is necessary before hire -- development through entry-level training or on-the-job experience would be impractical and/or unsafe to the public or field personnel.

0 - NO, this ability/trait can be easily acquired after hire -- development through training and/or on-the-job experience would pose little or no risk to the public and field personnel.

Note: If an ability or trait is not important for dispatchers in your agency, then do not rate that ability/trait using the "ENTRY-LEVEL REQUIREMENT" scale -- leave the space blank and proceed to the next item.

Example ratings are presented on the next page.

** EXAMPLE RATINGS **

1. If you feel that "Deductive Reasoning" ability is: (a) very important for overall successful job performance for dispatchers that you supervise, and (b) necessary before hire, then your ratings would appear as in the first example below.

2. If the trait "Social Concern" is unimportant for dispatchers in your agency to perform their job duties successfully, then your ratings would appear as in the second example.

IMPOR-TANCE	ENTRY REQ.	
4	1	1. **DEDUCTIVE REASONING** is the ability to apply general rules to specific problems to come up with logical answers. It involves deciding if an answer makes sense.
0		2. **SOCIAL CONCERN:** Concerned with the safety and welfare of others; demonstrates an interest in people and serving the public.

Note: In making your ratings, choose only one scale value to best represent your answer. Do not enter fractions or ranges of numbers.

Please review and rate all abilities and traits listed. Do not skip any items.

BEGIN YOUR RATINGS ON THE NEXT PAGE.

IMPORTANCE

How important is this ability for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

ENTRY-LEVEL REQUIREMENT

Is it necessary that a dispatcher candidate possess this ability before hire – before initial training or job assignment?

1 - YES, this ability is necessary before hire – development through entry-level training or on-the-job experience would be impractical and/or unsafe.

0 - NO, this ability can be easily acquired after hire – development through training and/or on-the-job experience would pose little or no risk to the public and field personnel.

IMPOR- TANCE | ENTRY REQ.

** ABILITY RATINGS

VERBAL ABILITY

____ ____ 1. **ORAL COMPREHENSION** is the ability to understand spoken English words and sentences.

Examples of this ability include: Understanding complaints, requests, and other information received orally from citizens, field personnel and other agencies; and understanding briefings, instructions and directions received orally from field personnel, supervisors and co-workers.

____ ____ 2. **WRITTEN COMPREHENSION** is the ability to understand written sentences and paragraphs.

Examples of this ability include: Reading and understanding written incident information (e.g., summaries), various reference materials, (e.g., manuals, codes, policies and procedures), and teletype information (e.g., CLETS, NCIC).

____ ____ 3. **ORAL EXPRESSION** is the ability to use English words or sentences in speaking so others will understand.

Examples of this ability include: Providing information and directions orally to the public, co-workers and field personnel; questioning callers; dispatching field personnel; and explaining policies and advising citizens of actions to take in various emergency and non-emergency situations.

IMPORTANCE

How important is this ability for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

ENTRY-LEVEL REQUIREMENT

Is it necessary that a dispatcher candidate possess this ability before hire -- before initial training or job assignment?

1 - YES, this ability is necessary before hire -- development through entry-level training or on-the-job experience would be impractical and/or unsafe.

0 - NO, this ability can be easily acquired after hire -- development through training and/or on-the-job experience would pose little or no risk to the public and field personnel.

IMPOR-TANCE	ENTRY REQ.	
____	____	4. **WRITTEN EXPRESSION** is the ability to use English words or sentences in writing so others will understand.

Examples of this ability include: Recording and summarizing complaint information in writing (e.g., completing incident cards and reports); maintaining various logs; preparing information to broadcast (e.g., teletype messages, APB's); writing office communications and bulletins; and dispatching field personnel via CAD system.

____	____	5. **FLUENCY OF IDEAS** is the ability to produce a number of ideas about a given topic.

Examples of this ability include: Providing alternatives to the public and field personnel (e.g., identifying alternative resources, routes of travel, etc.); coming up with alternative approaches to obtain information from a difficult caller or to keep a caller on the phone (e.g., suicide, suspect); and identifying a variety of data bases and other resources as needed to obtain requested information.

IMPOR-TANCE	ENTRY REQ.	

REASONING ABILITY

____	____	6. **PROBLEM SENSITIVITY** is the ability to tell when something is wrong or is likely to go wrong. It includes being able to identify the whole problem as well as the elements of the problem. Examples of this ability include: Recognizing that a caller is in trouble; recognizing the potential danger in a situation (e.g., determining that a verbal dispute is likely to become physical); recognizing the potential for a shortage of field resources (e.g., need for backup); and recognizing equipment malfunctions (e.g., determining the head set is broken and not the transmitter).
____	____	7. **DEDUCTIVE REASONING** is the ability to apply general rules to specific problems to come up with logical answers. It involves deciding if an answer makes sense. Examples of this ability include: Resolving complaints and requests for service; determining how many units to dispatch to a call (e.g., appropriate level of response); and recognizing that information given by a caller is not consistent.
____	____	8. **INDUCTIVE REASONING** is the ability to combine separate pieces of information, or specific answers to problems, to form general rules or conclusions. This involves the ability to think of possible reasons why things go together. Examples of this ability include: Judging whether a complaint or request is legitimate; determining whether a complaint is a criminal or civil matter; evaluating complaint information and determining the type of crime (e.g., robbery vs. burglary); and recognizing duplicate or related calls (e.g., comparing suspect information given in separate calls).
____	____	9. **INFORMATION ORDERING** is the ability to correctly follow a given rule or set of rules to arrange things or actions in a certain order. The things or actions to be put in order can include numbers, letters, words, pictures, procedures, sentences, and mathematical or logical operations. Examples of this ability include: Classifying and prioritizing complaints and requests; recording complaint/request information in the appropriate format; arranging information in the appropriate order for broadcasting to field personnel; and reading back a teletype message in logical order.

IMPORTANCE

How important is this ability for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

ENTRY-LEVEL REQUIREMENT

Is it necessary that a dispatcher candidate possess this ability before hire -- before initial training or job assignment?

1 - YES, this ability is necessary before hire -- development through entry-level training or on-the-job experience would be impractical and/or unsafe.

0 - NO, this ability can be easily acquired after hire -- development through training and/or on-the-job experience would pose little or no risk to the public and field personnel.

IMPOR-TANCE	ENTRY REQ.		
_____	_____	10.	**ORIGINALITY** is the ability to produce unusual or clever ideas about a given topic or situation. It is the ability to come up with creative solutions to problems or to develop new procedures for situations where standard operating procedures do not apply. Examples of this ability include: Handling unusual incidents which are not clearly covered by agency procedures; using available resources in new ways when standard resources are not available; and broadcasting sensitive information.

MEMORY

_____	_____	11.	**MEMORIZATION** is the ability to remember information, such as words, numbers, pictures, and procedures. Pieces of information can be remembered by themselves or with other pieces of information. Examples of this ability include: Remembering the details of a recent incident or related incidents; remembering procedures for handling various types of complaints and incidents, as well as for operating communications equipment and systems; remembering various codes and abbreviations (e.g., radio, legal); and remembering geographical boundaries and significant common locations.

IMPOR-TANCE	ENTRY REQ.	

NUMERICAL ABILITY

_____ _____ 12. **NUMBER FACILITY** ability involves the degree to which adding, subtracting, multiplying, and dividing can be done quickly and correctly. These can be steps in other operations, such as finding percents and taking square roots.

Examples of this ability include: Estimating the time of arrival for field units (given the current time and estimated travel time); calculating total loss value (e.g., for a crime or incident report, or for classifying an incident for dispatching, such as petty theft vs. grand theft); calculating hundred blocks for a jurisdiction (e.g., in map reading); and completing statistical reports at the end of a shift.

PERCEPTUAL ABILITY

_____ _____ 13. **SPEED OF CLOSURE** ability involves the degree to which different pieces of information can be combined and organized into one meaningful pattern quickly. It is not known beforehand what the pattern will be. The material may be visual or auditory.

Examples of this ability include: Evaluating initial information and quickly determining whether an incident is an emergency; receiving multiple radio transmissions in rapid succession and determining that they pertain to the same incident; and taking several calls reporting different parts of the same incident and quickly combining the information to gain an overall picture of what happened.

_____ _____ 14. **FLEXIBILITY OF CLOSURE** is the ability to identify or detect a known pattern (such as a figure, word, object) that is hidden in other material. The task is to pick out the disguised pattern from the background material.

Examples of this ability include: Finding "near hits" for a vehicle identification number from a list of stolen vehicles; making sense out of a distorted message received over the telephone or radio; and monitoring radio traffic and identifying important radio codes.

IMPORTANCE

How important is this ability for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

ENTRY-LEVEL REQUIREMENT

Is it necessary that a dispatcher candidate possess this ability before hire – before initial training or job assignment?

1 - YES, this ability is necessary before hire – development through entry-level training or on-the-job experience would be impractical and/or unsafe.

0 - NO, this ability can be easily acquired after hire – development through training and/or on-the-job experience would pose little or no risk to the public and field personnel.

IMPOR-TANCE	ENTRY REQ.	
____	____	15. **PERCEPTUAL SPEED** ability involves the degree to which one can compare letters, numbers, objects, pictures, or patterns, both quickly and accurately. The things to be compared may be presented at the same time or one after the other. This ability also includes comparing a presented object with a remembered object. Examples of this ability include: Quickly comparing and verifying names, locations and descriptions received by radio, telephone, or in written form (e.g., checking a detainee's description against a wanted list or data base inquiry); and quickly comparing incident information to determine if different calls are related.
____	____	16. **SELECTIVE ATTENTION** is the ability to concentrate on a task and not be distracted. When distraction is present, it is not part of the task being done. This ability also involves concentrating while performing a boring task. Examples of this ability include: Taking calls and dispatching field personnel from within a noisy, distracting work environment (e.g., taking a complaint from a citizen while other phone lines are ringing, other dispatchers are receiving emergency calls, teletype messages are printing, and alarm panels are sounding; or dispatching field personnel to an incident while other unrelated personnel are transmitting on the same frequency).

IMPOR-TANCE	ENTRY REQ.	
_____	_____	17. **TIME SHARING** is the ability to shift back and forth between two or more sources of information.

Examples of this ability include: Handling multiple calls for assistance at the same time; taking a complaint while monitoring radio traffic, teletypes and alarm panels; coordinating the response of multiple field units to an incident or several ongoing incidents; monitoring multiple radio channels at the same time; and tracking the status of field personnel while performing other duties (e.g., taking complaints or dispatching).

SPATIAL ABILITY

_____	_____	18. **SPATIAL ORIENTATION** is the ability to tell where you (or field units) are in relation to the location of some object, or to tell where the object is in relation to you (or field units).

Examples of this ability include: Determining the location of citizens and field personnel; determining the jurisdiction of incidents; giving travel directions; and receiving and understanding travel directions.

_____	_____	19. **VISUALIZATION** is the ability to imagine how something will look when it is moved around or when its parts are moved or rearranged. It requires the forming of mental images of what patterns or objects would look like after certain changes, such as unfolding or rotation. One has to predict what an object, set of objects, or pattern would look like after the changes were carried out.

Examples of this ability include: Anticipating beat coverage when dispatching field personnel; providing an escape route to a caller in an emergency (e.g., prowler, burning building); and setting up perimeter coverage or road blocks for an incident.

PSYCHO-MOTOR ABILITY

_____	_____	20. **MULTILIMB COORDINATION** is the ability to coordinate movements of two or more limbs together (e.g., two arms, two legs, or one leg and one arm). Two or more limbs are in motion, while the individual is sitting, standing, or lying down.

Examples of this ability include: Typing with two hands; operating telephone and radio equipment simultaneously; and operating a radio transmitter foot pedal control while typing or operating radio console controls.

IMPORTANCE

How important is this ability for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

ENTRY-LEVEL REQUIREMENT

Is it necessary that a dispatcher candidate possess this ability before hire – before initial training or job assignment?

1 - YES, this ability is necessary before hire – development through entry-level training or on-the-job experience would be impractical and/or unsafe.

0 - NO, this ability can be easily acquired after hire – development through training and/or on-the-job experience would pose little or no risk to the public and field personnel.

IMPOR- TANCE | ENTRY REQ.

____ ____ 21. **RESPONSE ORIENTATION** is the ability to choose between two or more movements quickly and accurately when two or more different signals (lights, sounds, pictures, etc.) are given. The ability is concerned with the speed with which the correct response can be started with the hand, foot, etc.

Examples of this ability include: Receiving several telephone and/or radio calls at once and quickly selecting and responding to the call with the highest priority; and quickly switching radio channels to communicate with several different field personnel on different frequencies.

____ ____ 22. **REACTION TIME** is the ability to give one fast response to one signal (sound, light, picture, etc.) when it appears. This ability is concerned with the speed with which the movement can be started with the hand, foot, etc.

Examples of this ability include: Immediately responding to a radio transmission or telephone call; and detecting and reacting to an activated alarm panel.

____ ____ 23. **FINGER DEXTERITY** is the ability to make skillful, coordinated, rapid movements of the fingers of one or both hands and to grasp, place, or move small objects.

Examples of this ability include: Performing keyboard operations; operating radio console equipment; and operating PBX equipment.

IMPOR-TANCE	ENTRY REQ.	

VISION

_____ _____ 24. **NEAR VISION** is the capacity to see close environmental surroundings.

Examples of this ability include: Reading various written materials (e.g., incident summaries, logs, directories, equipment and system manuals, policies and procedures, legal codes); reading equipment displays (e.g., telephone panel, radio control panel, teletypes, CAD screen); and viewing building security video monitors.

HEARING

_____ _____ 25. **GENERAL HEARING** is the ability to detect and to discriminate among sounds that vary over broad ranges of pitch and/or loudness.

Examples of this ability include: Hearing and distinguishing between different types of telephone tones, alarms, warning bells, and alert tones; and hearing people talking on the telephone, radio or in-person.

_____ _____ 26. **AUDITORY ATTENTION** is the ability to focus on a single source of auditory information in the presence of other distracting and irrelevant auditory stimuli.

Examples of this ability include: Distinguishing between different conversations on the same radio channel; and hearing a caller on a telephone line or radio channel with heavy static or background noise.

_____ _____ 27. **SPEECH HEARING** is the ability to hear and understand the speech of another person.

Examples of this ability include: Hearing and understanding people talking on the telephone, radio, or in-person.

SPEECH

_____ _____ 28. **SPEECH CLARITY** is the ability to communicate orally in a clear fashion understandable to a listener.

Examples of this ability include: Speaking with sufficient clarity to be understood by others on the telephone, radio, or in person.

CONTINUED ON NEXT PAGE.

IMPORTANCE

How important is this trait for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

ENTRY-LEVEL REQUIREMENT

*Is it necessary that a dispatcher candidate possess this trait **before hire** – before initial training or job assignment?*

1 - YES, this trait is necessary before hire – development through entry-level training or on-the-job experience would be impractical and/or unsafe.

0 - NO, this trait can be easily acquired after hire – development through training and/or on-the-job experience would pose little or no risk to the public and field personnel.

IMPOR-TANCE	ENTRY REQ.	
		** TRAIT RATINGS
____	____	1. **ADAPTABILITY:** Changes behavior to meet the shifting demands of the job; adapts to substantial increases or decreases in work load and to changes in assignments; remains alert during periods of slow or repetitive work activity.
____	____	2. **TOLERANCE OF STRESS:** Performs job duties effectively under adverse conditions (e.g., working under time pressure with high visibility and serious consequence of error, in crisis situations, tragedies, and emergencies, handling simultaneous incidents, and working with frequent interruption); "bounces back" from negative situations; performs duties under extreme pressure without delay.
____	____	3. **TOLERANCE OF UNPLEASANT WORK ENVIRONMENT:** Accepts and is able to function effectively in a restrictive, demanding, and highly structured work environment (e.g., working in isolation, late or early shifts, long hours, sitting for prolonged periods, confined work space, rigid chain of command).
____	____	4. **SOCIAL CONCERN:** Concerned with the safety and welfare of others; demonstrates an interest in people and serving the public.

