



# Garden Grove Police Department

Francis R. Kessler  
Chief of Police

U.S. Department of Justice  
National Institute of Justice

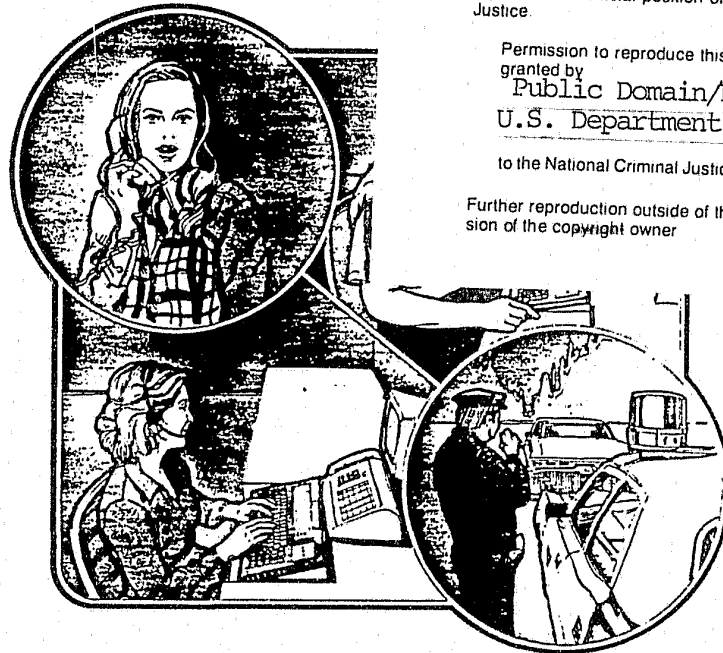
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the National Institute of Justice.

Permission to reproduce this copyrighted material has been granted by

Public Domain/NIJ  
U.S. Department of Justice

to the National Criminal Justice Reference Service (NCJRS).

Further reproduction outside of the NCJRS system requires permission of the copyright owner.



102910

## Public Safety Dispatcher Training & Evaluation Guide

*Garden Grove CA. 92640*

1982

PART I  
Training and Evaluation Procedures

TABLE OF CONTENTS  
NCJRS

OCT 3 1986

	<u>Page</u>
<b>ACQUISITIONS</b>	
A. CONCEPT AND DESIGN . . . . .	1
B. PREFACE . . . . .	2
C. USE OF COMMUNICATIONS TRAINING GUIDE . . . . .	3
D. DUTIES AND RESPONSIBILITIES 1. Dispatcher/Trainer . . . . .	6
E. DUTIES AND RESPONSIBILITIES 1. Communications Sergeant . . . . .	8
F. DISPATCHER TRAINER SELECTION . . . . .	11
G. PROBATIONARY DISPATCHER WEEKLY OBSERVATION REPORT . . . . .	13
H. COMMUNICATIONS STANDARDIZED EVALUATION GUIDELINES . . . . .	17
1. Dispatcher Training Evaluation Form . . . . .	25

81 JJCX0030

	<u>Page</u>
I. CORRECTIVE ACTION PLANS . . . . .	26
J. DISPATCHER TRAINER INSTRUCTIONAL TECHNIQUES . . . . .	29
K. LESSON PLANNING AND FORMAL INSTRUCTIONAL PROCESS . . . . .	32
Four-Step Instructional Method . . . . .	37
Special Notes . . . . .	38

## CONCEPT AND DESIGN

A. The Garden Grove Police Department, in its ongoing efforts to meet the emergency service needs of the public in the most efficient manner possible, is committed to building a superior Police Communications function, which includes developing the personnel needed to man this key position.

In an era of rapid technological advancement in communications equipment, coupled with an ever present need for a mature, professional staff of Public Safety Dispatchers who must possess both technical skills and the innate abilities required to cope effectively with a broad range of emergency radio and telephone traffic, it is fundamental that a solid training foundation be implemented.

In many organizations, the new employee probationary period amounts to little more than the passage of time and a satisfactory social adjustment. The responsibilities associated with emergency services dispatching dictate that the probationary period be utilized to the fullest in order to provide valid job-related training and objective evaluations based on the real world expectations and articulated standards demanded of the Dispatcher position. The Garden Grove Police Department Dispatcher Training Guide has been developed with this concept in mind.

Lt. Donald G. Antoine, November 1982

## PREFACE

B. This Communications Training Guide has been designed to ensure valid comprehensive training as well as objective evaluation of new Police Dispatchers by formalizing and standardizing procedures and processes directed toward maximizing employee development during the probationary period.

The goals of the Probationary Dispatcher Training Program include:

- To provide a standardized training package for all new, probationary Police Dispatchers.
- To provide necessary guidelines and a uniform methodology of training new personnel for those dispatchers selected as trainers.
- To establish and define the role and responsibilities of the trainer and trainee.
- To establish and define the role and responsibilities of the Communications Sergeant in relation to the dispatcher training function.
- To establish a job-related evaluation process to objectively measure the progress of probationary Police Dispatchers which will effectively keep the probationary dispatcher apprised of his/her progress and reinforce expected standards of performance.

## THE COMMUNICATIONS TRAINING GUIDE

### C. USE OF THE TRAINING GUIDE

Communications training is a process by which an individual probationary dispatcher receives formal instruction on the job. The probationary dispatcher must receive training in the real-world environment of Communications where he/she can learn from others who have already gained a great deal of practical experience as Public Safety Dispatchers engaged in emergency Police Communications.

To make probationary dispatcher's training as effective as possible, the new employee is assigned to a dispatcher/trainer. The dispatcher/trainer is an experienced Public Safety Dispatcher especially selected to conduct this type of training. Under the supervision of the dispatcher/trainer, the new employee will be required to perform various duties which have previously been explained and/or demonstrated to him/her.

This Communications training program is carefully planned and programmed in such a way that the new employee is exposed to as comprehensive a span of Police Communications experiences as possible during the training period. It is essential that the training be consistent in its presentation to all probationary dispatchers to assure that all new employees are provided with the same procedures, policies, and expectations.

This Communications Training Guide serves the following purposes:

- A guide for the dispatcher/trainer in training the new Communications employee.
- A progress report showing how the probationary employee is advancing.

- Prevents unnecessary duplication of training as there may be more than one dispatcher/trainer assigned during the training period.
- A check-list to assure that the probationary employee demonstrates the knowledge and skill necessary to perform the various tasks required of Public Safety Dispatchers working normal assignments, duties, and functions in Communications.

The items of instruction listed in the Communications Training Guide include basic skills, tasks, and information which this agency expects its dispatchers to know or perform.

This Communications Training Guide is designed to be used by the dispatcher/trainer. When the dispatcher/trainer instructs or explains and/or demonstrates the items listed, his/her initials and the date should be placed in the "instructed in and/or demonstrated by" column. When the dispatcher/trainer is satisfied that the probationary dispatcher has learned and demonstrated the necessary knowledge or skill, that item in the Communications Training Guide also should be initialed and dated by the dispatcher/trainer. Where possible, a probationary dispatcher would demonstrate by performance the necessary knowledge or skill.

It is essential for the success of any training program that all dispatcher/trainers receive appropriate training to ensure that their instruction conforms to departmental policy, and that their level of performance is consistent with the proficiency and expected standards of the department. The Communications Training Guide, upon completion, will be maintained in a specific location to ensure confidentiality and access when training verification is needed.

#### Selection of Dispatcher/Trainers

Selection standards for dispatcher/trainers include appoint-

ment to full-time Public Safety Dispatcher and nomination by Communications supervisors based upon the full-time dispatcher's:

- Past and present performance.
- Skill in interpersonal relationships.
- Knowledge of training responsibilities.
- Knowledge of teaching techniques.
- Comprehension of the Communications Training Guide.
- The ability to objectively evaluate a probationary dispatcher's performance.

Prior to assigning any probationary dispatcher to a dispatcher/trainer, it should be determined that the dispatcher/trainer has the interest and ability to work in this training assignment and has received the necessary training to perform these functions.



## DUTIES AND RESPONSIBILITIES

### D. DISPATCHER/TRAINER

The experienced dispatcher selected to train new employees is the essential person in a key position to ensure that the goals of the dispatcher training and evaluation process are met. Specifically, this calls for the training and development of the probationary dispatcher to a point where he or she is capable of working the Public Safety Dispatcher position in a skillful, productive, and professional manner.