IMPOR-TANCE	ENTRY REQ.	
____	____	5. **POSITIVE ATTITUDE:** Reacts in a positive and constructive manner when confronted with negative work situations; is optimistic; sees the good side in situations; displays cheerfulness; acts inspired about work; sees value in the organization and its members; is able to joke with co-workers (e.g., use humor to relieve tense or stressful situations).
____	____	6. **ASSERTIVENESS:** Takes command of a situation; acts confidently, without hesitation; willing to voice personal views; not easily intimidated.
____	____	7. **TEAMWORK:** Assists and cooperates willingly and effectively with co-workers, supervisors, field personnel and personnel at other agencies in performing job duties; a "team player".
____	____	8. **INTERPERSONAL SENSITIVITY:** Addresses situations in a sensitive, straight-forward manner, showing consideration for others; resolves disputes in the least offensive manner; acts in an unbiased fashion towards others, keeping personal prejudices out of the work place; attempts to understand and respects the attitudes and beliefs of others.
____	____	9. **EMOTIONAL CONTROL:** Acts calm and collected and does not allow emotions to affect performance or disrupt the work environment; does not overreact to situations; accepts delays without getting upset (is slow to anger); performs effectively in crises or overwhelming situations; does not become personally involved.
____	____	10. **MATURITY:** Draws upon life experiences to deal with situations; thinks before acting (e.g., not impulsive); is not easily fooled (e.g., not naive); sees value in and takes work seriously; sensible; recognizes and is not bothered by trivial negative events and circumstances.
____	____	11. **INTEGRITY:** Honest and impartial; maintains confidentiality of information; refrains from using position for personal gain.
____	____	12. **DEPENDABILITY:** Acts responsibly and reliably in all situations; willing to accept the consequences of one's decisions and behavior; is disciplined, thorough, accurate and punctual.

IMPORTANCE

How important is this trait for overall successful job performance for dispatchers in your agency?

5 - Critically Important
4 - Very Important
3 - Important
2 - Of Some Importance
1 - Of Little Importance
0 - Not Important for Successful Job Performance

ENTRY-LEVEL REQUIREMENT

*Is it necessary that a dispatcher candidate possess this trait **before hire** – before initial training or job assignment?*

1 - YES, this trait is necessary before hire – development through entry-level training or on-the-job experience would be impractical and/or unsafe.

0 - NO, this trait can be easily acquired after hire – development through training and/or on-the-job experience would pose little or no risk to the public and field personnel.

IMPOR-TANCE	ENTRY REQ.	
_____	_____	13. **MOTIVATION:** Displays hustle and drive in reaching work goals; self-motivated; makes use of "down time"; recognizes that the job may require additional time and energy; seeks answers to issues and questions; keeps trying, even in difficult or adverse situations.
_____	_____	14. **PRODUCTIVITY:** Performs work in an efficient, organized and timely manner; performs effectively without constant supervision.
_____	_____	15. **APPEARANCE:** Reports to work presenting a neat, clean, well-groomed appearance.

* * *

This completes the survey. Thank you for your participation! Please forward the survey to your agency coordinator.

COMMENTS

Write additional important KSAT's or any comments that you have regarding the survey in the space below.

APPENDIX 5

ADMINISTRATOR'S INSTRUCTIONS

ADMINISTRATOR'S INSTRUCTIONS

Public Safety Dispatcher Job Requirements Survey

This survey has been developed by POST to identify the requirements for successfully performing public safety dispatcher job duties in California. For purposes of this survey, "**public safety dispatcher**" is defined as:

> "Journey-level personnel who perform complaint-taking and/or dispatching services primarily for law enforcement."

The survey is to be completed by dispatch supervisors and managers who know the complaint/dispatch job well.

Selecting Survey Participants

Select first-line supervisors and communication center managers who have at least six (6) months experience in overseeing the work of public safety dispatchers. The personnel selected to complete the survey should be very familiar with all aspects of the complaint/dispatch function (if your agency does not have a first-line supervisor position, then select other supervisory personnel who are knowledgeable of dispatcher work; e.g., managers, sergeants, etc.).

If selecting more than one supervisor to complete the survey, please represent each of the following groups, as indicated. (If you are selecting only one supervisor from several, please select **randomly**, for example, by tossing a coin. This will help ensure that the overall sample of supervisors is representative).

Shift/Watch: select an approximately equal number of supervisors from each of the shifts/watches worked in your agency (day, swing, etc.);

Gender: select female and male supervisors in approximate proportion to the total numbers for supervisors in your agency;

Race/Ethnicity: select supervisors of different racial/ethnic groups in approximate proportion to the total numbers for supervisors in your agency.

(over)

Administering the Surveys

Before you administer the survey, please take the time to review the instructions and examples. You should become familiar enough with the surveys to answer any questions that participants may have.

The surveys are designed to be self-administered. You may wish to designate a place and time for the surveys to be completed in a group setting, or you may distribute the surveys to be completed individually. Whatever method you choose to administer the surveys, it is extremely important that you communicate to participants the importance of carefully completing the surveys and ensure that they fully understand the instructions.

Keeping Track of the Surveys

Use the enclosed Survey Control Log to document who receives the surveys and the dates of survey distribution and return.

Returning the Surveys

Once you have collected all of the surveys to be completed, mail them to POST, along with a copy of the Survey Control Log, to the address given below. The deadline for returning the completed surveys is **October 23, 1989.**

Mailing Address: Commission on Peace Officer Standards and Training
1601 Alhambra Blvd.
Sacramento, CA 95816-7083

Attention: John Weiner

If you have any questions, or if you encounter any difficulties, please contact either John Weiner or Anna Solorio at (916) 739-3886.

APPENDIX 6

NUMBER OF SURVEYS COMPLETED PER AGENCY

Appendix 6

Number of Surveys Completed per Agency

---- AGENCY-TYPE=0. COMM CENTER AGENCY SIZE=LARGE (30+ DISPATCHERS) ----

AGENCY	NO. SUPERVISOR SURVEYS
MONTEREY CO COMMUNICATIONS CENTER	9
SANTA CLARA CO COMMUNICATIONS	17
STANISLAUS CO COMMUNICATIONS	3
AGSIZE	29

N= 3

---- AGENCY-TYPE=0. COMM CENTER AGENCY SIZE=MEDIUM (10-29 DISPATCHERS) ----

AGENCY	NO. SUPERVISOR SURVEYS
DELTA REGIONAL COMMUNICATIONS	3
KINGS CO CENTRAL DISPATCH	1
POMONA COMMUNICATIONS	2
PRECOM	3
REDONDO BEACH COMMUNICATION CENTER	4
SAN MATEO CITY COMMUNICATIONS CENTER	1
SAN MATEO CO. COMMUNICATIONS DIV	2
SANTA CRUZ CO COMMUNICATIONS	5
WEST COVINA COMMUNICATIONS DEPT	3
YOLO CO COMMUNICATIONS	1
AGSIZE	25

N= 10

---- AGENCY-TYPE=0. COMM CENTER AGENCY SIZE=SMALL (<10 DISPATCHERS) ----

AGENCY	NO. SUPERVISOR SURVEYS
SAN BENITO CO COMMUNICATIONS	1
AGTYPE	55

N= 1

---- AGENCY-TYPE=1. POLICE DEPT AGENCY SIZE=LARGE (30+ DISPATCHERS) ----

AGENCY	NO. SUPERVISOR SURVEYS
LONG BEACH	3
LOS ANGELES	16
OAKLAND	7
SACRAMENTO	6
SAN DIEGO	4
AGSIZE	36

N= 5

Appendix 6

Number of Surveys Completed per Agency

---- AGENCY-TYPE=1. POLICE DEPT AGENCY SIZE=MEDIUM (10-29 DISPATCHERS) ----

AGENCY	NO. SUPERVISOR SURVEYS
ALAMEDA	1
ARCADIA	1
BERKELEY	1
BEVERLY HILLS	1
CARLSBAD	1
CHICO	1
CHULA VISTA	1
COSTA MESA	1
CULVER CITY	1
DALY CITY	1
DAVIS	1
EL CAJON	1
EMERYVILLE	1
ESCONDIDO	1
FONTANA	1
GARDEN GROVE	1
GLENDALE	3
INDIO	1
INGLEWOOD	1
IRVINE	1
LA MESA	1
LIVERMORE	1
MERCED	1
MOUNTAIN VIEW	1
NEWPORT BEACH	1
OCEANSIDE	1
ORANGE	1
PALM SPRINGS	1
PALO ALTO	1
PASADENA	1
REDDING	2
RIVERSIDE	1
SAN BERNARDINO	1
SAN LEANDRO	1
SAN LUIS OBISPO	1
SANTA BARBARA	1
SANTA CLARA	1
SANTA MONICA	1
SOUTH SAN FRANCISCO	1
STOCKTON	1
SUNNYVALE	1
UC-DAVIS	1
UNION CITY	1
VACAVILLE	1
VALLEJO	1
WALNUT CREEK	1
AGSIZE	49

N= 46

Appendix 6

Number of Surveys Completed per Agency

---- AGENCY-TYPE=1. POLICE DEPT AGENCY SIZE=SMALL (<10 DISPATCHERS) ----

AGENCY	NO. SUPERVISOR SURVEYS
ADELANTO	1
ALBANY	1
ARROYO GRANDE	1
ARVIN	1
AZUSA	1
BALDWIN PARK	1
BARSTOW	1
BRAWLEY	1
BUENA PARK	1
CALISTOGA	1
CARMEL	1
CARPINTERIA	1
CATHEDRAL CITY	1
CLAREMONT	1
CLOVERDALE	1
COLTON	1
CORCORAN	1
CORONADO	1
COTATI	1
CSU-HAYWARD	1
CYPRESS	1
DIXON	1
DOWNEY	1
EUREKA	1
FORTUNA	1
GALT	1
GILROY	1
GUADALUPE	1
GUSTINE	1
HANFORD	1
HEMET	1
IRWINDALE	1
LA HABRA	1
LA PALMA	1
LA VERNE	1
LINDSAY	1
LOMPOC	1
LOS BANOS	1
MADERA	1
MANTECA	1
MONTEBELLO	1
MONTEREY PARK	2
NOVATO	1
OAKDALE	1
OROVILLE	1
PARADISE	1
PASO ROBLES	1
PISMO BEACH	1
PLEASANT HILL	1
RIDGECREST	1
RIPON	1
SAN JOAQUIN DELTA COLLEGE CAMPUS POLICE	1
SANTA MARIA	1
SCOTTS VALLEY	1
SIGNAL HILL	1
SONOMA ST UNIV	1
SOUTH PASADENA	1
TIBURON	1
TULARE	1
TUSTIN	5
UC-RIVERSIDE	1
AGSIZE	66
AGTYPE	151

N= 61

Appendix 6

Number of Surveys Completed per Agency

---- AGENCY-TYPE=2. SHERIFF'S DEPT AGENCY SIZE=LARGE (30+ DISPATCHERS) ----

AGENCY	NO. SUPERVISOR SURVEYS
ALAMEDA CO	4
CONTRA COSTA CO	4
FRESNO CO	3
KERN CO	2
LOS ANGELES CO	6
RIVERSIDE CO	2
SAN BERNARDINO CO	2
SAN DIEGO CO	5
AGSIZE	28

N= 8

-- AGENCY-TYPE=2. SHERIFF'S DEPT AGENCY SIZE=MEDIUM (10-29 DISPATCHERS) --

AGENCY	NO. SUPERVISOR SURVEYS
MARIN CO	3
NEVADA CO	1
ORANGE CO	3
SANTA BARBARA CO	1
SONOMA CO	1
SUTTER CO	1
VENTURA CO	4
AGSIZE	14

N= 7

---- AGENCY-TYPE=2. SHERIFF'S DEPT AGENCY SIZE=SMALL (<10 DISPATCHERS) ----

AGENCY	NO. SUPERVISOR SURVEYS
AMADOR CO	1
BUTTE CO	1
CALAVERAS CO	1
COLUSA CO	3
GLENN CO	2
HUMBOLDT CO	1
INYO CO	1
MENDOCINO CO	2
MERCED CO	1
MONO CO	1
SHASTA CO	2
SISKIYOU CO	1
TEHAMA CO	1
TRINITY CO	1
AGSIZE	19
AGTYPE	61
	267

N= 14

APPENDIX 7

"CORE TRAINING" KNOWLEDGES

APPENDIX 7

"CORE TRAINING" KNOWLEDGES

KNOWLEDGE AREA: 1. WORK ENVIRONMENT & CONDUCT	AVG IMPT	% SUPV	TRAINING MODES
1 Knowledge of basic law enforcement terminology, jargon and codes.	4.4	100	BAS OJT
2 Knowledge of basic medical (EMS) complaint/ dispatching terminology, as applicable in a law enforcement environment.	3.5	87	BAS OJT REF
3 Knowledge of basic fire complaint/dispatching terminology, as applicable in a law enforcement environment.	3.6	86	BAS OJT
4 Knowledge of the functions of the dispatcher within the law enforcement system (e.g., first point of public safety contact, assigning work, and serving as a liaison).	4.2	99	BAS OJT REF
5 Knowledge of basic medical (EMS) complaint/ dispatching functions within the law enforcement system.	3.6	84	BAS OJT REF
6 Knowledge of basic fire complaint/dispatching functions within the law enforcement system.	3.6	85	BAS OJT REF
7 Knowledge of the responsibilities and the functions of the communication center.	4.3	100	BAS OJT REF
8 Knowledge of the general role of police/sheriffs, prosecutors, courts, corrections (e.g., probation, parole), and dispatchers within the criminal justice system.	3.3	100	BAS OJT REF
9 Knowledge of acceptable professional behavior (e.g., conduct, self-discipline, sexual harassment issues).	3.9	100	BAS OJT REF
10 Knowledge of acceptable ethical job behavior (e.g, impartial assignment of work, use of privileged information, conflict of interest).	4.1	100	BAS OJT REF
11 Knowledge of techniques and considerations for interacting with the public, co-workers, field personnel and supervisors.	3.9	100	BAS OJT REF
12 Knowledge of the types and sources of stress associated with the public safety dispatcher occupation.	3.7	100	BAS OJT REF
13 Knowledge of alternative strategies for coping with stress.	3.7	100	BAS OJT REF
14 Knowledge of basic principles and procedures for courtroom testimony, including demeanor.	2.7	93	BAS OJT REF
KNOWLEDGE AREA: 2. COMMUNICATION CENTER OPERATIONS			
15 Knowledge of the flow of work in the communication center, including various sources of complaints and requests, and how they are processed.	3.9	100	BAS OJT REF
16 Knowledge of the chains of command and organizational structures.	3.5	100	BAS OJT REF
17 Knowledge of agency policies and procedures as they apply to communication center operations and personnel.	4.1	100	BAS OJT REF
18 Knowledge of records, reporting systems and forms commonly used in the communication center.	3.8	100	BAS OJT REF
19 Knowledge of the potential for any record generated by the communication center to be used in court.	3.7	100	BAS OJT REF

Note: All knowledges met "core training" criteria for the total sample and within the agency categories, except two items (denoted by *).