The dispatcher/trainer has three primary roles to fulfill:

- As an experienced dispatcher assuming full duty responsibilities of the position.
- As a trainer of probationary personnel in Communications.
- As an objective evaluator of the standards of performance required to perform all duty functions associated with the position of Police Emergency Dispatching, coupled with the ability and responsibility to recommend termination of probationary employees who are unable to meet these standards.

In the role as a trainer, the dispatcher/trainer provides ongoing instruction in the traditional sense, utilizing both innovative and practical techniques. The most difficult, yet important, of these roles is that of an effective evaluator. The dispatcher/trainer must have, or rapidly develop, the requisite skills necessary to become a reliable evaluator of the probationary dispatcher's performance. The dispatcher/trainer is required to submit weekly evaluations of the probationary employee's performance with sufficient documentation to ensure that the trainee, as well as Department supervisors and managers,

know at any given time where the probationary employee stands in his or her development toward the objective of effective solo performance as a Public Safety Dispatcher.

When during the training period the probationary dispatcher has developed sufficient skill and knowledge to operate the position without the need for close direct monitoring and one-on-one supervision, the dispatcher/trainer shall notify the Communications Sergeant of this fact by memo. The Communications Sergeant shall be responsible for the final decision to release the trainee to solo duty status. This decision shall be based on objective review of the probationary dispatcher's completed training guide, the weekly performance evaluations of the trainee, and random monitoring of the trainee's hands-on performance during the final weeks of the twelve-week training period.

The dispatcher/trainer is further charged with the responsibility of recommending termination of the probationary dispatcher when objective evaluation and documentation indicates that after reasonable remedial efforts, the prospect no longer exists that the trainee will successfully meet the required performance standards.

In that the dispatcher/trainer is also subject to periodic evaluation, a high standard of professional and personal conduct is expected in the trainer-trainee relationship. The dispatcher/trainer should also possess and recognize the need to possess a degree of pride and idealism related to his/her work. The trainer must subscribe to the ethic that the image of Police Communications and its future effectiveness is substantially dictated by the quality of the personnel who are selected to staff this vital position—personnel who they will have responsibility to train and who they will recommend for permanent status.

## DUTIES AND RESPONSIBILITIES

### E. COMMUNICATIONS SERGEANT

The Communications Sergeant has the dual responsibility of supervising the day-to-day operations and personnel assigned to Communications, as well as monitoring the training progress of probationary personnel assigned as dispatcher trainees.

As probationary dispatchers are assigned to the Communications Training Program, the duties of the Communications Sergeant become more complex. In addition to any other responsibilities, the Sergeant must ensure that the criteria of the probationary dispatcher training and evaluation process are being met. Various methods and resources should be utilized to accomplish this task; review of the weekly observation reports, oral communications with the dispatcher/trainer, the probationary trainee, the duty Watch Commanders, and other dispatchers are recommended. Verbal tests, personal observation of performance, review of computer tickets, and monitoring pre-selected radio traffic on the twenty-four-hour tape are also suggested methods to aid in this evaluation.

The Communications Sergeant is responsible for review of the weekly evaluation reports as well as the probationary dispatchers Training Guide to determine if the Training Guide is both up to date and properly filled out. If the Training Guide is not current, the Communications Sergeant should ascertain why it is not, giving special attention to any possible need for remedial training of the probationary employee and/or counseling with the dispatcher/trainer. Open, on-going verbal communication and appropriate feedback to both trainees and trainers are essential for positive motivation and to ensure proper employee development.

The Communications Sergeant must accept the importance of, and the need for proper documentation of performance. Documentation must address both deficient and acceptable performance and provide a valid reference in the event the Sergeant needs to respond to questions concerning the program and/or the probationary dispatchers' development and performance. Should the question of termination of a probationary dispatcher arise, it shall be the responsibility of the supervising Sergeant to collect sufficient supportive data to identify the marginal performer in order to warrant this action.

When practical, the Communications Sergeant shall monitor and observe the dispatcher/trainers during training to ensure that they are covering the various topic areas consistent with the current policies and procedures of this Department.

The Communications Sergeant has the responsibility to ensure that there are no critical personality conflicts developing between the dispatcher/trainer and the trainee which would tend to interfere with the necessary objectivity of the performance evaluation process. If such conflict should arise, the supervising Sergeant shall make all reasonable efforts to resolve the conflict. If the problem cannot be identified, isolated and corrected, the trainee shall be rotated to another dispatcher/trainer. Unscheduled trainee rotation shall be used only in the event of serious personality conflicts and not in connection with the normal instructor-student frustrations encountered when covering new or complex training material.

The Communications Sergeant must be aware of those probationary personnel who are not responding to their previous training and/or not meeting job performance standards once the formal 12-week dispatcher training phase is completed, and they are assigned to full dispatcher responsibilities.

The Communications Sergeant has the eventual responsibility to evaluate , document, and recommend either granting permanent employee status or termination prior to passage of the six-month probationary period, based on the job performance of the probationary employee.

## DISPATCHER/TRAINER SELECTION

F. The selection of personnel to be placed in the challenging role of Dispatcher/Trainer is an important responsibility in order to ensure that the Communications training process meets stated goals and becomes a validated part of the overall selection process of new Public Safety Dispatchers.

The experienced personnel selected and elevated to the Dispatcher/trainer position should possess both established and recognized dispatcher/communicator skills as well as a desire to motivate, develop, and pass their knowledge on to new employees through the formalized training process.

- They must possess a concern and the courage to objectively evaluate the performance of the developing probationary employee in order to protect the future reputation and effectiveness of their work unit.
- They must recognize that rote training alone, without visible feedback demonstrated through performance and retention of information by the probationary employee, is not valid.
- The Dispatcher/Trainer must come to realize the need to confront issues related to the training and progress of the probationary employee, as these issues impact the Communications function—if for no other reason than consideration of the self-interest in improving the total working environment by insisting on competence from their future peers. They must subscribe to the ethic of promoting and projecting a professional image through the adherence to standards of conduct and performance as outlined in both the Garden Grove Police Manual and the Communications Manual.

Possession of the listed attributes shall be a primary

consideration of those supervisory and management personnel responsible for selecting and elevating the experienced dispatcher to Dispatcher/Trainer status. The responsibility for the success of the probationary dispatcher training program rests on the dedication and abilities of those selected as Dispatcher/Trainers.

## PROBATIONARY DISPATCHER TRAINING AND EVALUATION

### G. WEEKLY OBSERVATION REPORT

The Weekly Observation Report, completed by the dispatcher/trainer at the end of each work week, provides the essential documentation to ensure that relative progress is being made by the probationary dispatcher. Observations made by the dispatcher/trainer are entered on the Weekly Observation Report along a seven-point scale ranging from a "1" which equals "not acceptable by Dispatcher Training Program standards", to a "7" which equals "superior by Dispatcher Training Program standards". Midpoint on the scale, "4", equals "minimum acceptable level by Dispatcher Training Program standards". Specific narrative comments are required for all ratings of "2" or less, or ratings of "6" or more on the seven-point scale.

Acceptability or non-acceptability by "Dispatcher Training Program standards", is evaluated on the basis of observed behavior and demonstrated skills necessary to satisfactorily perform the duties and functions of a novice on-duty, dispatcher acting in the capacity of call taker and/or radio dispatching within the City of Garden Grove. For the purpose of rating, a "satisfactory novice dispatcher" would be a dispatcher who, after completion of the Communications training process, could work an assigned shift as a Public Safety Dispatcher in this City, safely and skillfully.

Standards for acceptable or non-acceptable performance and conduct are defined in more detail in the section on Standardized Evaluation Guidelines, and include the following categories:

1. Appearance  
General Appearance. Well groomed, appropriate clothing (prior to issuance of dispatcher uniform), clean and neat, good personal hygiene.



2. Attitude

Acceptance of Feedback. Is criticism and correction accepted in the positive manner given? Is there resentment as a result of criticism? Is the behavior following criticism positive? Was the probationary employee able to turn the criticism into something productive? Does he/she respond to training?

Attitude Toward Public Safety Dispatcher Work. From what the probationary employee says and does, is his/her attitude toward the work positive?

3. Knowledge

Department Policies and Procedures. Does the probationary employee demonstrate an acceptable level of knowledge of policies and procedures relative to his/her position, training, and experience?