APPENDIX 7

"CORE TRAINING" KNOWLEDGES

KNOWLEDGE AREA: 3. LAW	AVG IMPT	% SUPV	TRAINING MODES
20 Knowledge of what constitutes a crime.	4.1	99	BAS OJT REF
21 Knowledge of the distinction between criminal and civil offenses.	3.9	99	BAS OJT REF
22 Knowledge of the definitions of felony and misdemeanor crimes.	3.9	99	BAS OJT REF
23 Knowledge of the various parties involved in a crime (principle, accessory, victim, witness, reporting party).	3.4	98	BAS OJT
24 Knowledge of agency restrictions on the reporting party (e.g., who can make a report).	3.4	97	BAS OJT REF
25 Knowledge of the various types of court orders, their jurisdictional limitations and enforcement procedures (e.g., warrants and temporary restraining orders).	3.4	96	BAS OJT REF
26 Knowledge of the basics of evidence preservation.	2.5	82	BAS OJT
27 Knowledge of types of liability (e.g., "vicarious liability").	3.4	95	BAS OJT REF
28 Knowledge of the theory, types and consequences of negligence (e.g., punitive damages, agency disciplinary actions).	3.4	95	BAS OJT REF
29 Knowledge of the general use of the Administrative Code.	2.1	70	BAS OJT
31 Knowledge of the general use of children and family services statutes.	2.5	78	BAS OJT REF
* 36 Knowledge of the general use of the U.S. Constitution.	2.1	71	BAS
37 Knowledge of the basic use and applications of the Alcoholic Beverage Control Act.	2.3	84	BAS OJT REF
38 Knowledge of the basic use and applications of the Business and Profession Code.	2.4	83	BAS OJT REF
39 Knowledge of the basic use and applications of the Civil Code.	2.3	80	BAS OJT REF
**40 Knowledge of the basic use and applications of the Fish and Game Code.	2.1	65	BAS OJT REF
42 Knowledge of the basic use and applications of the Health and Safety Code.	2.8	91	BAS OJT REF
43 Knowledge of the basic use and applications of the Penal Code.	3.7	96	BAS OJT REF
44 Knowledge of the basic use and applications of the Vehicle Code.	3.6	96	BAS OJT REF
45 Knowledge of the basic use and applications of the Welfare and Institutions Code.	3.0	91	BAS OJT REF
46 Knowledge of the elements of specific crimes within the Penal Code.	3.6	95	BAS OJT REF
47 Knowledge of the elements of specific crimes within the Vehicle Code.	3.3	93	BAS OJT REF

*Failed to meet "core" criteria for Independent Communication Centers only
**Failed to meet "core" criteria for Police departments only.

APPENDIX 7

"CORE TRAINING" KNOWLEDGES

	AVG IMPT	% SUPV	TRAINING MODES
48 Knowledge of the elements of specific crimes within the Business and Profession Code.	2.7	82	BAS OJT REF
49 Knowledge of the elements of specific crimes within the Welfare and Institutions Code.	2.8	86	BAS OJT REF
50 Knowledge of the elements of specific crimes within the Health and Safety Code.	2.9	86	BAS OJT REF
51 Knowledge of the elements of specific violations of city and county ordinances.	3.1	92	BAS OJT REF
KNOWLEDGE AREA: 4. COMPLAINT-TAKING			
52 Knowledge of basic techniques for listening, questioning and conversation control, including telephone etiquette.	4.5	100	BAS OJT REF
53 Knowledge of procedures for determining whether to respond or refer complaints and requests for service.	4.4	100	BAS OJT REF
54 knowledge of the criteria used to prioritize complaints and requests for service (e.g., life-threatening, in-progress, property crimes, "cold" response).	4.7	100	BAS OJT REF
55 Knowledge of the types and functions of 9-1-1 systems (e.g., basic, enhanced).	4.0	98	BAS OJT REF
56 Knowledge of techniques for call-handling (e.g., direct dispatching, referral, call transfer, relay).	4.3	100	BAS OJT REF
57 Knowledge of the legal requirements for responding to 9-1-1 calls.	4.2	98	BAS OJT REF
58 Knowledge of the role of the telephone company in maintaining and updating the 9-1-1 system.	2.9	95	BAS OJT
59 Knowledge of 9-1-1 reporting forms and procedures (e.g., updates to information).	3.1	96	BAS OJT REF
60 Knowledge of procedures for recognizing and communicating with deaf (TDD) callers.	4.4	98	BAS OJT REF
61 Knowledge of procedures for recognizing and communicating with non-English speaking or limited English speaking callers.	4.1	99	BAS OJT REF
62 Knowledge of procedures for recognizing and communicating with speech impaired callers.	4.1	99	BAS OJT REF
63 Knowledge of procedures for recognizing and communicating with very young callers.	4.2	99	BAS OJT REF
64 Knowledge of procedures for recognizing and communicating with hysterical or emotionally unstable callers.	4.4	99	BAS OJT REF
65 Knowledge of procedures for recognizing and communicating with abusive, irate, or profane callers.	4.1	99	BAS OJT REF
66 Knowledge of procedures for recognizing and communicating with intoxicated callers.	3.8	99	BAS OJT REF
67 Knowledge of procedures for recognizing and communicating with suicidal or mentally unstable callers.	4.5	99	BAS OJT REF
68 Knowledge of procedures for recognizing and communicating with elderly callers.	4.0	99	BAS OJT REF
69 Knowledge of procedures for recognizing and communicating with callers using street language (slang).	3.4	97	BAS OJT REF
70 Knowledge of procedures and considerations for communicating with other agencies (e.g., use of clear text).	3.7	100	BAS OJT REF

APPENDIX 7

"CORE TRAINING" KNOWLEDGES

	AVG IMPT	% SUPV	TRAINING MODES
71 Knowledge of the appropriate information to obtain when taking complaints and requests for service (e.g., who, what, where, when, why, how).	4.6	99	BAS OJT REF
72 Knowledge of additional important considerations for taking complaints and requests (e.g., in-progress vs. cold call, possibility of quick apprehension).	4.5	99	BAS OJT REF
73 Knowledge of legal requirements for handling certain complaints (e.g., missing persons).	4.2	99	BAS OJT REF
KNOWLEDGE AREA: 5. DISSEMINATION OF INFORMATION			
74 Knowledge of laws and restrictions for accessing and dispensing criminal history and other information obtained via telecommunication systems and other sources.	4.2	100	BAS OJT REF
75 Knowledge of laws and other restrictions pertaining to the release of information regarding juveniles, sex crime victims, names of deceased, and sensitive locations and incidents.	4.1	98	BAS OJT REF
76 Knowledge of the potential consequences of releasing unauthorized information to the public, media, and other agencies (e.g., field personnel safety, citizen safety issues).	4.1	99	BAS OJT REF
77 Knowledge of agency policies and procedures for the release of information to the media (e.g., types of information to be given, personnel authority).	3.9	99	BAS OJT REF
78 Knowledge of the potential consequences of giving advice to citizens (e.g., liability issues).	4.0	99	BAS OJT REF
79 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency crime situations.	4.1	99	BAS OJT REF
80 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency traffic incidents.	3.9	97	BAS OJT REF
81 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency medical situations.	4.1	87	BAS OJT REF
82 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency fire situations.	4.0	85	BAS OJT REF
83 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency hazard situations.	3.9	96	BAS OJT REF
84 Knowledge of procedures and guidelines for advising citizens of actions to take regarding various civil issues.	3.3	94	BAS OJT REF
85 Knowledge of procedures and guidelines for advising citizens of actions to take regarding crime prevention.	2.8	90	BAS OJT REF
86 Knowledge of procedures and guidelines for advising citizens of actions to take in miscellaneous non-emergency situations.	3.0	96	BAS OJT REF
87 Knowledge of procedures and considerations for notifying family members and other parties (e.g., administrative, injury, death, arrest notifications).	3.2	87	BAS OJT REF
88 Knowledge of the types of information that various agencies are entitled to obtain from the communication center.	3.7	97	BAS OJT REF
89 Knowledge of the potential consequences of giving inaccurate or unauthorized information to other agencies.	4.0	99	BAS OJT REF

APPENDIX 7

"CORE TRAINING" KNOWLEDGES

	AVG IMPT	% SUPV	TRAINING MODES
90 Knowledge of procedures and requirements for notifying California agencies of an emergency or need for service.	3.8	98	BAS OJT REF
91 Knowledge of procedures, requirements and appropriate language for relaying information to out-of-state agencies.	3.3	94	BAS OJT REF
KNOWLEDGE AREA: 6. RADIO DISPATCHING			
92 Knowledge of professional radio broadcasting language, rules and regulations (e.g., FCC).	3.9	99	BAS OJT REF
93 Knowledge of basic radio voice techniques, including voice control and diction.	4.0	100	BAS OJT REF
94 Knowledge of techniques for managing and prioritizing radio traffic.	4.4	100	BAS OJT REF
95 Knowledge of procedures for making lengthy broadcasts and conserving air time.	4.0	100	BAS OJT REF
96 Knowledge of local agency codes used to classify incidents and field unit status.	4.0	99	BAS OJT REF
97 Knowledge of the phonetic alphabet.	3.9	100	BAS OJT
98 Knowledge of the variety of coding systems used by different agencies.	3.0	91	BAS OJT
99 Knowledge of the functions and operations of commonly used radio systems (e.g., CLEMARS, CLERS).	3.5	97	BAS OJT REF
100 Knowledge of basic radio technology (e.g., frequencies, repeaters).	2.9	96	BAS OJT
101 Knowledge of field resources, including the different types, their functions, and the types of incidents for which they are appropriate.	3.8	98	BAS OJT REF
102 Knowledge of the appropriate types and numbers of personnel to send to various complaints and requests for service.	4.2	99	BAS OJT REF
103 Knowledge of dispatching decision strategies (e.g., considering geographic area, response time, available backup, and agency policies).	4.3	99	BAS OJT REF
104 Knowledge of the appropriate types and order of information to provide when dispatching field units (e.g., type of call, location, description of suspect, vehicle).	4.3	100	BAS OJT REF
105 Knowledge of additional important considerations for prioritizing and providing information to field units (e.g., in-progress, possibility of quick apprehension, injury, weapons).	4.5	100	BAS OJT REF
106 Knowledge of procedures for advising field units of additional status information.	4.1	100	BAS OJT REF
107 Knowledge of the types of calls that require more than one field unit to be dispatched.	4.4	100	BAS OJT REF
108 Knowledge of procedures for tracking field unit status.	4.3	99	BAS OJT REF
109 Knowledge of available backup resources outside the agency.	3.9	98	BAS OJT REF
110 Knowledge of the types of situations that are potentially dangerous (e.g., weapons, premise history).	4.7	100	BAS OJT REF
111 Knowledge of procedures for broadcasting potentially dangerous information (e.g., felony warrants, stolen vehicle).	4.5	100	BAS OJT REF

APPENDIX 7

"CORE TRAINING" KNOWLEDGES

	AVG IMPT	% SUPV	TRAINING MODES
112 Knowledge of procedures for coordinating the response of multiple field units.	4.3	100	BAS OJT REF
113 Knowledge of circumstances that require notification of the field supervisor.	4.1	100	BAS OJT REF
KNOWLEDGE AREA: 7. LAW ENFORCEMENT INFORMATION SYSTEMS			
114 Knowledge of the functions and operations of CJIS (e.g., access, input).	3.9	97	BAS OJT REF
115 Knowledge of the functions and operations of CLETS (e.g., access, input).	3.9	100	BAS OJT REF
116 Knowledge of the functions and operations of the DMV (AMIS, ANI) system (e.g., access, input).	4.0	100	BAS OJT REF
117 Knowledge of the functions and operations of the DOJ (CII) system (e.g., access, input).	3.9	99	BAS OJT REF
118 Knowledge of the functions and operations of LEDS (e.g., access, input).	3.6	93	BAS OJT REF
119 Knowledge of the functions and operations of the NCIC system (e.g., access, input).	3.9	100	BAS OJT REF
120 Knowledge of the functions and operations of NLETS (e.g., access, input).	3.7	96	BAS OJT REF
121 Knowledge of the functions and operations of local area networks (e.g., access, input).	3.7	98	BAS OJT REF
122 Knowledge of laws, rules and restrictions for accessing, disseminating and updating information in telecommunication systems, including consequences of misuse.	4.0	98	BAS OJT REF
123 Knowledge of the use of manuals for telecommunication systems.	3.7	98	BAS OJT REF
KNOWLEDGE AREA: 8. PUBLIC SAFETY-RELATED AGENCIES			
124 Knowledge of the purpose and principles of mutual aid.	3.6	97	BAS OJT REF
125 Knowledge of procedures for requesting mutual aid and responding to mutual aid requests.	3.7	95	BAS OJT REF
126 Knowledge of the various types and functions of referral agencies and the various situations for which referral agency involvement is appropriate.	3.4	97	BAS OJT REF
127 Knowledge of the procedures for working with referral agencies (e.g., making notifications; referring citizens, officers, and other agencies; requesting assistance; obtaining information).	3.4	98	BAS OJT REF
KNOWLEDGE AREA: 9. COMMUNICATION EQUIPMENT & RESOURCES			
128 Knowledge of the functions and operations of complaint-taking equipment (e.g., telephone console, 9-1-1 equipment, alarm panels).	4.3	100	BAS OJT REF
129 Knowledge of the functions and operations of dispatching equipment (e.g., radio console and controls).	4.3	100	BAS OJT REF
130 Knowledge of the functions and operations of miscellaneous communications center/office equipment (e.g., security system, intercom, photocopier).	3.4	99	BAS OJT REF
131 Knowledge of office maintenance procedures.	2.6	92	OJT REF

APPENDIX 7

"CORE TRAINING" KNOWLEDGES

	AVG IMPT	% SUPV	TRAINING MODES
132 Knowledge of available resource materials and their use in performing public safety dispatcher job duties (e.g., manuals, directories, code books).	3.5	100	BAS OJT REF
KNOWLEDGE AREA: 10. TRAINING			
133 Knowledge of the role of the trainer in the communications environment.	3.9	100	BAS OJT REF
134 Knowledge of agency policies and procedures regarding training.	3.8	99	BAS OJT REF
135 Knowledge of resources and methods for the planning and preparation of training.	3.6	96	BAS OJT REF
136 Knowledge of instructional techniques, including documentation methods.	3.7	99	BAS OJT REF
137 Knowledge of special considerations for training in the communications environment (e.g., adult learning styles, cultural differences).	3.4	98	BAS OJT REF
138 Knowledge of legal liabilities and issues pertaining to training (e.g., discrimination, sexual harassment, documentation, confidentiality, negligence, and vicarious liability.	3.9	99	BAS OJT REF

APPENDIX 8

"CORE TRAINING" SKILLS

APPENDIX 8

"CORE TRAINING" SKILLS

SKILL AREA: 1. VOCAL SKILLS	AVG IMPT	% SUPV	TRAINING MODES
1 Skill in projecting one's voice clearly and audibly with appropriate tone, phrasing, diction and rate of speed.	4.0	100	BAS OJT
2 Skill in maintaining vocal composure in a variety of adverse or stressful situations.	4.2	100	BAS OJT REF
SKILL AREA: 2. LISTENING SKILLS			
3 Skill in distinguishing between significant and insignificant information given orally (e.g., significant details of complaints or incidents).	4.2	100	BAS OJT REF
4 Skill in identifying various speech patterns, accents and languages.	3.2	98	BAS OJT
5 Skill in detecting and interpreting background sounds heard over the telephone or radio (e.g., shots fired, fighting).	3.9	99	BAS OJT
6 Skill in listening while at the same time performing various tasks (e.g., while operating communications equipment).	4.4	100	BAS OJT
7 Skill in following oral directions.	4.3	100	BAS OJT
SKILL AREA: 3. REPORTING & RECORDKEEPING SKILLS			
8 Skill in completing forms and reports.	3.4	98	BAS OJT REF
9 Skill in note taking.	3.5	97	BAS OJT
10 Skill in summarizing incidents in writing.	3.5	95	BAS OJT REF
11 Skill in writing legibly.	3.4	95	BAS OJT
SKILL AREA: 4. READING SKILLS			
12 Skill in reading and understanding policy and procedure manuals and memoranda.	3.7	100	BAS OJT
13 Skill in reading and understanding operating manuals for law enforcement information systems and equipment.	3.6	99	BAS OJT REF
14 Skill in reading and understanding laws, codes and ordinances.	3.6	99	BAS OJT REF
15 Skill in reading and understanding warrants and court orders.	3.7	92	BAS OJT REF
16 Skill in reading and understanding computer teletype messages.	3.9	98	BAS OJT REF
17 Skill in reading and understanding complaint/dispatch cards or video screens.	4.2	100	BAS OJT REF
18 Skill in reading and understanding various public safety-related reports.	3.3	95	BAS OJT REF
SKILL AREA: 5. COMPLAINT-TAKING SKILLS			
19 Skill in applying telephone etiquette (e.g., courtesy, professionalism).	4.0	100	BAS OJT REF
20 Skill in operating telephone equipment (including 9-1-1 equipment).	4.3	100	BAS OJT REF