Penal Code and Related Statutory Laws. Does the probationary employee possess an acceptable level of knowledge of the Penal Code and related statutes necessary for a dispatcher and consistent with his/her level of training and experience?

Use of Maps and Related Orientation Aids and Materials. Does the probationary employee demonstrate reasonable knowledge of the City and Team boundaries, major streets, street numbering system, natural barriers, freeways, etc?

Reflected in Verbal or Written Tests. To what degree of acceptability were the results of these tests?

Reflected in Performance Tests. To what degree of acceptability were the results of these tests? Is the probationary employee able to translate "text-book" knowledge into on-duty performance?

4. Performance

Non-Stress Conditions. How acceptable is the probationary employee's general performance under non-stress conditions, relative to his/her level of training and experience?

Stress Conditions. Under conditions of stress, how acceptable is the probationary employee's performance relative to his/her level of training and experience?

Control of Situation: Voice Command and Speaking Skills. In conflict or potential conflict situations where voice commands were given, were the outcomes positive? Use of speaking skills relative to probationary employee's level of training and experience.

Uses Common Sense and Good Judgment. To what degree of acceptability does the probationary employee possess and employ common sense and good judgment in most situations.

Radio: Appropriate Use of Radio and Incident Codes. How well does the probationary dispatcher know and use appropriate radio codes and incident codes?

Radio/Telephone: Listens and Comprehends Transmissions. How acceptable is the probationary employee's ability to listen (attend) to and comprehend radio and telephonic transmissions?

Radio/Telephone Articulation and Transmission. Are the probationary dispatcher's telephone and radio transmissions clear and understandable?

5. Relationships

With Citizens ( in general). To what degree of acceptability does the probationary dispatcher relate well with the public in effecting efficient and productive outcomes?

With Minorities ( in particular). Does the probationary employee have any problems with any particular minority group which precludes efficient and productive outcomes?

With Trainer and Supervisors. Are the relationships with dispatcher/trainers and supervisors productive and compatible with the mission of the training program?

With Peers and Other Employees. To what degree does the probationary dispatcher relate with his or her peers and other employees of this Department?

The dispatcher/trainer shall have the option of making any additional comments he/she feels would aid in the evaluation of the probationary employee. Finally, all Weekly Observation Reports

are signed by both the dispatcher/trainer and the probationary dispatcher.

Specific comments are required when the trainer checks the NRT (Non-Response to Training) column of the Evaluation form. The column is used to reflect performance deficiencies which continue to occur after training.

Each of the twenty-two (22) categories must be addressed weekly and marked with a numerical rating, (NRT) "Not Responding to Training" or (NO) "Not Observed". When a point value on the seven-point scale has been decided on by the trainer, it should be circled. The Weekly Observation Report form is then presented to the trainee who writes the numbers circled by the dispatcher/trainer into the appropriate boxes at the far left-hand margin of the form. This process further ensures that the probationary employee being rated, knows where he/she stands at any given time in a given category of performance. The Evaluation form is then forwarded to the Communications Sergeant for his review and filing.

COMMUNICATIONS STANDARDIZED  
EVALUATION GUIDELINES

H. The following "1", "4", and "7" scale value definitions represent a synthesis of the definitions considered to be job-related to the Communications function. The task of evaluating and rating a probationary dispatcher's performance should be based on these definitions. As guidelines, these definitions serve as a means of program standardization and continuity.

APPEARANCE

1. General Appearance

- |     |               |   |
|-----|---------------|---|
| "1" | Unacceptable: | Inappropriate clothing, dirty unkempt appearance, offensive body odor.        |
| "4" | Acceptable:   | Well groomed, appropriate clothing.   |
| "7" | Superior:     | Professional bearing, appropriate, clean, neat clothing, always well groomed. |

(NOTE: Communications uniform not issued until successful completion of six-month probationary period.)

ATTITUDE

2. Acceptance of Feedback

- |     |               |   |
|-----|---------------|---|
| "1" | Unacceptable: | Rationalizing, argumentative, refuses to make corrections, considers criticism as negative. |
| "4" | Acceptable:   | Accepts criticism in a positive manner and applies it to further learning processes.        |

ATTITUDE (con't)

2. Acceptance of Feedback

"7" Superior: Solicits criticism in order to improve performance, never argues or blames others.

3. Attitude Toward Work (Public Safety Dispatcher Position)

"1" Unacceptable: Views dispatcher position as only a job; uses job for ego trip; lacks necessary dedication.

"4" Acceptable: Expresses active interest in the dispatcher position.

"7" Superior: Utilizes off-duty time to further professional knowledge, maintains high level of dedication toward professional responsibilities of the position.

KNOWLEDGE

4. Knowledge of Department Policies and Procedures

"1" Unacceptable: Has no knowledge of Department policies and procedures related to his/her position and makes no attempt to learn.

"4" Acceptable: Familiar with most commonly applied Departmental policies and procedures related to personnel and the Communications function.

"7" Superior: Exceptional working knowledge of Department policies and procedures.

5. Knowledge of Penal Code and Related Statutory Laws

"1" Unacceptable: Does not know the basic elements of most commonly used sections, unable to apply, no attempt at improvement.

"4" Acceptable: Sufficient working knowledge of most commonly used sections--- relates elements to assist with

KNOWLEDGE (con't)

5. Knowledge of Penal Code and Related Statutory Laws  
proper crime classification on telephonic and radio contacts.
- "7" Superior: Outstanding knowledge of most commonly used sections, and demonstrates ability to apply them to both normal and unusual activity.
6. Knowledge Reflected in Verbal Tests
- "1" Unacceptable: Consistently unable to answer trainer's questions correctly.
- "4" Acceptable: Answers most of trainer's questions correctly.
- "7" Superior: Answers all of trainer's questions correctly.
7. Knowledge Reflected in Performance Tests
- "1" Unacceptable: After receiving training, unable to apply training to practical situations.
- "4" Acceptable: After the dispatcher/trainer instructs in proper procedure, trainee is usually able to apply instruction.
- "7" Superior: After training, the trainee makes no mistakes in practical application.
8. Use of Maps and Related Orientation Aids. Knowledge of City Boundaries, Primary Streets, Team Boundaries, etc.
- "1" Unacceptable: Unaware of most frequently used major intersections. Does not understand proper use of maps. Unfamiliar with City and Team boundaries, street numbering system, etc.
- "4" Acceptable: Reasonable knowledge of City and Team boundaries, major streets, etc.
- "7" Superior: Retains prior map, street, and district information and has ability to assist orienting field units in pursuits, etc.

## PERFORMANCE

9. Computer Formats: Input and Output of Required Information. Accuracy/Completeness
- "1" Unacceptable: Unable to determine proper sequence or format for given situations. Dispatch tickets incomplete or incorrect.
- "4" Acceptable: Understands various formats. Completes dispatch tickets with reasonable accuracy and thoroughness.
- "7" Superior: Consistently and rapidly completes detailed dispatch tickets and/or output requests with no assistance. High degree of accuracy. Pertinent information obtained for notes section of ticket.
10. Motor Responses/Manipulative Skills: Operation of Communications Equipment.
- "1" Unacceptable: Lack of necessary eye-hand or ear-to-hand coordination to handle Communications equipment operation, computer input, etc., with necessary accuracy and speed. Unable to respond to training.
- "4" Acceptable: Demonstrates appropriate familiarization, speed, and accuracy in operating CRT console keyboard, 911 Transfer System, etc.
- "7" Superior: Exceptional coordination, speed, and accuracy on all Communications equipment requiring motor responses and/or manipulative skills.
11. Computer Input/Radio Broadcast: Organization
- "1" Unacceptable: Totally incapable of organizing events into typed or proper verbal form.

PERFORMANCE (con't)

11. Computer Input/Radio Broadcast: Organization
- "4" Acceptable: Converts most situations into a logical sequence of thought to include all required information for the situation.
- "7" Superior: A complete account of what occurred, typed or broadcast and organized so as to assist any reader or field unit in comprehending the occurrence.
12. Non-Stress Conditions
- "1" Unacceptable: Seemingly confused and disoriented as to what action should be taken in a given situation.
- "4" Acceptable: Able to assess situation and take proper action.
- "7" Superior: Requires no assistance and always takes proper course of action.
13. Stress Conditions
- "1" Unacceptable: Becomes emotional, panics, unable to function, loses temper.
- "4" Acceptable: Exhibits calm and controlled telephone and radio demeanor, does not allow situations to further deteriorate.
- "7" Superior: Maintains control and performs required duties under any circumstance without assistance.
14. Control of Situation: Voice Command on Telephone and Radio.
- "1" Unacceptable: Improper voice inflection, i.e., too soft, too loud, confused or indecisive.
- "4" Acceptable: Speaks with authority and assurance in a calm, clear voice.