APPENDIX 8

"CORE TRAINING" SKILLS

	AVG IMPT	% SUPV	TRAINING MODES
21 Skill in applying questioning techniques, including control of conversation and obtaining essential information from the public and other agencies.	4.3	100	BAS OJT REF
22 Skill in communicating via telephone with diverse types of people who pose special problems (e.g., hysterical, drunk, abusive, irate, suicidal, elderly, child, non-English speaking and deaf).	4.3	99	BAS OJT REF
23 Skill in screening telephone calls (e.g., determining whether to refer or respond).	4.1	100	BAS OJT REF
24 Skill in recognizing suspicious circumstances.	4.2	99	BAS OJT REF
25 Skill in evaluating and "prioritizing" complaints, incidents and requests.	4.3	100	BAS OJT REF
26 Skill in receiving and processing multiple simultaneous complaints.	4.3	100	BAS OJT REF
27 Skill in providing appropriate information to the public, media and other agencies (e.g., explaining, advising, referring).	3.6	97	BAS OJT REF
28 Skill in complaint-taking using CAD system equipment.	4.2	81	BAS OJT REF
SKILL AREA: 6. DISPATCHING SKILLS			
29 Skill in using radio codes.	4.2	100	BAS OJT REF
30 Skill in using radio language.	4.2	100	BAS OJT REF
31 Skill in using phonetic alphabet.	4.0	100	BAS OJT
32 Skill in using common legal terms.	3.6	98	BAS OJT REF
33 Skill in operating radio dispatching equipment.	4.4	100	BAS OJT REF
34 Skill in broadcasting information over the radio.	4.3	100	BAS OJT REF
35 Skill in using radio systems (e.g., CLEMARS).	3.9	97	BAS OJT REF
36 Skill in assigning field resources.	4.1	99	BAS OJT REF
37 Skill in talking while at the same time operating dispatching equipment.	4.3	100	BAS OJT
38 Skill in maintaining several conversations at one time.	4.1	100	BAS OJT
39 Skill in coordinating activities of multiple field units.	4.4	100	BAS OJT REF
40 Skill in keeping track of multiple events occurring at the same time.	4.6	100	BAS OJT REF
41 Skill in monitoring, prioritizing, responding to, and controlling radio traffic.	4.5	100	BAS OJT REF
42 Skill in using maps.	3.8	99	BAS OJT
43 Skill in giving directions (e.g., travel directions).	3.6	99	BAS OJT
44 Skill in giving instructions (e.g., citizens and sworn personnel).	3.7	99	BAS OJT
45 Skill in dispatching using CAD system equipment.	4.2	81	BAS OJT REF
46 Skill in monitoring and responding to alarm systems.	3.8	95	BAS OJT REF
47 Skill in monitoring and responding to civil defense/warning systems.	3.4	82	BAS OJT REF

APPENDIX 8

"CORE TRAINING" SKILLS

SKILL AREA: 7. TELECOMMUNICATIONS	AVG IMPT	% SUPV	TRAINING MODES
48 Skill in using the DOJ system.	4.0	98	BAS OJT REF
49 Skill in using the CJIS system.	3.9	96	BAS OJT REF
50 Skill in using the CLETS system.	4.0	99	BAS OJT REF
51 Skill in using the DMV (AMIS, ANI) system.	4.0	99	BAS OJT REF
52 Skill in using the LEDS system.	3.7	90	BAS OJT REF
53 Skill in using the NCIC system.	3.9	99	BAS OJT REF
54 Skill in using the NLETS system.	3.8	94	BAS OJT REF
55 Skill in using local information systems.	3.9	97	BAS OJT REF
SKILL AREA: 8. INTERPERSONAL SKILLS			
57 Skill in communicating in person with diverse types of people who pose special problems (e.g., hysterical, drunk, abusive, irate, suicidal, elderly, child, non-English speaking, deaf).	3.8	75	BAS OJT REF
58 Skill in communicating with coworkers, supervisors, and associates.	3.9	100	BAS OJT REF
59 Skill in "active listening" (e.g. giving feedback, paraphrasing).	3.8	100	BAS OJT REF
SKILL AREA: 9. ADMINISTRATIVE SKILLS			
60 Skill in typing information received both orally and in written form, with speed and accuracy.	3.7	99	BAS OJT
61 Skill in operating miscellaneous communication center equipment.	3.7	100	BAS OJT REF
62 Skill in handling records (receiving, processing, accessing, retrieving, and releasing).	3.5	85	BAS OJT REF
63 Skill in records management using CAD system equipment.	3.2	68	BAS OJT REF
64 Skill in performing facility maintenance duties.	2.7	70	OJT REF

APPENDIX 9

"BASIC TRAINING" KNOWLEDGES

APPENDIX 9

"BASIC TRAINING" KNOWLEDGES

KNOWLEDGE AREA: 1. WORK ENVIRONMENT & CONDUCT	% SUP	LEVL	% LEVL	SUBGROUPS
1 Knowledge of basic law enforcement terminology, jargon and codes.	91	SOME	70	PD SD COMM S M L
2 Knowledge of basic medical (EMS) complaint/dispatching terminology, as applicable in a law enforcement environment.	84	SOME	68	PD SD COMM S M L
3 Knowledge of basic fire complaint/dispatching terminology, as applicable in a law enforcement environment.	81	SOME	71	PD SD COMM S M L
4 Knowledge of the functions of the dispatcher within the law enforcement system (e.g., first point of public safety contact, assigning work, and serving as a liaison).	89	SOME	61	PD SD COMM S M L
5 Knowledge of basic medical (EMS) complaint/dispatching functions within the law enforcement system.	81	SOME	69	PD SD COMM S M L
6 Knowledge of basic fire complaint/dispatching functions within the law enforcement system.	77	SOME	67	PD SD COMM S M L
7 Knowledge of the responsibilities and the functions of the communication center.	86	SOME	63	PD SD COMM S M L
8 Knowledge of the general role of police/sheriffs, prosecutors, courts, corrections (e.g., probation, parole), and dispatchers within the criminal justice system.	84	SOME	53	PD SD COMM S M L
9 Knowledge of acceptable professional behavior (e.g., conduct, self-discipline, sexual harassment issues).	91	SOME	62	PD SD COMM S M L
10 Knowledge of acceptable ethical job behavior (e.g., impartial assignment of work, use of privileged information, conflict of interest).	92	SOME	62	PD SD COMM S M L
11 Knowledge of techniques and considerations for interacting with the public, co-workers, field personnel and supervisors.	86	SOME	82	PD SD COMM S M L
12 Knowledge of the types and sources of stress associated with the public safety dispatcher occupation.	86	SOME	72	PD SD COMM S M L
13 Knowledge of alternative strategies for coping with stress.	83	SOME	70	PD SD COMM S M L
14 Knowledge of basic principles and procedures for courtroom testimony, including demeanor.	75	SOME	54	PD SD COMM S M L
KNOWLEDGE AREA: 2. COMMUNICATION CENTER OPERATIONS				
15 Knowledge of the flow of work in the communication center, including various sources of complaints and requests, and how they are processed.	75	SOME	85	PD SD COMM S M L
16 Knowledge of the chains of command and organizational structures.	66	SOME	57	PD SD COMM M L
17 Knowledge of agency policies and procedures as they apply to communication center operations and personnel.	69	SOME	77	PD SD COMM M L
18 Knowledge of records, reporting systems and forms commonly used in the communication center.	71	SOME	83	PD SD COMM S M L

APPENDIX 9

"BASIC TRAINING" KNOWLEDGES

	% SUP	LEVL	% LEVL	SUBGROUPS
19 Knowledge of the potential for any record generated by the communication center to be used in court.	77	SOME	56	PD SD COMM S M L
KNOWLEDGE AREA: 3.LAW				
20 Knowledge of what constitutes a crime.	93	SOME	59	PD SD COMM S M L
21 Knowledge of the distinction between criminal and civil offenses.	92	SOME	62	PD SD COMM S M L
22 Knowledge of the definitions of felony and misdemeanor crimes.	92	SOME	57	PD SD COMM S M L
23 Knowledge of the various parties involved in a crime (principle, accessory, victim, witness, reporting party).	85	SOME	64	PD SD COMM S M L
24 Knowledge of agency restrictions on the reporting party (e.g., who can make a report).	74	SOME	64	PD SD COMM S M L
25 Knowledge of the various types of court orders, their jurisdictional limitations and enforcement procedures (e.g., warrants and temporary restraining orders).	88	SOME	68	PD SD COMM S M L
26 Knowledge of the basics of evidence preservation.	71	SOME	57	PD SD COMM S M L
27 Knowledge of types of liability (e.g., "vicarious liability").	83	FULL	50	PD SD COMM S M L
28 Knowledge of the theory, types and consequences of negligence (e.g., punitive damages, agency disciplinary actions).	87	SOME	53	PD SD COMM S M L
29 Knowledge of the general use of the Administrative Code.	66	SOME	54	PD SD COMM S M L
31 Knowledge of the general use of children and family services statutes.	74	SOME	60	PD SD COMM S M L
36 Knowledge of the general use of the U.S. Constitution.	60	FULL	53	PD SD S M
37 Knowledge of the basic use and applications of the Alcoholic Beverage Control Act.	72	SOME	58	PD SD COMM S M L
38 Knowledge of the basic use and applications of the Business and Profession Code.	74	SOME	61	PD SD COMM S M L
39 Knowledge of the basic use and applications of the Civil Code.	73	SOME	58	PD SD COMM S M L
40 Knowledge of the basic use and applications of the Fish and Game Code.	71	SOME	55	SD COMM S M L
42 Knowledge of the basic use and applications of the Health and Safety Code.	81	SOME	65	PD SD COMM S M L

APPENDIX 9

"BASIC TRAINING" KNOWLEDGES

	% SUP	LEVL	% LEVL	SUBGROUPS
43 Knowledge of the basic use and applications of the Penal Code.	90	SOME	70	PD SD COMM S M L
44 Knowledge of the basic use and applications of the Vehicle Code.	89	SOME	70	PD SD COMM S M L
45 Knowledge of the basic use and applications of the Welfare and Institutions Code.	88	SOME	68	PD SD COMM S M L
46 Knowledge of the elements of specific crimes within the Penal Code.	87	SOME	67	PD SD COMM S M L
47 Knowledge of the elements of specific crimes within the Vehicle Code.	85	SOME	66	PD SD COMM S M L
48 Knowledge of the elements of specific crimes within the Business and Profession Code.	80	SOME	67	PD SD COMM S M L
49 Knowledge of the elements of specific crimes within the Welfare and Institutions Code.	80	SOME	66	PD SD COMM S M L
50 Knowledge of the elements of specific crimes within the Health and Safety Code.	81	SOME	68	PD SD COMM S M L
51 Knowledge of the elements of specific violations of city and county ordinances.	72	SOME	68	PD SD COMM S M L
KNOWLEDGE AREA: 4. COMPLAINT-TAKING				
52 Knowledge of basic techniques for listening, questioning and conversation control, including telephone etiquette.	92	SOME	81	PD SD COMM S M L
53 Knowledge of procedures for determining whether to respond or refer complaints and requests for service.	87	SOME	86	PD SD COMM S M L
54 Knowledge of the criteria used to prioritize complaints and requests for service (e.g., life-threatening, in-progress, property crimes, "cold" response).	89	SOME	78	PD SD COMM S M L
55 Knowledge of the types and functions of 9-1-1 systems (e.g., basic, enhanced).	84	SOME	72	PD SD COMM S M L
56 Knowledge of techniques for call-handling (e.g., direct dispatching, referral, call transfer, relay).	82	SOME	80	PD SD COMM S M L
57 Knowledge of the legal requirements for responding to 9-1-1 calls.	89	SOME	58	PD SD COMM S M L
58 Knowledge of the role of the telephone company in maintaining and updating the 9-1-1 system.	65	FULL	53	PD SD COMM S M L
59 Knowledge of 9-1-1 reporting forms and procedures (e.g., updates to information).	66	SOME	58	PD SD COMM S M L
60 Knowledge of procedures for recognizing and communicating with deaf (TDD) callers.	84	SOME	69	PD SD COMM S M L

APPENDIX 9

"BASIC TRAINING" KNOWLEDGES

	% SUP	LEVL	% LEVL	SUBGROUPS
61 Knowledge of procedures for recognizing and communicating with non-English speaking or limited English speaking callers.	78	SOME	79	PD SD COMM S M L
62 Knowledge of procedures for recognizing and communicating with speech impaired callers.	78	SOME	77	PD SD COMM S M L
63 Knowledge of procedures for recognizing and communicating with very young callers.	78	SOME	79	PD SD COMM S M L
64 Knowledge of procedures for recognizing and communicating with hysterical or emotionally unstable callers.	86	SOME	83	PD SD COMM S M L
65 Knowledge of procedures for recognizing and communicating with abusive, irate, or profane callers.	82	SOME	85	PD SD COMM S M L
66 Knowledge of procedures for recognizing and communicating with intoxicated callers.	78	SOME	86	PD SD COMM S M L
67 Knowledge of procedures for recognizing and communicating with suicidal or mentally unstable callers.	87	SOME	81	PD SD COMM S M L
68 Knowledge of procedures for recognizing and communicating with elderly callers.	78	SOME	83	PD SD COMM S M L
69 Knowledge of procedures for recognizing and communicating with callers using street language (slang).	74	SOME	89	PD SD COMM S M L
70 Knowledge of procedures and considerations for communicating with other agencies (e.g., use of clear text).	77	SOME	84	PD SD COMM S M L
71 Knowledge of the appropriate information to obtain when taking complaints and requests for service (e.g., who, what, where, when, why, how).	91	SOME	79	PD SD COMM S M L
72 Knowledge of additional important considerations for taking complaints and requests (e.g., in-progress vs. cold call, possibility of quick apprehension).	89	SOME	79	PD SD COMM S M L
73 Knowledge of legal requirements for handling certain complaints (e.g., missing persons).	93	SOME	70	PD SD COMM S M L
KNOWLEDGE AREA: 5. DISSEMINATION OF INFORMATION				
74 Knowledge of laws and restrictions for accessing and dispensing criminal history and other information obtained via telecommunication systems and other sources.	93	SOME	60	PD SD COMM S M L
75 Knowledge of laws and other restrictions pertaining to the release of information regarding juveniles, sex crime victims, names of deceased, and sensitive locations and incidents.	92	SOME	65	PD SD COMM S M L
76 Knowledge of the potential consequences of releasing unauthorized information to the public, media, and other agencies (e.g., field personnel safety, citizen safety issues).	90	SOME	61	PD SD COMM S M L
77 Knowledge of agency policies and procedures for the release of information to the media (e.g., types of information to be given, personnel authority).	74	SOME	64	PD SD COMM S M L
78 Knowledge of the potential consequences of giving advice to citizens (e.g., liability issues).	88	SOME	70	PD SD COMM S M L

APPENDIX 9

"BASIC TRAINING" KNOWLEDGES

	% SUP	LEVL	% LEVL	SUBGROUPS
79 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency crime situations.	86	SOME	81	PD SD COMM S M L
80 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency traffic incidents.	85	SOME	81	PD SD COMM S M L
81 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency medical situations.	86	SOME	79	PD SD COMM S M L
82 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency fire situations.	87	SOME	79	PD SD COMM S M L
83 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency hazard situations.	86	SOME	80	PD SD COMM S M L
84 Knowledge of procedures and guidelines for advising citizens of actions to take regarding various civil issues.	80	SOME	82	PD SD COMM S M L
85 Knowledge of procedures and guidelines for advising citizens of actions to take regarding crime prevention.	70	SOME	77	PD SD COMM S M L
86 Knowledge of procedures and guidelines for advising citizens of actions to take in miscellaneous non-emergency situations.	69	SOME	83	PD SD COMM S M L
87 Knowledge of procedures and considerations for notifying family members and other parties (e.g., administrative, injury, death, arrest notifications).	71	SOME	80	PD SD COMM S M L
88 Knowledge of the types of information that various agencies are entitled to obtain from the communication center.	79	SOME	78	PD SD COMM S M L
89 Knowledge of the potential consequences of giving inaccurate or unauthorized information to other agencies.	84	SOME	73	PD SD COMM S M L
90 Knowledge of procedures and requirements for notifying California agencies of an emergency or need for service.	82	SOME	80	PD SD COMM S M L
91 Knowledge of procedures, requirements and appropriate language for relaying information to out-of-state agencies.	77	SOME	78	PD SD COMM S M L
KNOWLEDGE AREA: 6. RADIO DISPATCHING				
92 Knowledge of professional radio broadcasting language, rules and regulations (e.g., FCC).	88	SOME	76	PD SD COMM S M L
93 Knowledge of basic radio voice techniques, including voice control and diction.	82	SOME	85	PD SD COMM S M L
94 Knowledge of techniques for managing and prioritizing radio traffic.	84	SOME	87	PD SD COMM S M L
95 Knowledge of procedures for making lengthy broadcasts and conserving air time.	82	SOME	89	PD SD COMM S M L
96 Knowledge of local agency codes used to classify incidents and field unit status.	70	SOME	89	PD SD COMM S M L

APPENDIX 9

"BASIC TRAINING" KNOWLEDGES

	% SUP	LEVL	% LEVL	SUBGROUPS
97 Knowledge of the phonetic alphabet.	81	SOME	53	PD SD COMM S M L
98 Knowledge of the variety of coding systems used by different agencies.	67	SOME	68	PD SD COMM S M L
99 Knowledge of the functions and operations of commonly used radio systems (e.g., CLEMARS, CLERS).	76	SOME	70	PD SD COMM S M L
100 Knowledge of basic radio technology (e.g., frequencies, repeaters).	69	SOME	58	PD SD COMM S M L
101 Knowledge of field resources, including the different types, their functions, and the types of incidents for which they are appropriate.	72	SOME	84	PD SD COMM S M L
102 Knowledge of the appropriate types and numbers of personnel to send to various complaints and requests for service.	74	SOME	87	PD SD COMM S M L
103 Knowledge of dispatching decision strategies (e.g., considering geographic area, response time, available backup, and agency policies).	77	SOME	91	PD SD COMM S M L
104 Knowledge of the appropriate types and order of information to provide when dispatching field units (e.g., type of call, location, description of suspect, vehicle).	84	SOME	83	PD SD COMM S M L
105 Knowledge of additional important considerations for prioritizing and providing information to field units (e.g., in-progress, possibility of quick apprehension, injury, weapons).	85	SOME	84	PD SD COMM S M L
106 Knowledge of procedures for advising field units of additional status information.	75	SOME	88	PD SD COMM S M L
107 Knowledge of the types of calls that require more than one field unit to be dispatched.	78	SOME	83	PD SD COMM S M L
108 Knowledge of procedures for tracking field unit status.	75	SOME	85	PD SD COMM S M L
109 Knowledge of available backup resources outside the agency.	72	SOME	85	PD SD COMM S M L
110 Knowledge of the types of situations that are potentially dangerous (e.g., weapons, premise history).	85	SOME	84	PD SD COMM S M L
111 Knowledge of procedures for broadcasting potentially dangerous information (e.g., felony warrants, stolen vehicle).	83	SOME	83	PD SD COMM S M L
112 Knowledge of procedures for coordinating the response of multiple field units.	76	SOME	89	PD SD COMM S M L
113 Knowledge of circumstances that require notification of the field supervisor.	73	SOME	85	PD SD COMM S M L

APPENDIX 9

"BASIC TRAINING" KNOWLEDGES

	% SUP	LEVL	% LEVL	SUBGROUPS
KNOWLEDGE AREA: 7. LAW ENFORCEMENT INFORMATION SYSTEMS				
114 Knowledge of the functions and operations of CJIS (e.g., access, input).	91	SOME	79	PD SD COMM S M L
115 Knowledge of the functions and operations of CLETS (e.g., access, input).	91	SOME	80	PD SD COMM S M L
116 Knowledge of the functions and operations of the DMV (AMIS, ANI) system (e.g., access, input).	91	SOME	81	PD SD COMM S M L
117 Knowledge of the functions and operations of the DOJ (CII) system (e.g., access, input).	91	SOME	82	PD SD COMM S M L
118 Knowledge of the functions and operations of LEDS (e.g., access, input).	89	SOME	79	PD SD COMM S M L
119 Knowledge of the functions and operations of the NCIC system (e.g., access, input).	91	SOME	82	PD SD COMM S M L
120 Knowledge of the functions and operations of NLETS (e.g., access, input).	90	SOME	81	PD SD COMM S M L
121 Knowledge of the functions and operations of local area networks (e.g., access, input).	84	SOME	83	PD SD COMM S M L
122 Knowledge of laws, rules and restrictions for accessing, disseminating and updating information in telecommunication systems, including consequences of misuse.	92	SOME	72	PD SD COMM S M L
123 Knowledge of the use of manuals for telecommunication systems.	85	SOME	78	PD SD COMM S M L
KNOWLEDGE AREA: 8. PUBLIC SAFETY-RELATED AGENCIES				
124 Knowledge of the purpose and principles of mutual aid.	80	SOME	78	PD SD COMM S M L
125 Knowledge of procedures for requesting mutual aid and responding to mutual aid requests.	76	SOME	79	PD SD COMM S M L
126 Knowledge of the various types and functions of referral agencies and the various situations for which referral agency involvement is appropriate.	76	SOME	85	PD SD COMM S M L
127 Knowledge of the procedures for working with referral agencies (e.g., making notifications; referring citizens, officers, and other agencies; requesting assistance; obtaining information).	73	SOME	86	PD SD COMM S M L
KNOWLEDGE AREA: 9. COMMUNICATION EQUIPMENT & RESOURCES				
128 Knowledge of the functions and operations of complaint-taking equipment (e.g., telephone console, 9-1-1 equipment, alarm panels).	77	SOME	85	PD SD COMM S M L
129 Knowledge of the functions and operations of dispatching equipment (e.g., radio console and controls).	73	SOME	88	PD SD COMM S M L
130 Knowledge of the functions and operations of miscellaneous communications center/office equipment (e.g., security system, intercom, photocopier).	56	SOME	86	PD SD COMM M L

APPENDIX 9

"BASIC TRAINING" KNOWLEDGES

	% SUP	LEVL	% LEVL	SUBGROUPS
132 Knowledge of available resource materials and their use in performing public safety dispatcher job duties (e.g., manuals, directories, code books).	61	SOME	88	PD SD COMM M L
KNOWLEDGE AREA: 10. TRAINING				
133 Knowledge of the role of the trainer in the communications environment.	81	SOME	77	PD SD COMM S M L
134 Knowledge of agency policies and procedures regarding training.	68	SOME	67	PD SD COMM M L
135 Knowledge of resources and methods for the planning and preparation of training.	71	SOME	71	PD SD COMM S M L
136 Knowledge of instructional techniques, including documentation methods.	75	SOME	70	PD SD COMM S M L
137 Knowledge of special considerations for training in the communications environment (e.g., adult learning styles, cultural differences).	75	SOME	70	PD SD COMM S M L
138 Knowledge of legal liabilities and issues pertaining to training (e.g., discrimination, sexual harassment, documentation, confidentiality, negligence, and vicarious liability.	81	SOME	68	PD SD COMM S M L

APPENDIX 10

"BASIC TRAINING" SKILLS

APPENDIX 10

"BASIC TRAINING" SKILLS

SKILL AREA: 1. VOCAL SKILLS	% SUP	LEVL	% LEVL	SUBGROUPS
1 Skill in projecting one's voice clearly and audibly with appropriate tone, phrasing, diction and rate of speed.	77	SOME	85	PD SD COMM S M L
2 Skill in maintaining vocal composure in a variety of adverse or stressful situations.	77	SOME	88	PD SD COMM S M L
SKILL AREA: 2. LISTENING SKILLS				
3 Skill in distinguishing between significant and insignificant information given orally (e.g., significant details of complaints or incidents).	79	SOME	91	PD SD COMM S M L
4 Skill in identifying various speech patterns, accents and languages.	65	SOME	88	PD SD COMM S M L
5 Skill in detecting and interpreting background sounds heard over the telephone or radio (e.g., shots fired, fighting).	72	SOME	90	PD SD COMM S M L
6 Skill in listening while at the same time performing various tasks (e.g., while operating communications equipment).	64	SOME	91	PD SD COMM S M L
7 Skill in following oral directions.	71	SOME	86	PD SD COMM S M L
SKILL AREA: 3. REPORTING & RECORDKEEPING SKILLS				
8 Skill in completing forms and reports.	65	SOME	83	PD SD COMM S M L
9 Skill in note taking.	62	SOME	82	PD SD COMM S M L
10 Skill in summarizing incidents in writing.	67	SOME	84	PD SD COMM S M L
11 Skill in writing legibly.	57	SOME	74	PD SD COMM S M L
SKILL AREA: 4. READING SKILLS				
12 Skill in reading and understanding policy and procedure manuals and memoranda.	65	SOME	72	PD SD COMM S M L
13 Skill in reading and understanding operating manuals for law enforcement information systems and equipment.	70	SOME	73	PD SD COMM S M L
14 Skill in reading and understanding laws, codes and ordinances.	73	SOME	77	PD SD COMM S M L
15 Skill in reading and understanding warrants and court orders.	71	SOME	79	PD SD COMM S M L
16 Skill in reading and understanding computer teletype messages.	76	SOME	83	PD SD COMM S M L
17 Skill in reading and understanding complaint/dispatch cards or video screens.	72	SOME	85	PD SD COMM S M L

APPENDIX 10

"BASIC TRAINING" SKILLS

	% SUP	LEVL	% LEVL	SUBGROUPS
18 Skill in reading and understanding various public safety-related reports.	66	SOME	80	PD SD COMM S M L
SKILL AREA: 5. COMPLAINT-TAKING SKILLS				
19 Skill in applying telephone etiquette (e.g., courtesy, professionalism).	79	SOME	88	PD SD COMM S M L
20 Skill in operating telephone equipment (including 9-1-1 equipment).	78	SOME	84	PD SD COMM S M L
21 Skill in applying questioning techniques, including control of conversation and obtaining essential information from the public and other agencies.	85	SOME	89	PD SD COMM S M L
22 Skill in communicating via telephone with diverse types of people who pose special problems (e.g., hysterical, drunk, abusive, irate, suicidal, elderly, child, non-English speaking and deaf.	85	SOME	93	PD SD COMM S M L
23 Skill in screening telephone calls (e.g., determining whether to refer or respond).	82	SOME	93	PD SD COMM S M L
24 Skill in recognizing suspicious circumstances.	78	SOME	92	PD SD COMM S M L
25 Skill in evaluating and "prioritizing" complaints, incidents and requests.	82	SOME	91	PD SD COMM S M L
26 Skill in receiving and processing multiple simultaneous complaints.	75	SOME	92	PD SD COMM S M L
27 Skill in providing appropriate information to the public, media and other agencies (e.g., explaining, advising, referring).	73	SOME	91	PD SD COMM S M L
28 Skill in complaint-taking using CAD system equipment.	78	SOME	86	PD SD COMM S M L
SKILL AREA: 6. DISPATCHING SKILLS				
29 Skill in using radio codes.	81	SOME	82	PD SD COMM S M L
30 Skill in using radio language.	81	SOME	85	PD SD COMM S M L
31 Skill in using phonetic alphabet.	81	SOME	77	PD SD COMM S M L
32 Skill in using common legal terms.	79	SOME	84	PD SD COMM S M L
33 Skill in operating radio dispatching equipment.	73	SOME	91	PD SD COMM S M L
34 Skill in broadcasting information over the radio.	74	SOME	93	PD SD COMM S M L

APPENDIX 10

"BASIC TRAINING" SKILLS

	% SUP	LEVL	% LEVL	SUBGROUPS
35 Skill in using radio systems (e.g., CLEMARS).	69	SOME	91	PD SD COMM S M L
36 Skill in assigning field resources.	71	SOME	93	PD SD COMM S M L
37 Skill in talking while at the same time operating dispatching equipment.	66	SOME	95	PD SD COMM S M L
38 Skill in maintaining several conversations at one time.	58	SOME	96	PD SD COMM S M L
39 Skill in coordinating activities of multiple field units.	66	SOME	97	PD SD COMM S M L
40 Skill in keeping track of multiple events occurring at the same time.	65	SOME	96	PD SD COMM S M L
41 Skill in monitoring, prioritizing, responding to, and controlling radio traffic.	69	SOME	97	PD SD COMM S M L
42 Skill in using maps.	73	SOME	86	PD SD COMM S M L
43 Skill in giving directions (e.g., travel directions).	63	SOME	87	PD SD COMM S M L
44 Skill in giving instructions (e.g., citizens and sworn personnel).	65	SOME	92	PD SD COMM S M L
45 Skill in dispatching using CAD system equipment.	71	SOME	93	PD SD COMM S M L
46 Skill in monitoring and responding to alarm systems.	66	SOME	91	PD SD COMM S M L
47 Skill in monitoring and responding to civil defense/warning systems.	64	SOME	82	PD SD COMM S M L
SKILL AREA: 7. TELECOMMUNICATIONS				
48 Skill in using the DOJ system.	88	SOME	87	PD SD COMM S M L
49 Skill in using the CJIS system.	88	SOME	88	PD SD COMM S M L
50 Skill in using the CLETS system.	89	SOME	87	PD SD COMM S M L
51 Skill in using the DMV (AMIS, ANI) system.	88	SOME	88	PD SD COMM S M L
52 Skill in using the LEDS system.	87	SOME	86	PD SD COMM S M L

APPENDIX 10

"BASIC TRAINING" SKILLS

	% SUP	LEVL	% LEVL	SUBGROUPS
53 Skill in using the NCIC system.	88	SOME	88	PD SD COMM S M L
54 Skill in using the NLETS system.	88	SOME	88	PD SD COMM S M L
55 Skill in using local information systems.	78	SOME	89	PD SD COMM S M L
SKILL AREA: 8. INTERPERSONAL SKILLS				
57 Skill in communicating in person with diverse types of people who pose special problems (e.g., hysterical, drunk, abusive, irate, suicidal, elderly, child, non-English speaking, deaf).	76	SOME	89	PD SD COMM S M L
58 Skill in communicating with coworkers, supervisors, and associates.	65	SOME	95	PD SD COMM S M L
59 Skill in "active listening" (e.g. giving feedback, paraphrasing).	74	SOME	89	PD SD COMM S M L
SKILL AREA: 9. ADMINISTRATIVE SKILLS				
60 Skill in typing information received both orally and in written form, with speed and accuracy.	70	SOME	81	PD SD COMM S M L
61 Skill in operating miscellaneous communication center equipment.	62	SOME	90	PD SD COMM S M L
62 Skill in handling records (receiving, processing, accessing, retrieving, and releasing).	68	SOME	85	PD SD COMM S M L
63 Skill in records management using CAD system equipment.	66	SOME	88	PD SD COMM S M L

APPENDIX 11

"ON-THE-JOB TRAINING" KNOWLEDGES

APPENDIX 11

"ON-THE-JOB TRAINING" KNOWLEDGES

KNOWLEDGE AREA: 1. WORK ENVIRONMENT & CONDUCT	% SUPV	SUBGROUPS
1 Knowledge of basic law enforcement terminology, jargon and codes.	73	PD SD COMM S M L
2 Knowledge of basic medical (EMS) complaint/dispatching terminology, as applicable in a law enforcement environment.	70	PD SD COMM S M L
3 Knowledge of basic fire complaint/dispatching terminology, as applicable in a law enforcement environment.	74	PD SD COMM S M L
4 Knowledge of the functions of the dispatcher within the law enforcement system (e.g., first point of public safety contact, assigning work, and serving as a liaison).	65	PD SD S M L
5 Knowledge of basic medical (EMS) complaint/dispatching functions within the law enforcement system.	72	PD SD COMM S M L
6 Knowledge of basic fire complaint/dispatching functions within the law enforcement system.	72	PD SD COMM S M L
7 Knowledge of the responsibilities and the functions of the communication center.	67	PD SD S M L
8 Knowledge of the general role of police/sheriffs, prosecutors, courts, corrections (e.g., probation, parole), and dispatchers within the criminal justice system.	58	PD SD S M L
9 Knowledge of acceptable professional behavior (e.g., conduct, self-discipline, sexual harassment issues).	63	PD SD S M L
10 Knowledge of acceptable ethical job behavior (e.g., impartial assignment of work, use of privileged information, conflict of interest).	64	PD SD S M L
11 Knowledge of techniques and considerations for interacting with the public, co-workers, field personnel and supervisors.	84	PD SD COMM S M L
12 Knowledge of the types and sources of stress associated with the public safety dispatcher occupation.	73	PD SD COMM S M L
13 Knowledge of alternative strategies for coping with stress.	72	PD SD COMM S M L
14 Knowledge of basic principles and procedures for courtroom testimony, including demeanor.	59	PD SD S M