14. Control of Situation: (con't)
- "7" Superior: Always projects efficiency, awareness, interest, and knowledge through voice tone and ability to handle situation.
15. Use of Common Sense and Good Judgment
- "1" Unacceptable: Acts without thought or is indecisive. Naive.
- "4" Acceptable: Able to reason out a problem or relate it to what he/she is taught. Good perception and ability to make his/her own decisions.
- "7" Superior: Excellent perception in foreseeing problems and arriving at advance solutions.
16. Radio/CAD System: Appropriate Use of Codes
- "1" Unacceptable: Misinterprets Radio and/or incident code definitions or fails to use them in accordance with set policy, fails or refuses to improve.
- "4" Acceptable: Has good working knowledge of majority of radio and incident code definitions.
- "7" Superior: Uses appropriate radio and incident codes with ease in all input, receiving, and sending situations.
17. Radio/Telephone: Listens and Comprehends
- "1" Unacceptable: Repeatedly misses radio and/or telephone traffic directed to dispatcher/call taker. Frequently has to ask field officer or calling party to repeat transmission/information or does not comprehend message.
- "4" Acceptable: Copies and comprehends most radio transmissions and/or telephone traffic directed to him/her and is generally aware of what action or response is appropriate.

17. Radio/Telephone: Listens and Comprehends (con't)
- "7" Superior: Always comprehends radio transmissions and/or telephone traffic and quickly makes an appropriate response.
18. Radio: Articulation or Transmissions
- "1" Unacceptable: Does not preplan before transmitting message. Under or overmodulation resulting in field officers constantly asking for a repeat of the message.
- "4" Acceptable: Uses proper procedure with short, concise transmissions.
- "7" Superior: Always uses proper procedure with clear, calm voice, even under stress situations.

#### RELATIONSHIPS

19. Relationships with Citizens: General
- "1" Unacceptable: Abrupt, belligerent, and overbearing or introverted and uncommunicative.
- "4" Acceptable: Courteous, friendly and empathetic, communicates in a professional and unbiased manner.
- "7" Superior: Establishes rapport and is always objective. Always appears to be at ease in any telephonic person-to-person communication.
20. Relationship with Minorities
- "1" Unacceptable: Evident hostility or sympathy toward minorities because of prejudice, bias, or pity.
- "4" Acceptable: Appears to be at ease and does not feel threatened or hostile when dealing with minorities.

20. Relationship with Minorities (con't)
- "7" Superior: Appears to understand cultural differences, their effects on police-public relations, and reacts properly.
21. Relationship with Dispatcher/Trainer and Communications Supervisors.
- "1" Unacceptable: Constant rationalization or mistakes. Resists instruction or any teaching technique. Patronizes or is sarcastic, or argumentative.
- "4" Acceptable: Asks pertinent questions and is objective in desire to learn. Accepts suggestions for improvement.
- "7" Superior: Understands and maintains excellent student-teacher relationship.
22. Relationship with Peers and Other Department Members
- "1" Unacceptable: Considers himself/herself superior to other dispatchers and/or other Department personnel. Gossips to belittle others or to play one against another. Engages in other negative on-duty behavior affecting peers or other Department members.
- "4" Acceptable: Good peer relationships and is accepted as a group member. Maintains a professional, businesslike demeanor with other employees while on duty.
- "7" Superior: Peer group leader. Actively assists both peers and others while setting the example for professional, businesslike demeanor on duty.

GARDEN GROVE POLICE DEPARTMENT  
DISPATCHER TRAINING EVALUATION FORM

WEEKLY OBSERVATION REPORT NO.   
1 THROUGH 12

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
PROBATIONER'S LAST NAME	EMPLOYEE NUMBER	DISP/TRAINER'S LAST NAME	EMPLOYEE NUMBER	DATE	

**RATING INSTRUCTIONS**--RATE OBSERVED BEHAVIOR WITH REFERENCE TO THE SCALE BELOW. YOU MUST COMMENT ON THE MOST AND LEAST ACCEPTABLE PERFORMANCE OF THE WEEK. YOU ARE ENCOURAGED TO COMMENT ON ANY BEHAVIOR YOU WISH, BUT A SPECIFIC COMMENT IS REQUIRED ON ALL RATINGS OF 2 OR LESS AND ON ALL RATINGS OF 6 AND ABOVE. USE THE CATEGORY NUMBER BELOW TO REFERENCE YOUR COMMENTS. CHECK THE "N.O." BOX IF NOT OBSERVED. IF THE PROBATIONARY DISPATCHER FAILS TO RESPOND TO TRAINING, CHECK THE "N.R.T." BOX AND COMMENT ON REVERSE SIDE.

SHIFT WORKED \_\_\_\_\_

**RATING SCALE**

NOT ACCEPTABLE  
BY TRAINING PRO-  
GRAM STANDARDS

ACCEPTABLE  
LEVEL

SUPERIOR  
BY TRAINING PRO-  
GRAM STANDARDS

REASON FOR NO WEEKLY EVALUATION

**CATEGORIES**

1		1	2	3	4	5	6	7
<input type="checkbox"/>								
2		1	2	3	4	5	6	7
<input type="checkbox"/>								
3		1	2	3	4	5	6	7
<input type="checkbox"/>								
4		1	2	3	4	5	6	7
<input type="checkbox"/>								
5		1	2	3	4	5	6	7
<input type="checkbox"/>								
6		1	2	3	4	5	6	7
<input type="checkbox"/>								
7		1	2	3	4	5	6	7
<input type="checkbox"/>								
8		1	2	3	4	5	6	7
<input type="checkbox"/>								
9		1	2	3	4	5	6	7
<input type="checkbox"/>								
10		1	2	3	4	5	6	7
<input type="checkbox"/>								
11		1	2	3	4	5	6	7
<input type="checkbox"/>								
12		1	2	3	4	5	6	7
<input type="checkbox"/>								
13		1	2	3	4	5	6	7
<input type="checkbox"/>								
14		1	2	3	4	5	6	7
<input type="checkbox"/>								
15		1	2	3	4	5	6	7
<input type="checkbox"/>								
16		1	2	3	4	5	6	7
<input type="checkbox"/>								
17		1	2	3	4	5	6	7
<input type="checkbox"/>								
18		1	2	3	4	5	6	7
<input type="checkbox"/>								
19		1	2	3	4	5	6	7
<input type="checkbox"/>								
20		1	2	3	4	5	6	7
<input type="checkbox"/>								
21		1	2	3	4	5	6	7
<input type="checkbox"/>								
22		1	2	3	4	5	6	7
<input type="checkbox"/>								

	NO	NRT
1	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>
12	<input type="checkbox"/>	<input type="checkbox"/>
13	<input type="checkbox"/>	<input type="checkbox"/>
14	<input type="checkbox"/>	<input type="checkbox"/>
15	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>
18	<input type="checkbox"/>	<input type="checkbox"/>
19	<input type="checkbox"/>	<input type="checkbox"/>
20	<input type="checkbox"/>	<input type="checkbox"/>
21	<input type="checkbox"/>	<input type="checkbox"/>
22	<input type="checkbox"/>	<input type="checkbox"/>

- APPEARANCE
- 1 GENERAL APPEARANCE--SPECIFY IF NECESSARY
- ATTITUDE
- 2 ACCEPTANCE OF CRITICISM--VERBAL/BEHAVIOR
- 3 ATTITUDE TOWARD WORK
- KNOWLEDGE
- 4 OF DEPARTMENT POLICIES AND PROCEDURES
- 5 OF THE PENAL CODE AND RELATED STATUTES
- 6 REFLECTED IN VERBAL TESTS
- 7 REFLECTED IN PERFORMANCE TESTS
- 8 USE OF MAPS/ORIENTATION AIDS
- PERFORMANCE
- 9 COMPUTER FORMATS--ACCURACY/COMPLETENESS
- 10 MOTOR RESPONSES--MANIPULATIVE SKILLS
- 11 COMPUTER INPUT/RADIO BROADCAST--ORGANIZATION
- 12 PERFORMANCE--NON-STRESS CONDITIONS
- 13 PERFORMANCE--STRESS SITUATIONS
- 14 CONTROL OF SITUATION--VOICE COMMAND
- 15 USE OF COMMON SENSE AND GOOD JUDGEMENT
- 16 RADIO/CAD SYSTEM--APPROPRIATE USE OF CODES
- 17 RADIO/TELEPHONE--LISTENS AND COMPREHENDS
- 18 RADIO--ARTICULATION OF TRANSMISSIONS
- RELATIONSHIPS
- 19 WITH CITIZENS--GENERAL
- 20 WITH MINORITIES
- 21 WITH DISPATCHER/TRAINER & OTHER SUPERVISORS
- 22 WITH PEERS AND OTHER DEPARTMENT MEMBERS

COMMUNICATIONS TRAINING

Narrative Comments

MOST ACCEPTABLE PERFORMANCE OF THE WEEK \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

LEAST ACCEPTABLE PERFORMANCE OF THE WEEK \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

--Note the need for any extensive time spent in remedial training which might indicate an inability to retain information or a possible weakness in the training presentation. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ADDITIONAL COMMENTS \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
PROBATIONARY DISPATCHER                      DATE                      DISPATCHER/TRAINER  
\_\_\_\_\_  
REVIEW BY COMMUNICATIONS SERGEANT-INITIAL AND DATE

## GUIDELINES

### I. COMPLETING CORRECTIVE ACTION PLAN

#### What is an Action Plan?

An action plan consists of documentation in the form of written narrative identifying specific job-related deficiencies observed during the probationary period. The action plan also includes specific written instructions by the evaluator to assist the employee in correcting the noted deficiencies. The deficiencies outlined in an action plan should be clearly recognizable as unacceptable actions or behavior directly related to job performance. Unacceptable actions or behavior would include any observed training weakness or personal characteristic which, if uncorrected, would tend to have a detrimental impact on successful performance as a Garden Grove Public Safety Dispatcher. The deficiencies noted in an action plan should have been observed with sufficient regularity or have been of such a serious nature as to warrant written documentation over routine verbal instructions and normal training procedures.

Specific incidents and observations should be cited in the problem identification portion of the action plan. The remedial actions recommended must be consistent with desired results, be related to job performance, and specify clear objectives to be achieved within a given time frame.

#### Why Should an Action Plan be Developed?

An action plan should be developed to document job-related deficiencies which, if uncorrected, would pose serious problems for the employee and/or this Department, related to his or her development, effectiveness, safety, or ability to perform as a Garden Grove Public Safety Dispatcher. It is a direct and equitable means

of bringing identifiable legitimate concerns to both the probationary employee and the Police Department's attention. It is meant to be a blueprint for remediation giving specific guidelines for correcting areas of legitimate concern. The action plan is documented in writing, is objective and job-related. It offers the probationary employee a chance to focus personal concern and effort on specific areas of deficiency and demonstrate his or her desire and ability to meet Department standards. In the most serious and protracted cases when a probationary employee has either failed to respond or otherwise demonstrated an inability to show improvement necessary to perform as a Public Safety Dispatcher, the action plan may be used as documentation in support of termination.

#### Who submits an Action Plan?

The assigned dispatcher/trainer, Lead Dispatcher, or Communications Sergeant are responsible for submitting action plans for probationary dispatchers. After the action plan is developed, it is forwarded to the Communications Lieutenant for review and approval or modification. Normally during the probationary dispatcher's training period, the designated trainer and Communications Sergeant are responsible for developing action plans based upon their consultation and review of the probationary dispatcher's progress during conferences at four, eight, and twelve weeks. If at any time after the formal training period, the probationary dispatcher's immediate supervisor becomes aware of serious job performance deficiencies, an appropriate action plan shall be submitted in addition to any other evaluation process. After review and approval of the action plan by the Communications Lieutenant, the probationary dispatcher will be presented with the approved action plan during an interview with the evaluator(s). The action plan interview shall be conducted in a positive, motivational setting where constructive insights are offered to the employee. The probationary dispatcher should be encouraged to ask any questions or express concerns regarding his or her performance, in order to ensure complete understanding of the Department's position and expectations.

### Evaluation of Action Plans

Action plans should include specific objectives to be accomplished within given time frames. The objectives must be job-related and be capable of evaluation through observation or measurement to clearly depict improvement or non-improvement.

An example could be that the probationary dispatcher is weak in telephonic interview and information gathering techniques, which in turn is creating an ongoing problem with his or her ability to generate completed dispatch tickets. After a period of observation and verbal guidance with no apparent improvement, the recommended action plan might be that the probationary dispatcher review the taped conversations of experienced dispatchers from the twenty-four-hour-tape for a specified period of time, or be given an assignment to research library materials related to crisis intervention and interviewing techniques used to establish control and direct interviews, review of assertion training materials, etc.

An objective might include that by a given date, the probationary dispatcher should be prepared to take a specified number of incoming calls without error or omission of required factual data. In this case, the evaluator will be able to observe specific improvement, if any.

### Implementation of Action Plans

Implementation of corrective action plans is the responsibility of the probationary employee with responsibility for follow-up and evaluation of action plan implementation resting with the Communications Sergeant.



## DISPATCHER/TRAINER

### J. INSTRUCTIONAL TECHNIQUES

Dispatcher/training personnel interested in transmitting skill and knowledge to others, must answer three important questions:

1. What should be taught?
2. What materials and procedures will work best to teach what we wish the probationary dispatcher to learn?
3. How will we know when we have taught it?

Not only must these questions be answered to instruct effectively, they must also be answered in the order they are listed.

Once training objectives are developed, lesson plans and instructional formats must be established. Instructional methods that enable Police Communications trainees to progress rapidly toward the course objectives of regular assignment as a Public Safety Dispatcher should be used. Moreover, procedures to evaluate the trainee's progress toward these objectives must be implemented.

The objectives must be communicated to the trainee. The dispatcher/trainer must fully understand them, recognizing that a clearly stated objective succeeds in communicating to the trainee a visual conception of what a successful Public Safety Dispatcher's skills should include at the end of the total training period or at the end of a given segment of training. Objectives are fully realized only when the trainee can demonstrate competence. A statement of specific course objectives is not sufficiently explicit unless it indicates how the instructor intends to test understanding. The dispatcher/trainer must describe what the trainee will be required to do in order to demonstrate his or her under-

standing. Thus the statement that communicates best will be one that describes the expected terminal behavior of the trainee. Such a statement should identify and define the desired behavior or skill level as well as specify the criteria for acceptable performance.

Specifying the minimum acceptable level of ability for each objective creates a performance standard against which instructional programs can be assessed; it can then be readily ascertained whether or not a program has been successful in achieving the instructional intent.

One of the most successful ways to indicate a lower limit of acceptable performance is to specify a time limit for completion of an activity. For example, the evaluation of the time it takes to complete the normal phone contact for a called-for-service and input necessary computer ticket information is directly contingent upon completion of this task within a specified period of time. Time limits often are imposed upon trainees more informally when they are told how much time will be allowed to complete a computer input and simple telephone contact requiring a police officer to respond.

Time limits and minimum numerical scores are not necessarily essential. It is essential that there be a reliable, accurate method to measure trainee performance according to the stated performance standards required by this Department.

There is no magical formula to determine the most effective teaching technique for a specific subject. However, research reveals that participating trainees learn more effectively than non-participating trainees. The more a person participates in an activity, the better they become in handling its demands, providing of course, that their responses are accompanied by effective critiques. If participation is to be effective, probationary

dispatchers should have or acquire some basic knowledge prior to the formal training sessions. Homework assignments may assist in the acquisition of this foundation. Verbal questions put to the trainee by the dispatcher/trainer are an effective means of determining the level of basic knowledge regarding a particular incident or activity, i.e., the question: What steps should be taken by the dispatcher when responding to a request for a Code Alex-A? If the basic knowledge is lacking, an explanation and/or demonstration by the dispatcher/trainer would be appropriate, prior to the trainee attempting to implement and dispatch an actual Code Alex-A.