KNOWLEDGE AREA: 2. COMMUNICATION CENTER OPERATIONS		
15 Knowledge of the flow of work in the communication center, including various sources of complaints and requests, and how they are processed.	88	PD SD COMM S M L
16 Knowledge of the chains of command and organizational structures.	68	PD SD S M L
17 Knowledge of agency policies and procedures as they apply to communication center operations and personnel.	83	PD SD COMM S M L
18 Knowledge of records, reporting systems and forms commonly used in the communication center.	87	PD SD COMM S M L

APPENDIX 11

"ON-THE-JOB TRAINING" KNOWLEDGES

	% SUPV	SUBGROUPS
19 Knowledge of the potential for any record generated by the communication center to be used in court.	64	PD SD S M L
KNOWLEDGE AREA: 3. LAW		
20 Knowledge of what constitutes a crime.	62	PD SD COMM S M L
21 Knowledge of the distinction between criminal and civil offenses.	65	PD SD COMM S M L
22 Knowledge of the definitions of felony and misdemeanor crimes.	60	PD SD COMM S M L
23 Knowledge of the various parties involved in a crime (principle, accessory, victim, witness, reporting party).	69	PD SD COMM S M L
24 Knowledge of agency restrictions on the reporting party (e.g., who can make a report).	73	PD SD COMM S M L
25 Knowledge of the various types of court orders, their jurisdictional limitations and enforcement procedures (e.g., warrants and temporary restraining orders).	71	PD SD COMM S M L
26 Knowledge of the basics of evidence preservation.	62	PD SD S M L
27 Knowledge of types of liability (e.g., "vicarious liability").	54	PD SD S M
28 Knowledge of the theory, types and consequences of negligence (e.g., punitive damages, agency disciplinary actions).	55	PD SD S M
29 Knowledge of the general use of the Administrative Code.	54	PD SD S M
31 Knowledge of the general use of children and family services statutes.	62	PD SD COMM S M L
37 Knowledge of the basic use and applications of the Alcoholic Beverage Control Act.	63	PD SD S M L
38 Knowledge of the basic use and applications of the Business and Profession Code.	64	PD SD COMM S M L
39 Knowledge of the basic use and applications of the Civil Code.	60	PD SD COMM S M L
40 Knowledge of the basic use and applications of the Fish and Game Code.	60	SD COMM S M
42 Knowledge of the basic use and applications of the Health and Safety Code.	69	PD SD COMM S M L
43 Knowledge of the basic use and applications of the Penal Code.	72	PD SD COMM S M L

APPENDIX 11

"ON-THE-JOB TRAINING" KNOWLEDGES

	% SUPV	SUBGROUPS
44 Knowledge of the basic use and applications of the Vehicle Code.	72	PD SD COMM S M L
45 Knowledge of the basic use and applications of the Welfare and Institutions Code.	71	PD SD COMM S M L
46 Knowledge of the elements of specific crimes within the Penal Code.	70	PD SD COMM S M L
47 Knowledge of the elements of specific crimes within the Vehicle Code.	68	PD SD COMM S M L
48 Knowledge of the elements of specific crimes within the Business and Profession Code.	69	PD SD COMM S M L
49 Knowledge of the elements of specific crimes within the Welfare and Institutions Code.	69	PD SD COMM S M L
50 Knowledge of the elements of specific crimes within the Health and Safety Code.	70	PD SD COMM S M L
51 Knowledge of the elements of specific violations of city and county ordinances.	75	PD SD COMM S M L
KNOWLEDGE AREA: 4. COMPLAINT-TAKING		
52 Knowledge of basic techniques for listening, questioning and conversation control, including telephone etiquette.	82	PD SD COMM S M L
53 Knowledge of procedures for determining whether to respond or refer complaints and requests for service.	88	PD SD COMM S M L
54 Knowledge of the criteria used to prioritize complaints and requests for service (e.g., life-threatening, in-progress, property crimes, "cold" response).	80	PD SD COMM S M L
55 Knowledge of the types and functions of 9-1-1 systems (e.g., basic, enhanced).	75	PD SD COMM S M L
56 Knowledge of techniques for call-handling (e.g., direct dispatching, referral, call transfer, relay).	83	PD SD COMM S M L
57 Knowledge of the legal requirements for responding to 9-1-1 calls.	61	PD SD COMM S M L
58 Knowledge of the role of the telephone company in maintaining and updating the 9-1-1 system.	56	PD SD S M L
59 Knowledge of 9-1-1 reporting forms and procedures (e.g., updates to information).	67	PD SD COMM S M L
60 Knowledge of procedures for recognizing and communicating with deaf (TDD) callers.	74	PD SD COMM S M L
61 Knowledge of procedures for recognizing and communicating with non-English speaking or limited English speaking callers.	83	PD SD COMM S M L

APPENDIX 11

"ON-THE-JOB TRAINING" KNOWLEDGES

	% SUPV	SUBGROUPS
62 Knowledge of procedures for recognizing and communicating with speech-impaired callers.	81	PD SD COMM S M L
63 Knowledge of procedures for recognizing and communicating with very young callers.	83	PD SD COMM S M L
64 Knowledge of procedures for recognizing and communicating with hysterical or emotionally unstable callers.	85	PD SD COMM S M L
65 Knowledge of procedures for recognizing and communicating with abusive, irate, or profane callers.	87	PD SD COMM S M L
66 Knowledge of procedures for recognizing and communicating with intoxicated callers.	88	PD SD COMM S M L
67 Knowledge of procedures for recognizing and communicating with suicidal or mentally unstable callers.	83	PD SD COMM S M L
68 Knowledge of procedures for recognizing and communicating with elderly callers.	85	PD SD COMM S M L
69 Knowledge of procedures for recognizing and communicating with callers using street language (slang).	89	PD SD COMM S M L
70 Knowledge of procedures and considerations for communicating with other agencies (e.g., use of clear text).	86	PD SD COMM S M L
71 Knowledge of the appropriate information to obtain when taking complaints and requests for service (e.g., who, what, where, when, why, how).	81	PD SD COMM S M L
72 Knowledge of additional important considerations for taking complaints and requests (e.g., in-progress vs. cold call, possibility of quick apprehension).	81	PD SD COMM S M L
73 Knowledge of legal requirements for handling certain complaints (e.g., missing persons).	72	PD SD COMM S M L
KNOWLEDGE AREA: 5. DISSEMINATION OF INFORMATION		
74 Knowledge of laws and restrictions for accessing and dispensing criminal history and other information obtained via telecommunication systems and other sources.	63	PD SD COMM S M L
75 Knowledge of laws and other restrictions pertaining to the release of information regarding juveniles, sex crime victims, names of deceased, and sensitive locations and incidents.	67	PD SD COMM S M L
76 Knowledge of the potential consequences of releasing unauthorized information to the public, media, and other agencies (e.g., field personnel safety, citizen safety issues).	65	PD SD COMM S M L
77 Knowledge of agency policies and procedures for the release of information to the media (e.g., types of information to be given, personnel authority).	73	PD SD COMM S M L
78 Knowledge of the potential consequences of giving advice to citizens (e.g., liability issues).	72	PD SD COMM S M L

APPENDIX 11

"ON-THE-JOB TRAINING" KNOWLEDGES

	% SUPV	SUBGROUPS
79 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency crime situations.	83	PD SD COMM S M L
80 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency traffic incidents.	83	PD SD COMM S M L
81 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency medical situations.	81	PD SD COMM S M L
82 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency fire situations.	81	PD SD COMM S M L
83 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency hazard situations.	82	PD SD COMM S M L
84 Knowledge of procedures and guidelines for advising citizens of actions to take regarding various civil issues.	84	PD SD COMM S M L
85 Knowledge of procedures and guidelines for advising citizens of actions to take regarding crime prevention.	80	PD SD COMM S M L
86 Knowledge of procedures and guidelines for advising citizens of actions to take in miscellaneous non-emergency situations.	85	PD SD COMM S M L
87 Knowledge of procedures and considerations for notifying family members and other parties (e.g., administrative, injury, death, arrest notifications).	84	PD SD COMM S M L
88 Knowledge of the types of information that various agencies are entitled to obtain from the communication center.	82	PD SD COMM S M L
89 Knowledge of the potential consequences of giving inaccurate or unauthorized information to other agencies.	77	PD SD COMM S M L
90 Knowledge of procedures and requirements for notifying California agencies of an emergency or need for service.	83	PD SD COMM S M L
91 Knowledge of procedures, requirements and appropriate language for relaying information to out-of-state agencies.	82	PD SD COMM S M L
KNOWLEDGE AREA: 6. RADIO DISPATCHING		
92 Knowledge of professional radio broadcasting language, rules and regulations (e.g., FCC).	79	PD SD COMM S M L
93 Knowledge of basic radio voice techniques, including voice control and diction.	88	PD SD COMM S M L
94 Knowledge of techniques for managing and prioritizing radio traffic.	89	PD SD COMM S M L
95 Knowledge of procedures for making lengthy broadcasts and conserving air time.	91	PD SD COMM S M L

APPENDIX 11

"ON-THE-JOB TRAINING" KNOWLEDGES

	% SUPV	SUBGROUPS
96 Knowledge of local agency codes used to classify incidents and field unit status.	92	PD SD COMM S M L
97 Knowledge of the phonetic alphabet.	62	PD SD S M L
98 Knowledge of the variety of coding systems used by different agencies.	74	PD SD COMM S M L
99 Knowledge of the functions and operations of commonly used radio systems (e.g., CLEMARS, CLERS).	76	PD SD COMM S M L
100 Knowledge of basic radio technology (e.g., frequencies, repeaters).	68	PD SD COMM S M L
101 Knowledge of field resources, including the different types, their functions, and the types of incidents for which they are appropriate.	88	PD SD COMM S M L
102 Knowledge of the appropriate types and numbers of personnel to send to various complaints and requests for service.	90	PD SD COMM S M L
103 Knowledge of dispatching decision strategies (e.g., considering geographic area, response time, available backup, and agency policies).	93	PD SD COMM S M L
104 Knowledge of the appropriate types and order of information to provide when dispatching field units (e.g., type of call, location, description of suspect, vehicle).	86	PD SD COMM S M L
105 Knowledge of additional important considerations for prioritizing and providing information to field units (e.g., in-progress, possibility of quick apprehension, injury, weapons).	87	PD SD COMM S M L
106 Knowledge of procedures for advising field units of additional status information.	91	PD SD COMM S M L
107 Knowledge of the types of calls that require more than one field unit to be dispatched.	87	PD SD COMM S M L
108 Knowledge of procedures for tracking field unit status.	89	PD SD COMM S M L
109 Knowledge of available backup resources outside the agency.	89	PD SD COMM S M L
110 Knowledge of the types of situations that are potentially dangerous (e.g., weapons, premise history).	87	PD SD COMM S M L
111 Knowledge of procedures for broadcasting potentially dangerous information (e.g., felony warrants, stolen vehicle).	86	PD SD COMM S M L
112 Knowledge of procedures for coordinating the response of multiple field units.	92	PD SD COMM S M L
113 Knowledge of circumstances that require notification of the field supervisor.	89	PD SD COMM S M L

APPENDIX 11

"ON-THE-JOB TRAINING" KNOWLEDGES

KNOWLEDGE AREA: 7. LAW ENFORCEMENT INFORMATION SYSTEMS	% SUPV	SUBGROUPS
114 Knowledge of the functions and operations of CJIS (e.g., access, input).	81	PD SD COMM S M L
115 Knowledge of the functions and operations of CLETS (e.g., access, input).	82	PD SD COMM S M L
116 Knowledge of the functions and operations of the DMV (AMIS, ANI) system (e.g., access, input).	83	PD SD COMM S M L
117 Knowledge of the functions and operations of the DOJ (CII) system (e.g., access, input).	83	PD SD COMM S M L
118 Knowledge of the functions and operations of LEDS (e.g., access, input).	81	PD SD COMM S M L
119 Knowledge of the functions and operations of the NCIC system (e.g., access, input).	83	PD SD COMM S M L
120 Knowledge of the functions and operations of NLETS (e.g., access, input).	83	PD SD COMM S M L
121 Knowledge of the functions and operations of local area networks (e.g., access, input).	85	PD SD COMM S M L
122 Knowledge of laws, rules and restrictions for accessing, disseminating and updating information in telecommunication systems, including consequences of misuse.	74	PD SD COMM S M L
123 Knowledge of the use of manuals for telecommunication systems.	81	PD SD COMM S M L
KNOWLEDGE AREA: 8. PUBLIC SAFETY-RELATED AGENCIES		
124 Knowledge of the purpose and principles of mutual aid.	82	PD SD COMM S M L
125 Knowledge of procedures for requesting mutual aid and responding to mutual aid requests.	84	PD SD COMM S M L
126 Knowledge of the various types and functions of referral agencies and the various situations for which referral agency involvement is appropriate.	88	PD SD COMM S M L
127 Knowledge of the procedures for working with referral agencies (e.g., making notifications; referring citizens, officers, and other agencies; requesting assistance; obtaining information).	90	PD SD COMM S M L
KNOWLEDGE AREA: 9. COMMUNICATION EQUIPMENT & RESOURCES		
128 Knowledge of the functions and operations of complaint-taking equipment (e.g., telephone console, 9-1-1 equipment, alarm panels).	89	PD SD COMM S M L
129 Knowledge of the functions and operations of dispatching equipment (e.g., radio console and controls).	91	PD SD COMM S M L

APPENDIX 11

"ON-THE-JOB TRAINING" KNOWLEDGES

	% SUPV	SUBGROUPS
130 Knowledge of the functions and operations of miscellaneous communications center/office equipment (e.g., security system, intercom, photocopier).	92	PD SD COMM S M L
131 Knowledge of office maintenance procedures.	85	PD SD COMM S M L
132 Knowledge of available resource materials and their use in performing public safety dispatcher job duties (e.g., manuals, directories, code books).	93	PD SD COMM S M L
KNOWLEDGE AREA: 10. TRAINING		
133 Knowledge of the role of the trainer in the communications environment.	80	PD SD COMM S M L
134 Knowledge of agency policies and procedures regarding training.	76	PD SD COMM S M L
135 Knowledge of resources and methods for the planning and preparation of training.	76	PD SD COMM S M L
136 Knowledge of instructional techniques, including documentation methods.	75	PD SD COMM S M L
137 Knowledge of special considerations for training in the communications environment (e.g., adult learning styles, cultural differences).	74	PD SD COMM S M L
138 Knowledge of legal liabilities and issues pertaining to training (e.g., discrimination, sexual harassment, documentation, confidentiality, negligence, and vicarious liability.	71	PD SD COMM S M L