Because individuals learn at different speeds, standardized programs can hold some trainees back while others move ahead. Self-paced, individualized programs of instruction are a method for overcoming the learning-rate program. The individualized instructional technique must be goal-oriented; there must be a clear definition of what the trainee will be able to do after the training.

The dispatcher/trainer should plan lectures, discussions, and individualized programs carefully.

## FORMAL INSTRUCTIONAL PROCESS

### K. LESSON PLANNING

Well thought out lesson plans, utilizing visual aids and demonstration, should be used to enhance instruction, as well as for the promotion of standardized training in the critical subjects where standardization is necessary. An acceptable standard in the field of vocational education is the Five-Step Teaching Process. These five steps are:

1. Rehearsal: testing the competency of a lesson plan (possibly through presentation to the other dispatcher/trainers for evaluation).
2. Preparation: preparing the trainee's mind to receive the information.
3. Presentation: giving the trainee the knowledge or demonstrating the new operation, through an organized process or lesson plan.
4. Application: giving the trainee the opportunity to apply his/her newly gained knowledge.
5. The Test: checking the ability of the trainee to perform the operation or to apply the knowledge in a new situation.

What to teach is one of the first problems which confronts a new instructor. Instructors in trade and technical classes choose the content for their teaching from an analysis of their occupation. This must be organized into lessons and listed in the proper teaching sequence. The beginning instructor is also confronted with trying to determine how much to include in each lesson and how to present the material effectively.

## The Lesson

A lesson is not a period of time; it is a body of instruction, although there is a limit to the time an instructor can maintain the student's interest in a lesson. This amount of time varies according to the purpose of the lesson and the amount and kinds of student participation connected with the instruction.

Unfortunately, the instructor must often consider the time factor when actually presenting the lesson. The lesson should be planned in its complete form, and changes, due to lack of time, can be made while the lesson is being presented. If possible, the trainer should plan training and instruction so as to allow enough time to complete a lesson in its entirety when presenting it.

The lesson, as a complete unit of instruction, should be selected in terms of the following factors:

- What are the objectives of the lesson?  
Remember, the lesson is designed to help the trainee learn. The objectives should, therefore, be planned around required trainee achievement.
- Does the lesson meet the needs of the student?  
Instruction should be student-oriented. What is taught is only of value for the contribution it makes to the development of the student.
- Does the lesson deal with only one major topic, skill, or function?  
It is important that the student not be confused with too many ideas or topics presented at one time.
- Does the lesson contain new ideas or procedures?  
If there are no new elements, the lesson should be treated as a review. If there are more than six or seven new elements to be learned, it may have to be divided into more than two lessons.

- Is the lesson based on previous information?  
Unless the lesson starts a new unit of work, it should have some connection with previous information.
- Does the lesson lead into more advanced work?  
Unless the lesson is the last one in a unit of related material, it should be planned to be followed by additional information ( from simple to complex).
- Is the lesson too short?  
If the lesson does not contain enough material to warrant giving a test on the information presented, it may not be a lesson, as such, but merely a bit of information. It may be desirable to combine several small "lessons" into a larger unit of instruction.
- Is the lesson too long?  
A lesson should be complete enough to warrant the planning and effort required. Any time the lesson rambles or pursues uncertain goals, it should be terminated so that valuable time can be used in other activities. The learner's attention span must also be taken into account.

#### The Four-Step Instructional Method

The four-step method of instruction is a natural procedure applicable to any instructional situation. It will fit teaching situations in any industry, in any area, or at any level. It seems basically logical to proceed by first getting the attention and interest of the individual, when this is accomplished, presenting information to be learned, and finally determining that the learner has actually learned.

The four-step method is as simple as that. Its features are summarized in the following steps and flow chart.

- STEP 1. Introduction

The first step of the teaching process should result in the arrangement of the ideas and experiences already present in the learner into such an order that he/she will be receptive toward new ideas and experiences to be taught.

Now new knowledge is added. The instructor is interested in developing a basis upon which the instruction can rest.

It is also essential that the introduction step be designed to focus the interest of the student on the lesson to be learned and to provide him/her with a motive and enthusiasm for learning. These steps must all be thorough and complete if the new situation is to have effective reception.

- STEP 2. Presentation

The objective of the second step of the teaching process is to impart the new knowledge or skills to the learner. This step must be related to known ideas and experiences. The instructor's problem is to arrange the material to be taught in effective order, placing emphasis on the most essential aspects.

The material should be presented starting with the less complex aspects and progressing to the more complex issues or skills.

- STEP 3. Application

The third step of the teaching process affords the learner the opportunity to put the information to use that he or she has prepared for and which was presented by the trainer in the previous steps (practical demonstration).

Practical application should disclose the learner's grasp of the newly trained on subject matter and his/her ability to progress to the next phase.

- STEP 4. Test

The last step of the teaching process may be regarded as the final inspection of the learner's accomplishment. The instructor is concerned with determining the present

abilities of the learner and his or her readiness to move on to a new phase of instruction.

Whether the instructor gives an oral test, a written test, or a performance test, the student must know the nature and extent of his/her successes and failures. (Immediate verbal evaluation and Weekly Observation Reports by the dispatcher/trainer.



# THE FOUR-STEP INSTRUCTIONAL METHOD

## METHODS

- 1) TEST STUDENT'S PERFORMANCE
- 2) GIVE ORAL TESTS
- 3) ADMINISTER WRITTEN TESTS
- 4) DEVELOP DISCUSSIONS

- 1) HAVE LEARNER PERFORM THE JOB
- 2) SUPERVISE PERFORMANCE CLOSELY
- 3) CHECK AND CORRECT ERRORS
- 4) CHECK KEY POINTS AND SAFETY MEASURES
- 5) HAVE LEARNER REPEAT, IF NECESSARY

- 1) EXPLAIN PROCEDURES, PRINCIPLES, CONCEPTS
- 2) GIVE DEMONSTRATIONS
- 3) USE VISUAL AIDS
- 4) USE WRITTEN INSTRUCTION SHEETS
- 5) DEVELOP DISCUSSIONS
- 6) EMPHASIZE KEY POINTS
- 7) STRESS SAFETY HAZARDS

- 1) ASK QUESTIONS
- 2) GIVE EXAMPLES
- 3) TELL PERSONAL EXPERIENCES
- 4) RELATE TO PREVIOUS LESSONS
- 5) INDICATE FUTURE NEEDS

STEP 1

STEP 2

STEP 3

STEP 4

- 1) TO DETERMINE THE EXTENT OF THE STUDENT'S LEARNING
- 2) TO DETERMINE THE EFFICIENCY OF INSTRUCTION

- 1) TO HAVE THE LEARNER APPLY WHAT HAS BEEN LEARNED IN STEP 2
- 2) TO GIVE THE LEARNER PRACTICE IN APPLICATION

- 1) TO PRESENT NEW IDEAS
- 2) TO GIVE INSTRUCTION

- 1) TO PREPARE THE MIND OF THE LEARNER BY:
  - A) ATTRACTING ATTENTION
  - B) AROUSING CURIOSITY
  - C) CREATING INTEREST
  - D) STIMULATING DESIRE TO LEARN

## PURPOSES

REMEMBER:

- TRAINING REQUIRING VERBAL OR WRITTEN INSTRUCTION ONLY SHOULD BE REINFORCED THROUGH VERBAL OR WRITTEN TESTING OF THE PROBATIONARY DISPATCHER TRAINEE BY THE DISPATCHER/TRAINER IN ORDER TO ENSURE THERE HAS BEEN A COMPLETE UNDERSTANDING.
- PROCEDURES REQUIRING THE USE OF MANUAL SKILLS, SUCH AS IMPUTING INFORMATION INTO THE COMPUTER, USING THE 911 EMERGENCY TELEPHONE TRANSFER SYSTEM, ETC., MUST BE BOTH INSTRUCTED VERBALLY AS WELL AS PHYSICALLY DEMONSTRATED BY THE DISPATCHER/TRAINER.
- THE TRAINEE MUST DEMONSTRATE THE SPECIFIC KNOWLEDGE OR MANUAL ABILITY BEING ADDRESSED TO THE SATISFACTION OF THE INSTRUCTOR PRIOR TO THE INSTRUCTOR INITIALLING AND DATING THE APPROPRIATE COMPLETION BOX ON THE FAR RIGHT-HAND COLUMN.