APPENDIX 12

"ON-THE-JOB TRAINING" SKILLS

APPENDIX 12

"ON-THE-JOB TRAINING" SKILLS

SKILL AREA: 1. VOCAL SKILLS	% SUPV	SUBGROUPS
1 Skill in projecting one's voice clearly and audibly with appropriate tone, phrasing, diction and rate of speed.	86	PD SD COMM S M L
2 Skill in maintaining vocal composure in a variety of adverse or stressful situations.	90	PD SD COMM S M L
SKILL AREA: 2. LISTENING SKILLS		
3 Skill in distinguishing between significant and insignificant information given orally (e.g., significant details of complaints or incidents).	91	PD SD COMM S M L
4 Skill in identifying various speech patterns, accents and languages.	88	PD SD COMM S M L
5 Skill in detecting and interpreting background sounds heard over the telephone or radio (e.g., shots fired, fighting).	91	PD SD COMM S M L
6 Skill in listening while at the same time performing various tasks (e.g., while operating communications equipment).	93	PD SD COMM S M L
7 Skill in following oral directions.	85	PD SD COMM S M L
SKILL AREA: 3. REPORTING & RECORDKEEPING SKILLS		
8 Skill in completing forms and reports.	87	PD SD COMM S M L
9 Skill in note taking.	83	PD SD COMM S M L
10 Skill in summarizing incidents in writing.	87	PD SD COMM S M L
11 Skill in writing legibly.	66	PD SD COMM S M L
SKILL AREA: 4. READING SKILLS		
12 Skill in reading and understanding policy and procedure manuals and memoranda.	73	PD SD COMM S M L
13 Skill in reading and understanding operating manuals for law enforcement information systems and equipment.	74	PD SD COMM S M L
14 Skill in reading and understanding laws, codes and ordinances.	77	PD SD COMM S M L
15 Skill in reading and understanding warrants and court orders.	84	PD SD COMM S M L
16 Skill in reading and understanding computer teletype messages.	86	PD SD COMM S M L

APPENDIX 12

"ON-THE-JOB TRAINING" SKILLS

	% SUPV	SUBGROUPS
17 Skill in reading and understanding complaint/dispatch cards or video screens.	88	PD SD COMM S M L
18 Skill in reading and understanding various public safety-related reports.	82	PD SD COMM S M L
SKILL AREA: 5. COMPLAINT-TAKING SKILLS		
19 Skill in applying telephone etiquette (e.g., courtesy, professionalism).	90	PD SD COMM S M L
20 Skill in operating telephone equipment (including 9-1-1 equipment).	87	PD SD COMM S M L
21 Skill in applying questioning techniques, including control of conversation and obtaining essential information from the public and other agencies.	90	PD SD COMM S M L
22 Skill in communicating via telephone with diverse types of people who pose special problems (e.g., hysterical, drunk, abusive, irate, suicidal, elderly, child, non-English speaking and deaf.	94	PD SD COMM S M L
23 Skill in screening telephone calls (e.g., determining whether to refer or respond).	94	PD SD COMM S M L
24 Skill in recognizing suspicious circumstances.	94	PD SD COMM S M L
25 Skill in evaluating and "prioritizing" complaints, incidents and requests.	92	PD SD COMM S M L
26 Skill in receiving and processing multiple simultaneous complaints.	94	PD SD COMM S M L
27 Skill in providing appropriate information to the public, media and other agencies (e.g., explaining, advising, referring).	92	PD SD COMM S M L
28 Skill in complaint-taking using CAD system equipment.	89	PD SD COMM S M L
SKILL AREA: 6. DISPATCHING SKILLS		
29 Skill in using radio codes.	85	PD SD COMM S M L
30 Skill in using radio language.	88	PD SD COMM S M L
31 Skill in using phonetic alphabet.	81	PD SD COMM S M L
32 Skill in using common legal terms.	86	PD SD COMM S M L
33 Skill in operating radio dispatching equipment.	93	PD SD COMM S M L

APPENDIX 12

"ON-THE-JOB TRAINING" SKILLS

	% SUPV	SUBGROUPS
34 Skill in broadcasting information over the radio.	95	PD SD COMM S M L
35 Skill in using radio systems (e.g., CLEMARS).	94	PD SD COMM S M L
36 Skill in assigning field resources.	95	PD SD COMM S M L
37 Skill in talking while at the same time operating dispatching equipment.	97	PD SD COMM S M L
38 Skill in maintaining several conversations at one time.	95	PD SD COMM S M L
39 Skill in coordinating activities of multiple field units.	98	PD SD COMM S M L
40 Skill in keeping track of multiple events occurring at the same time.	97	PD SD COMM S M L
41 Skill in monitoring, prioritizing, responding to, and controlling radio traffic.	98	PD SD COMM S M L
42 Skill in using maps.	88	PD SD COMM S M L
43 Skill in giving directions (e.g., travel directions).	89	PD SD COMM S M L
44 Skill in giving instructions (e.g., citizens and sworn personnel).	93	PD SD COMM S M L
45 Skill in dispatching using CAD system equipment.	95	PD SD COMM S M L
46 Skill in monitoring and responding to alarm systems.	94	PD SD COMM S M L
47 Skill in monitoring and responding to civil defense/warning systems.	87	PD SD COMM S M L
SKILL AREA: 7. TELECOMMUNICATIONS		
48 Skill in using the DOJ system.	89	PD SD COMM S M L
49 Skill in using the CJIS system.	89	PD SD COMM S M L
50 Skill in using the CLETS system.	88	PD SD COMM S M L
51 Skill in using the DMV (AMIS, ANI) system.	90	PD SD COMM S M L
52 Skill in using the LEDS system.	88	PD SD COMM S M L
53 Skill in using the NCIC system.	89	PD SD COMM S M L

APPENDIX 12

"ON-THE-JOB TRAINING" SKILLS

	% SUPV	SUBGROUPS
54 Skill in using the NLETS system.	89	PD SD COMM S M L
55 Skill in using local information systems.	91	PD SD COMM S M L
SKILL AREA: 8. INTERPERSONAL SKILLS		
57 Skill in communicating in person with diverse types of people who pose special problems (e.g., hysterical, drunk, abusive, irate, suicidal, elderly, child, non-English speaking, deaf).	90	PD SD COMM S M L
58 Skill in communicating with coworkers, supervisors, and associates.	89	PD SD COMM S M L
59 Skill in "active listening" (e.g., giving feedback, paraphrasing).	86	PD SD COMM S M L
SKILL AREA: 9. ADMINISTRATIVE SKILLS		
60 Skill in typing information received both orally and in written form, with speed and accuracy.	83	PD SD COMM S M L
61 Skill in operating miscellaneous communication center equipment.	94	PD SD COMM S M L
62 Skill in handling records (receiving, processing, accessing, retrieving, and releasing).	88	PD SD COMM S M L
63 Skill in records management using CAD system equipment.	90	PD SD COMM S M L
64 Skill in performing facility maintenance duties.	86	PD SD COMM S M L

APPENDIX 13

"REFRESHER TRAINING" KNOWLEDGES

APPENDIX 13

"REFRESHER TRAINING" KNOWLEDGES

KNOWLEDGE AREA: 1. WORK ENVIRONMENT & CONDUCT	% SUP	EXT	% EXT	SUBGROUPS
2 Knowledge of basic medical (EMS) complaint/dispatching terminology, as applicable in a law enforcement environment.	61	LOCAL	83	PD SD COMM S M L
4 Knowledge of the functions of the dispatcher within the law enforcement system (e.g., first point of public safety contact, assigning work, and serving as a liaison).	64	LOCAL	76	PD SD COMM S M L
5 Knowledge of basic medical (EMS) complaint/dispatching functions within the law enforcement system.	65	LOCAL	75	PD SD COMM S M L
6 Knowledge of basic fire complaint/dispatching functions within the law enforcement system.	65	LOCAL	79	PD SD COMM S M L
7 Knowledge of the responsibilities and the functions of the communication center.	66	LOCAL	82	PD SD COMM S M L
8 Knowledge of the general role of police/sheriffs, prosecutors, courts, corrections (e.g., probation, parole), and dispatchers within the criminal justice system.	56	LOCAL	81	PD SD S M L
9 Knowledge of acceptable professional behavior (e.g., conduct, self-discipline, sexual harassment issues).	84	LOCAL	79	PD SD COMM S M L
10 Knowledge of acceptable ethical job behavior (e.g, impartial assignment of work, use of privileged information, conflict of interest).	84	LOCAL	75	PD SD COMM S M L
11 Knowledge of techniques and considerations for interacting with the public, co-workers, field personnel and supervisors.	80	LOCAL	75	PD SD COMM S M L
12 Knowledge of the types and sources of stress associated with the public safety dispatcher occupation.	86	LOCAL	54	PD SD COMM S M L
13 Knowledge of alternative strategies for coping with stress.	90	LOCAL	53	PD SD COMM S M L
14 Knowledge of basic principles and procedures for courtroom testimony, including demeanor.	60	LOCAL	68	PD SD S M L
KNOWLEDGE AREA: 2. COMMUNICATION CENTER OPERATIONS				
15 Knowledge of the flow of work in the communication center, including various sources of complaints and requests, and how they are processed.	67	LOCAL	87	PD SD COMM S M L
16 Knowledge of the chains of command and organizational structures.	55	LOCAL	90	PD SD S M L
17 Knowledge of agency policies and procedures as they apply to communication center operations and personnel.	91	LOCAL	92	PD SD COMM S M L
18 Knowledge of records, reporting systems and forms commonly used in the communication center.	72	LOCAL	89	PD SD COMM S M L
19 Knowledge of the potential for any record generated by the communication center to be used in court.	65	LOCAL	81	PD SD COMM S M L

APPENDIX 13

"REFRESHER TRAINING" KNOWLEDGES

KNOWLEDGE AREA: 3. LAW	% SUP	EXT	% EXT	SUBGROUPS
20 Knowledge of what constitutes a crime.	77	LOCAL	68	PD SD COMM S M L
21 Knowledge of the distinction between criminal and civil offenses.	77	LOCAL	65	PD SD COMM S M L
22 Knowledge of the definitions of felony and misdemeanor crimes.	70	LOCAL	68	PD SD COMM S M L
24 Knowledge of agency restrictions on the reporting party (e.g., who can make a report).	60	LOCAL	86	PD SD COMM S M L
25 Knowledge of the various types of court orders, their jurisdictional limitations and enforcement procedures (e.g., warrants and temporary restraining orders).	81	LOCAL	70	PD SD COMM S M L
27 Knowledge of types of liability (e.g., "vicarious liability").	75	LOCAL	62	PD SD COMM S M L
28 Knowledge of the theory, types and consequences of negligence (e.g., punitive damages, agency disciplinary actions).	81	LOCAL	69	PD SD COMM S M L
31 Knowledge of the general use of children and family services statutes.	69	LOCAL	82	PD SD COMM S M L
37 Knowledge of the basic use and applications of the Alcoholic Beverage Control Act.	62	LOCAL	81	PD SD COMM S M
38 Knowledge of the basic use and applications of the Business and Profession Code.	66	LOCAL	80	PD SD COMM S M L
39 Knowledge of the basic use and applications of the Civil Code.	59	LOCAL	81	PD SD COMM S M L
40 Knowledge of the basic use and applications of the Fish and Game Code.	63	LOCAL	81	SD COMM S M L
42 Knowledge of the basic use and applications of the Health and Safety Code.	71	LOCAL	78	PD SD COMM S M L
43 Knowledge of the basic use and applications of the Penal Code.	82	LOCAL	70	PD SD COMM S M L
44 Knowledge of the basic use and applications of the Vehicle Code.	80	LOCAL	71	PD SD COMM S M L
45 Knowledge of the basic use and applications of the Welfare and Institutions Code.	75	LOCAL	73	PD SD COMM S M L
46 Knowledge of the elements of specific crimes within the Penal Code.	80	LOCAL	70	PD SD COMM S M L
47 Knowledge of the elements of specific crimes within the Vehicle Code.	74	LOCAL	72	PD SD COMM S M L

APPENDIX 13

"REFRESHER TRAINING" KNOWLEDGES

	% SUP	EXT	% EXT	SUBGROUPS
48 Knowledge of the elements of specific crimes within the Business and Profession Code.	68	LOCAL	80	PD SD COMM S M L
49 Knowledge of the elements of specific crimes within the Welfare and Institutions Code.	71	LOCAL	77	PD SD COMM S M L
50 Knowledge of the elements of specific crimes within the Health and Safety Code.	73	LOCAL	77	PD SD COMM S M L
51 Knowledge of the elements of specific violations of city and county ordinances.	79	LOCAL	87	PD SD COMM S M L
KNOWLEDGE AREA: 4. COMPLAINT-TAKING				
52 Knowledge of basic techniques for listening, questioning and conversation control, including telephone etiquette.	80	LOCAL	59	PD SD COMM S M L
53 Knowledge of procedures for determining whether to respond or refer complaints and requests for service.	79	LOCAL	78	PD SD COMM S M L
54 Knowledge of the criteria used to prioritize complaints and requests for service (e.g., life-threatening, in-progress, property crimes, "cold" response).	78	LOCAL	70	PD SD COMM S M L
55 Knowledge of the types and functions of 9-1-1 systems (e.g., basic, enhanced).	64	LOCAL	62	PD SD COMM S M L
56 Knowledge of techniques for call-handling (e.g., direct dispatching, referral, call transfer, relay).	71	LOCAL	72	PD SD COMM S M L
57 Knowledge of the legal requirements for responding to 9-1-1 calls.	75	LOCAL	58	PD SD COMM S M L
59 Knowledge of 9-1-1 reporting forms and procedures (e.g., updates to information).	61	LOCAL	78	PD SD S M L
60 Knowledge of procedures for recognizing and communicating with deaf (TDD) callers.	81	LOCAL	70	PD SD COMM S M L
61 Knowledge of procedures for recognizing and communicating with non-English speaking or limited English speaking callers.	68	LOCAL	75	PD SD COMM S M L
62 Knowledge of procedures for recognizing and communicating with speech impaired callers.	69	LOCAL	73	PD SD COMM S M L
63 Knowledge of procedures for recognizing and communicating with very young callers.	66	LOCAL	70	PD SD COMM S M L
64 Knowledge of procedures for recognizing and communicating with hysterical or emotionally unstable callers.	76	LOCAL	64	PD SD COMM S M L
65 Knowledge of procedures for recognizing and communicating with abusive, irate, or profane callers.	72	LOCAL	68	PD SD COMM S M L

APPENDIX 13

"REFRESHER TRAINING" KNOWLEDGES

	% SUP	EXT	% EXT	SUBGROUPS
66 Knowledge of procedures for recognizing and communicating with intoxicated callers.	64	LOCAL	71	PD SD COMM S M L
67 Knowledge of procedures for recognizing and communicating with suicidal or mentally unstable callers.	85	LOCAL	52	PD SD COMM S M L
68 Knowledge of procedures for recognizing and communicating with elderly callers.	67	LOCAL	71	PD SD COMM S M L
69 Knowledge of procedures for recognizing and communicating with callers using street language (slang).	67	LOCAL	77	PD SD COMM S M L
70 Knowledge of procedures and considerations for communicating with other agencies (e.g., use of clear text).	63	LOCAL	82	PD SD COMM S M L
71 Knowledge of the appropriate information to obtain when taking complaints and requests for service (e.g., who, what, where, when, why, how).	77	LOCAL	67	PD SD COMM S M L
72 Knowledge of additional important considerations for taking complaints and requests (e.g., in-progress vs. cold call, possibility of quick apprehension).	75	LOCAL	67	PD SD COMM S M L
73 Knowledge of legal requirements for handling certain complaints (e.g., missing persons).	90	LOCAL	61	PD SD COMM S M L
KNOWLEDGE AREA: 5. DISSEMINATION OF INFORMATION				
74 Knowledge of laws and restrictions for accessing and dispensing criminal history and other information obtained via telecommunication systems and other sources.	89	LOCAL	57	PD SD COMM S M L
75 Knowledge of laws and other restrictions pertaining to the release of information regarding juveniles, sex crime victims, names of deceased, and sensitive locations and incidents.	83	LOCAL	62	PD SD COMM S M L
76 Knowledge of the potential consequences of releasing unauthorized information to the public, media, and other agencies (e.g., field personnel safety, citizen safety issues).	83	LOCAL	64	PD SD COMM S M L
77 Knowledge of agency policies and procedures for the release of information to the media (e.g., types of information to be given, personnel authority).	79	LOCAL	85	PD SD COMM S M L
78 Knowledge of the potential consequences of giving advice to citizens (e.g., liability issues).	84	LOCAL	69	PD SD COMM S M L
79 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency crime situations.	81	LOCAL	67	PD SD COMM S M L
80 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency traffic incidents.	77	LOCAL	74	PD SD COMM S M L
81 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency medical situations.	83	LOCAL	58	PD SD COMM S M L
82 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency fire situations.	83	LOCAL	63	PD SD COMM S M L