PART II  
Training and Evaluation Guide

TABLE OF CONTENTS

	<u>Page</u>
INTRODUCTION: DISPATCHER TRAINING GUIDE . . . . .	1
SECTION I        PROFESSIONAL ORIENTATION	
A. Departmental Orientation . . . . .	4
B. Related Law Enforcement Agencies . . . . .	7
C. Unusual Occurrences . . . . .	9
D. Departmental Forms . . . . .	10
E. Communications Equipment . . . . .	11
SECTION II        CALL TAKER SKILLS AND PROCEDURES	
A. Telephonic Communications . . . . .	13
B. Activities Initiated from Call Taker Console . . . . .	15
SECTION III        RADIO DISPATCHING SKILLS AND PROCEDURES	
A. Activities Initiated from Dispatcher Console . . . . .	16

## INTRODUCTION

### DISPATCHER TRAINING GUIDE

It is the responsibility of those experienced dispatchers assigned as trainers to focus on those primary practical skills necessary for the new employee to perform the tasks required and meet the obligations of the Public Safety Dispatcher position. A formal, job-related evaluation of progress and skill development shall be documented and maintained as part of the formal training process to ensure that Departmental standards related to Emergency Communications are being met.

Throughout the training period, it shall be the total responsibility of the probationary dispatchers to apply themselves to learning and performing required tasks within acceptable standards as set forth in the General Orders of the Police Department, the Manual of the Garden Grove Police Department, the Communications Manual, and this Public Safety Dispatcher Training and Evaluation Guide.

The Dispatcher Training Guide has been developed to prepare you to adequately and safely serve both the Department and the public and to equip you with a basic body of knowledge vital to the Emergency Communications function, including:

- Knowledge of: radio codes published in the Radio Code Booklet issued by the County of Orange Communications Department (Control One).
- Knowledge of: the general geography of the City, including City boundaries, surrounding jurisdictions, Team Policing boundaries, the street-numbering system, primary highways and roadways.

- Knowledge of: the most commonly used sections of the California Penal Code, Motor Vehicle Code, Municipal Code, and other related statutes, recognition of which are important to the dispatching function.
- Knowledge of: the basic organizational structure of the Police Department, including the primary responsibilities, duties and limitations of the various bureaus and details.
- Knowledge of: the basic organizational structure of City Government, with primary emphasis on those City Departments which provide direct services to the public, i.e., the Water Department, Human Services, Public Services, and the Fire Department.
- Knowledge of: all other Orange County Law Enforcement Agencies available by radio, as well as the capabilities of the Orange County Communications Department (Control One) in assisting local jurisdictions.
- Knowledge of: the location, capabilities, and limitations of privately owned companies and personnel who provide regular support functions to the Police operation, i.e., towing companies, ambulance companies, blood alcohol testing technicians, computer maintenance and radio equipment service personnel.
- Knowledge of: the capabilities and efficient operation of the electronic and micro-processing equipment used in Communications, the "911" Emergency Call System, the Computer-Assisted Dispatch System, the Microdata Terminal, the Teleprinter, and other related information systems and equipment.
- Knowledge of: current operational procedures, Special Orders, policies, memos, resource and reference materials directly related to the Communications function.
- Knowledge of: telephonic interview and information gathering techniques, in order to ensure the rapid and accurate collection and dissemination of required information.

It shall be the responsibility of the probationary dispatcher while on duty to possess and maintain this Training Guide at all times during his/her three-month training period and to present it for inspection upon the request of any authorized person which shall include:

- His/her Dispatcher/Trainer
- The Lead Dispatcher
- The Communications Sergeant or Lieutenant
- The Bureau Commanders (Police Captains)
- The Chief of Police

It shall be the responsibility of the probationary Public Safety Dispatcher to solicit further clarification from his or her trainer on any materials or procedures contained herein at any time he or she has the need for such clarification.

Your success in the critical position of dispatcher is dependent upon your ability to retain and utilize the training offered.

The Administrative Staff of the Police Department's Communications function desires that the training process better equip you to be a valued and contributing member of this Department. With this in mind, an open-door policy is maintained by the Administrative Staff. Any suggestions or ideas directed toward improvement of the formalized training process should be brought to our attention.

GARDEN GROVE POLICE DEPARTMENT  
COMMUNICATIONS TRAINING GUIDE

I. Professional Orientation		
A. <u>Department Orientation</u> : The probationary dispatcher shall develop an understanding of the organization and operation of the Garden Grove Police Department as it relates to the Communications function.	Instructors' Initials and Date	
	Instructed in and/or Demonstrated By	Knowledge or Ability Has Been Demonstrated By Trainee
1. The probationary dispatcher shall be provided a tour of the Police Department building with appropriate explanations as to the primary functions of the various bureaus and introduction to available staff, management, and support personnel. (Organizational Chart)		
2. The probationary dispatcher shall receive a one-hour "new employee orientation" provided by the City Personnel division. (New Employee Handbook and related handout materials.)		
3. The probationary dispatcher will identify the organizational functions and chain of command of the Communications section of the Technical Services Bureau. (Communications Manual)		
4. The probationary dispatcher will identify the policies of the Garden Grove Police Department related to the following: (Communications Manual, General Orders, Police Manual, M.O.U., New Employees Handbook)		
a. Standards of performance and conduct--on duty and off duty.		
b. General work rules.		
c. Scheduling/shift rotation/shift hours.		
d. Sick leave use--Reporting/Absenteeism.		
e. Employee grievance and disciplinary procedures.		
f. Duty uniform regulations		
g. Meals and breaks.		
h. Various departmental bulletin boards and purpose.		
i. Departmental chain of command.		
j.		

GARDEN GROVE POLICE DEPARTMENT  
COMMUNICATIONS TRAINING GUIDE

I. Professional Orientation		
A. <u>Department Orientation:</u> (Continued)	Instructors' Initials and Date	
	Instructed in and/or Demonstrated By	Knowledge or Ability Has Been Demonstrated By Trainee
5. The probationary dispatcher will be able to identify the local government structure and the Police Department's relationship in that structure. (City Organizational Chart)		
6. The probationary dispatcher will identify the Department's operational boundaries, including the following: (Map Book, City map showing adjacent jurisdictions, County map)		
a. City and County boundaries.		
b. Team boundaries--I, II, III.		
c. Block numbers--north, west, east, south.		
d. County numbering system.		
e. Even and odd street numbering.		
f. Natural and physical barriers.		
g. Contiguous jurisdictions.		
h.		
i.		
j.		
7. The probationary dispatcher will possess proper uniform, equipment, and supplies and will demonstrate understanding of:		
a. Dress code, including proper work uniform and other proper attire for court.		
b. Communications Manual--duty responsibilities.		
c. Police Department Manual--Rules and Regulations.		
d. Police Department General Orders.		
e. Current M.O.U. for represented group.		
f. Personnel section of Garden Grove Municipal Code.		



GARDEN GROVE POLICE DEPARTMENT  
COMMUNICATIONS TRAINING GUIDE

I. Professional Orientation		
A. <u>Department Orientation:</u> (Continued)	Instructors' Initials and Date	
	Instructed in and/or Demonstrated By	Knowledge or Ability Has Been Demonstrated By Trainee
7 - g. Orange County Communications-- Radio Code Book.		
h. Differential Police Response-- Operational Guide and Matrix.		
i. Communications Users Manual--Blue Book.		
j. Telectet Head Set.		
k. 911 Emergency Telephone Program/Booklet		
l.		
m.		
n.		
8. The probationary dispatcher is made aware of hazards peculiar to his/her working environment including:		
a. Different elevations of floor surfaces entering the dispatch area threshold.		
b. Electrical hazards associated with spilled liquids on or in console.		
c. Location of fire extinguisher.		
d. Reporting of hazards--broken chairs, loose carpet, etc., to supervisors.		