APPENDIX 13

"REFRESHER TRAINING" KNOWLEDGES

	% SUP	EXT	% EXT	SUBGROUPS
83 Knowledge of procedures and guidelines for advising citizens of actions to take in various emergency and non-emergency hazard situations.	81	LOCAL	67	PD SD COMM S M L
84 Knowledge of procedures and guidelines for advising citizens of actions to take regarding various civil issues.	80	LOCAL	75	PD SD COMM S M L
85 Knowledge of procedures and guidelines for advising citizens of actions to take regarding crime prevention.	69	LOCAL	85	PD SD COMM S M L
86 Knowledge of procedures and guidelines for advising citizens of actions to take in miscellaneous non-emergency situations.	67	LOCAL	85	PD SD COMM S M L
87 Knowledge of procedures and considerations for notifying family members and other parties (e.g., administrative, injury, death, arrest notifications).	69	LOCAL	84	PD SD COMM S M L
88 Knowledge of the types of information that various agencies are entitled to obtain from the communication center.	77	LOCAL	75	PD SD COMM S M L
89 Knowledge of the potential consequences of giving inaccurate or unauthorized information to other agencies.	80	LOCAL	69	PD SD COMM S M L
90 Knowledge of procedures and requirements for notifying California agencies of an emergency or need for service.	80	LOCAL	71	PD SD COMM S M L
91 Knowledge of procedures, requirements and appropriate language for relaying information to out-of-state agencies.	75	LOCAL	77	PD SD COMM S M L
KNOWLEDGE AREA: 6. RADIO DISPATCHING				
92 Knowledge of professional radio broadcasting language, rules and regulations (e.g., FCC).	70	LOCAL	69	PD SD COMM S M L
93 Knowledge of basic radio voice techniques, including voice control and diction.	62	LOCAL	71	PD SD S M L
94 Knowledge of techniques for managing and prioritizing radio traffic.	73	LOCAL	71	PD SD COMM S M L
95 Knowledge of procedures for making lengthy broadcasts and conserving air time.	60	LOCAL	71	PD SD COMM S M L
96 Knowledge of local agency codes used to classify incidents and field unit status.	68	LOCAL	84	PD SD COMM S M L
99 Knowledge of the functions and operations of commonly used radio systems (e.g., CLEMARS, CLERS).	58	LOCAL	75	PD SD COMM S M L
101 Knowledge of field resources, including the different types, their functions, and the types of incidents for which they are appropriate.	74	LOCAL	86	PD SD COMM S M L
102 Knowledge of the appropriate types and numbers of personnel to send to various complaints and requests for service.	74	LOCAL	85	PD SD COMM S M L

APPENDIX 13

"REFRESHER TRAINING" KNOWLEDGES

	% SUP	EXT	% EXT	SUBGROUPS
103 Knowledge of dispatching decision strategies (e.g., considering geographic area, response time, available backup, and agency policies).	76	LOCAL	84	PD SD COMM S M L
104 Knowledge of the appropriate types and order of information to provide when dispatching field units (e.g., type of call, location, description of suspect, vehicle).	69	LOCAL	78	PD SD COMM S M L
105 Knowledge of additional important considerations for prioritizing and providing information to field units (e.g., in-progress, possibility of quick apprehension, injury, weapons).	72	LOCAL	73	PD SD COMM S M L
106 Knowledge of procedures for advising field units of additional status information.	63	LOCAL	80	PD SD COMM S M L
107 Knowledge of the types of calls that require more than one field unit to be dispatched.	65	LOCAL	77	PD SD COMM S M L
108 Knowledge of procedures for tracking field unit status.	62	LOCAL	80	PD SD COMM S M L
109 Knowledge of available backup resources outside the agency.	73	LOCAL	82	PD SD COMM S M L
110 Knowledge of the types of situations that are potentially dangerous (e.g., weapons, premise history).	74	LOCAL	72	PD SD COMM S M L
111 Knowledge of procedures for broadcasting potentially dangerous information (e.g., felony warrants, stolen vehicle).	69	LOCAL	70	PD SD COMM S M L
112 Knowledge of procedures for coordinating the response of multiple field units.	70	LOCAL	75	PD SD COMM S M L
113 Knowledge of circumstances that require notification of the field supervisor.	71	LOCAL	85	PD SD COMM S M L
KNOWLEDGE AREA: 7. LAW ENFORCEMENT INFORMATION SYSTEMS				
114 Knowledge of the functions and operations of CJIS (e.g., access, input).	85	LOCAL	58	PD SD COMM S M L
115 Knowledge of the functions and operations of CLETS (e.g., access, input).	85	LOCAL	58	PD SD COMM S M L
116 Knowledge of the functions and operations of the DMV (AMIS, ANI) system (e.g., access, input).	84	LOCAL	57	PD SD COMM S M L
117 Knowledge of the functions and operations of the DOJ (CII) system (e.g., access, input).	86	LOCAL	57	PD SD COMM S M L
118 Knowledge of the functions and operations of LEDS (e.g., access, input).	83	LOCAL	56	PD SD COMM S M L
119 Knowledge of the functions and operations of the NCIC system (e.g., access, input).	86	LOCAL	59	PD SD COMM S M L

APPENDIX 13

"REFRESHER TRAINING" KNOWLEDGES

	% SUP	EXT	% EXT	SUBGROUPS
120 Knowledge of the functions and operations of NLETS (e.g., access, input).	86	LOCAL	57	PD SD COMM S M L
121 Knowledge of the functions and operations of local area networks (e.g., access, input).	85	LOCAL	70	PD SD COMM S M L
122 Knowledge of laws, rules and restrictions for accessing, disseminating and updating information in telecommunication systems, including consequences of misuse.	89	LOCAL	59	PD SD COMM S M L
123 Knowledge of the use of manuals for telecommunication systems.	79	LOCAL	68	PD SD COMM S M L
KNOWLEDGE AREA: 8. PUBLIC SAFETY-RELATED AGENCIES				
124 Knowledge of the purpose and principles of mutual aid.	74	LOCAL	75	PD SD COMM S M L
125 Knowledge of procedures for requesting mutual aid and responding to mutual aid requests.	77	LOCAL	76	PD SD COMM S M L
126 Knowledge of the various types and functions of referral agencies and the various situations for which referral agency involvement is appropriate.	77	LOCAL	79	PD SD COMM S M L
127 Knowledge of the procedures for working with referral agencies (e.g., making notifications; referring citizens, officers, and other agencies; requesting assistance; obtaining information).	76	LOCAL	81	PD SD COMM S M L
KNOWLEDGE AREA: 9. COMMUNICATION EQUIPMENT & RESOURCES				
128 Knowledge of the functions and operations of complaint-taking equipment (e.g., telephone console, 9-1-1 equipment, alarm panels).	71	LOCAL	80	PD SD COMM S M L
129 Knowledge of the functions and operations of dispatching equipment (e.g., radio console and controls).	68	LOCAL	82	PD SD COMM S M L
130 Knowledge of the functions and operations of miscellaneous communications center/office equipment (e.g., security system, intercom, photocopier).	60	LOCAL	90	PD SD S M L
131 Knowledge of office maintenance procedures.	52	LOCAL	93	PD SD S M
132 Knowledge of available resource materials and their use in performing public safety dispatcher job duties (e.g., manuals, directories, code books).	64	LOCAL	92	PD SD COMM S M L
KNOWLEDGE AREA: 10. TRAINING				
133 Knowledge of the role of the trainer in the communications environment.	80	LOCAL	54	PD SD COMM S M L
134 Knowledge of agency policies and procedures regarding training.	82	LOCAL	76	PD SD COMM S M L
135 Knowledge of resources and methods for the planning and preparation of training.	80	LOCAL	60	PD SD COMM S M L

APPENDIX 13

"REFRESHER TRAINING" KNOWLEDGES

	% SUP	EXT	% EXT	SUBGROUPS
136 Knowledge of instructional techniques, including documentation methods.	82	LOCAL	53	PD SD COMM S M L
137 Knowledge of special considerations for training in the communications environment (e.g., adult learning styles, cultural differences).	79	LOCAL	52	PD SD COMM S M L
138 Knowledge of legal liabilities and issues pertaining to training (e.g., discrimination, sexual harassment, documentation, confidentiality, negligence, and vicarious liabiliy.	86	FORML	53	PD SD COMM S M L

APPENDIX 14

"REFRESHER TRAINING" SKILLS

APPENDIX 14

"REFRESHER TRAINING" SKILLS

SKILL AREA: 1. VOCAL SKILLS	% SUP	EXT	% EXT	SUBGROUPS
2 Skill in maintaining vocal composure in a variety of adverse or stressful situations.	57	LOCAL	75	PD SD S M L
SKILL AREA: 2. LISTENING SKILLS				
3 Skill in distinguishing between significant and insignificant information given orally (e.g., significant details of complaints or incidents).	61	LOCAL	66	PD SD COMM S M L
SKILL AREA: 3. REPORTING & RECORDKEEPING SKILLS				
8 Skill in completing forms and reports.	64	LOCAL	87	PD SD COMM S M L
10 Skill in summarizing incidents in writing.	53	LOCAL	76	PD SD S M
SKILL AREA: 4. READING SKILLS				
13 Skill in reading and understanding operating manuals for law enforcement information systems and equipment.	54	LOCAL	73	PD SD S M L
14 Skill in reading and understanding laws, codes and ordinances.	58	LOCAL	73	PD SD S M L
15 Skill in reading and understanding warrants and court orders.	67	LOCAL	71	PD SD COMM S M L
16 Skill in reading and understanding computer teletype messages.	63	LOCAL	70	PD SD COMM S M L
17 Skill in reading and understanding complaint/dispatch cards or video screens.	59	LOCAL	76	PD SD S M L
18 Skill in reading and understanding various public safety-related reports.	55	LOCAL	77	PD SD S M L
SKILL AREA: 5. COMPLAINT-TAKING SKILLS				
19 Skill in applying telephone etiquette (e.g., courtesy, professionalism).	70	LOCAL	68	PD SD COMM S M L
20 Skill in operating telephone equipment (including 9-1-1 equipment).	66	LOCAL	73	PD SD COMM S M L
21 Skill in applying questioning techniques, including control of conversation and obtaining essential information from the public and other agencies.	73	LOCAL	60	PD SD COMM S M L
22 Skill in communicating via telephone with diverse types of people who pose special problems (e.g., hysterical, drunk, abusive, irate, suicidal, elderly, child, non-English speaking and deaf.	74	LOCAL	57	PD SD COMM S M L
23 Skill in screening telephone calls (e.g., determining whether to refer or respond).	68	LOCAL	68	PD SD COMM S M L
24 Skill in recognizing suspicious circumstances.	66	LOCAL	63	PD SD COMM S M L

APPENDIX 14

"REFRESHER TRAINING" SKILLS

	% SUP	EXT	% EXT	SUBGROUPS
25 Skill in evaluating and "prioritizing" complaints, incidents and requests.	67	LOCAL	72	PD SD COMM S M L
26 Skill in receiving and processing multiple simultaneous complaints.	62	LOCAL	71	PD SD COMM S M L
27 Skill in providing appropriate information to the public, media and other agencies (e.g., explaining, advising, referring).	69	LOCAL	79	PD SD COMM S M L
28 Skill in complaint-taking using CAD system equipment.	71	LOCAL	74	PD SD COMM S M L
SKILL AREA: 6. DISPATCHING SKILLS				
29 Skill in using radio codes.	52	LOCAL	79	PD SD S L
30 Skill in using radio language.	52	LOCAL	78	PD SD S L
32 Skill in using common legal terms.	52	LOCAL	80	PD SD S L
33 Skill in operating radio dispatching equipment.	59	LOCAL	78	PD SD S M L
34 Skill in broadcasting information over the radio.	56	LOCAL	78	PD SD S M L
35 Skill in using radio systems (e.g., CLEMARS).	61	LOCAL	77	PD SD COMM S M L
36 Skill in assigning field resources.	59	LOCAL	82	PD SD S M L
39 Skill in coordinating activities of multiple field units.	55	LOCAL	71	PD SD S L
40 Skill in keeping track of multiple events occurring at the same time.	54	LOCAL	69	PD SD S L
41 Skill in monitoring, prioritizing, responding to, and controlling radio traffic.	56	LOCAL	69	PD SD S L
45 Skill in dispatching using CAD system equipment.	68	LOCAL	76	PD SD COMM S M L
46 Skill in monitoring and responding to alarm systems.	58	LOCAL	83	PD SD COMM S M L
47 Skill in monitoring and responding to civil defense/warning systems.	58	LOCAL	76	PD COMM S M

APPENDIX 14

"REFRESHER TRAINING" SKILLS

SKILL AREA: 7. TELECOMMUNICATIONS	% SUP	EXT	% EXT	SUBGROUPS
48 Skill in using the DOJ system.	81	LOCAL	62	PD SD COMM S M L
49 Skill in using the CJIS system.	81	LOCAL	62	PD SD COMM S M L
50 Skill in using the CLETS system.	81	LOCAL	63	PD SD COMM S M L
51 Skill in using the DMV (AMIS, ANI) system.	80	LOCAL	64	PD SD COMM S M L
52 Skill in using the LEDS system.	78	LOCAL	63	PD SD COMM S M L
53 Skill in using the NCIC system.	80	LOCAL	63	PD SD COMM S M L
54 Skill in using the NLETS system.	81	LOCAL	62	PD SD COMM S M L
55 Skill in using local information systems.	80	LOCAL	76	PD SD COMM S M L
SKILL AREA: 8. INTERPERSONAL SKILLS				
57 Skill in communicating in person with diverse types of people who pose special problems (e.g., hysterical, drunk, abusive, irate, suicidal, elderly, child, non-English speaking, deaf).	75	LOCAL	68	PD SD COMM S M L
58 Skill in communicating with coworkers, supervisors, and associates.	64	LOCAL	75	PD SD COMM S M L
59 Skill in "active listening" (e.g. giving feedback, paraphrasing).	67	LOCAL	66	PD SD COMM S M L
SKILL AREA: 9. ADMINISTRATIVE SKILLS				
61 Skill in operating miscellaneous communication center equipment.	60	LOCAL	86	PD SD COMM S M L
62 Skill in handling records (receiving, processing, accessing, retrieving, and releasing).	64	LOCAL	82	PD SD COMM S M L
63 Skill in records management using CAD system equipment.	64	LOCAL	78	PD SD COMM S M L
64 Skill in performing facility maintenance duties.	54	LOCAL	91	PD COMM S M L

APPENDIX 15

"GROUP-SPECIFIC" KNOWLEDGES AND SKILLS

APPENDIX 15

"GROUP-SPECIFIC" KNOWLEDGES AND SKILL

Item No.		Subgroup	% Supv	Avg Impt
32	Knowledge of the general use of the Evidence Code.	PD	65	2.0
		SD	77	2.0
		SML	73	2.2
		CAD	60	2.0
		NC	70	2.1
33	Knowledge of the general use of the Government Code.	PD	72	2.1
		SML	81	2.1
		MED	70	2.1
		CAD	66	2.0
		NC	78	2.1
41	Knowledge of the basic use and applications of the Harbor and Navigation Code.	SD	61	2.1
56	Skill in greeting and questioning the public in person (e.g., front counter).	PD	71	3.5
		SD	51	2.8
		SML	84	3.5
		NC	72	3.4

APPENDIX 16

"NON-CORE" KNOWLEDGES

APPENDIX 16

"NON-CORE" KNOWLEDGES

Item No.		% Supv	Avg Impt
30	Knowledge of the general use of the Aeronautics Code.	47	1.6
34	Knowledge of the general use of the Military and Veteran's Code.	41	1.6
35	Knowledge of the general use of the U.S. Code.	55	1.8