GARDEN GROVE POLICE DEPARTMENT  
COMMUNICATIONS TRAINING GUIDE

I. Professional Orientation		
B. <u>Related Law Enforcement Agencies:</u>	Instructors' Initials and Date	
	Instructed in and/or Demonstrated By	Knowledge or Ability Has Been Demonstrated By Trainee
1. The probationary dispatcher will identify the basic responsibilities and types of assistance rendered by:		
a. California Highway Patrol (CHP)		
b. Department of Motor Vehicles (DMV)		
c. California Department of Justice (DOJ)		
d. Federal Bureau of Investigation (FBI)		
e. Military Police		
f. O.C. Marshal		
g. O.C. Communications (Control One)		
h. O.C. Sheriff's Department/Coroner & ID Services		
i. Immigration Service		
j.		
k.		
l.		
2. Mutual Aid Response: The probationary dispatcher will understand the Orange County Law Enforcement Mutual Aid Response Plan, including:		
a. How law enforcement mutual aid is activated in Orange County.		
b. Those agencies which Garden Grove responds to.		
c. Those agencies which respond to Garden Grove.		
d. Chain of command used to initiate mutual aid in Orange County.		
3. The probationary dispatcher will identify the concepts of mutual aid and GGPD policy related to assisting outside the primary jurisdiction of Garden Grove in the following circumstances:		

GARDEN GROVE POLICE DEPARTMENT  
COMMUNICATIONS TRAINING GUIDE

I. Professional Orientation		
B. <u>Related Law Enforcement Agencies:</u> (Continued)	Instructors' Initials and Date	
	Instructed in and/or Demonstrated By	Knowledge or Ability Has Been Demonstrated By Trainee
3 - a. Responding to calls for assistance outside this Department's primary jurisdiction.		
b. Assisting outside agencies in arrests within Garden Grove when requested.		
c. Requesting non-mutual aid assistance from adjoining jurisdictions.		
d.		
e.		

GARDEN GROVE POLICE DEPARTMENT  
COMMUNICATIONS TRAINING GUIDE

I. Professional Orientation		
C. <u>Unusual Occurrences</u> : The probationary dispatcher will understand how to handle various types of unusual occurrences:	Instructors' Initials and Date	
	Instructed in and/or Demonstrated By	Knowledge or Ability Has Been Demonstrated By Trainee
1. The probationary dispatcher will identify actions required when confronted with telephonic and/or radio initiated reports of the following unusual occurrences:		
a. Electrical wires down		
b. Malfunctioning traffic signals		
c. Hazardous street conditions		
d. Damage to fire hydrants		
e. Water leaks/main-to-meter/meter-to-residence		
f. Gas leaks		
g. Hazardous materials--leaks, spills, found		
h. Other local conditions which could create hazards		
i. Code Alex A and B (criteria to initiate)		
j.		
k.		
l.		
m.		

GARDEN GROVE POLICE DEPARTMENT  
COMMUNICATIONS TRAINING GUIDE

I. Professional Orientation		
D. <u>Departmental Forms</u> : The probationary dispatcher will understand the purpose and use of departmental forms most frequently used in the Communications function.	Instructors' Initials and Date	
	Instructed in and/or Demonstrated By	Knowledge or Ability Has Been Demonstrated By Trainee
1. The probationary dispatcher will understand and complete the following forms as required:		
a. Time Sheet		
b. Overtime Slip		
c. Sick-leave Slip		
d. Intra-Departmental Memo		
e. Message Sheets		
f. SVS Form (Stolen Vehicle System)		
g. APS Form (Automated Property System)		
h. Patrol Check Form		
i. Vacation Check/Vacation Cancellation Form		
j. MS Report (Miscellaneous Service)		
k. Lost License Plate Card		
l. Telephone Trace Form		
m. Crime Scene Investigation Request Form		
n. Directed Patrol Form		
o.		
p.		
q.		
r.		
s.		
t.		

GARDEN GROVE POLICE DEPARTMENT  
COMMUNICATIONS TRAINING GUIDE

I. Professional Orientation		
E. <u>Communications Equipment</u> : The probationary dispatcher will know the location and understand the function of the equipment located in the GGPD Communications Center.	Instructors' Initials and Date	
	Instructed in and/or Demonstrated By	Knowledge or Ability Has Been Demonstrated By Trainee
1. The probationary dispatcher will understand the purpose and/or demonstrate the ability to operate the following Communications equipment:		
a. Headsets		
b. Console Keyboard		
c. CRT Screen (Overhead Status Monitor)		
d. 911 Emergency Call Equipment		
e. Command Printer		
f. Micro-Data CRT Terminal		
g. BUSRP Back-Up Book (Business/Responsible Party)		
h. Phone Panel (Centrex)		
i. Page/Transfer System/Intercommunication System		
j. Video Cameras		
k. Door Locks--Speakers		
l. Hot Line Diverter		
m. Phone Counter		
n. Call Check Recorders		
o. Alarm Board		
p. Twenty-Four Hour Recorder		
q. Jail Cell Lights		
r. Radio Controls		
s. Sally Port Controls/Monitors		
t. Teledialer		
u. MODAT (Unit Radio Identifier)		
v. Tow Rotation Lights		
w. Channel Restrictions		

GARDEN GROVE POLICE DEPARTMENT  
COMMUNICATIONS TRAINING GUIDE

I. Professional Orientation		
E. <u>Communications Equipment</u> : (Continued)	Instructors' Initials and Date	
	Instructed in and/or Demonstrated By	Knowledge or Ability Has Been Demonstrated By Trainee
1 - x. Back-Up Card System		
y. Track Mechanism		
z. Various Computerized Reference Files		
2. The probationary dispatcher will understand the dispatch radio console and its operation including:		
a. The Redundant (Standby) System		
b. Purpose and use of Green Channel		
c. Purpose and use of Orange North Channel		
d. Purpose and use of Red Channel		
e. Purpose and use of White Channel		
f. Purpose and use of Blue Channel		
g. Purpose and use of Purple Channel		
h. Explanation of all buttons and switches on radio dispatch console		
i. Primary position vs. backup		
j. Watchdog Timer		
k.		
l.		
m.		
n.		

GARDEN GROVE POLICE DEPARTMENT  
COMMUNICATIONS TRAINING GUIDE

II. Call Taker Skills and Procedures		
A. <u>Telephonic Communications</u> : The probationary dispatcher will understand the importance and necessity for the proper use of interpersonal communication skills.	Instructors' Initials and Date	
	Instructed in and/or Demonstrated By	Knowledge or Ability Has Been Demonstrated By Trainee
1. Given stressful situations of interaction with the public, the probationary dispatcher will communicate properly and effectively with the following types of calling parties who are:		
a. Hostile		
b. Angry		
c. Hysterical		
d. Intoxicated		
e. Mentally Unstable		
f. Minority--with limited English capability		
g. Directing profanity at call taker		
h. Very young		
i. Very old		
j. Seeking non-police-related information or assistance		
k.		
l.		
m.		
2. The probationary dispatcher will identify and perform what must be accomplished by the call taker in a telephonic public contact, which will result in a positive Police Department image and effective communication including:		
a. Prompt answering		
b. Appropriate greeting and identification		
c. Courteous listening		
d. Appropriate questioning (DPR Guidelines)		
e. Accurate recording of information (note pad/computer ticket)		



GARDEN GROVE POLICE DEPARTMENT  
COMMUNICATIONS TRAINING GUIDE

II. Call Taker Skills and Procedures		
A. <u>Telephonic Communications:</u> (Continued)	Instructors' Initials and Date	
	Instructed in and/or Demonstrated By	Knowledge or Ability Has Been Demonstrated By Trainee
2 - f. Demonstrated interest and sincerity		
g. Rapid and accurate routing of calls to dispatcher/appropriate 911 response/in-hours, etc.		
h. Provision of service or information requested		
i. Courteous termination of calls		
j.		
k.		
l.		
m.		
3. The probationary dispatcher will identify the questions and types of information to be obtained for the following types of calls (Differential Police Response Guide/Matrix)		
a. Crimes Against Persons "Event 1"		
b. Disturbances "Event 2"		
c. Assistance "Event 3"		
d. Crimes Against Property "Event 4"		
e. Burglary "Event B"		
f. Traffic Accidents "Event 5"		
g. Traffic Problems "Event T"		
h. Suspicious Circumstances "Event 6"		
i. Public Morals "Event 7"		
j. Miscellaneous Service (MS) "Event 8"		
k. Alarms "Event 9"		
l.		

GARDEN GROVE POLICE DEPARTMENT  
COMMUNICATIONS TRAINING GUIDE

II. Call Taker Skills and Procedures

B. <u>Activities Initiated from Call Taker Console:</u> The probationary dispatcher will be familiar with the proper use and capabilities of the call taker console.	Instructors' Initials and Date	
	Instructed in and/or Demonstrated By	Knowledge or Ability Has Been Demonstrated By Trainee
1. The probationary dispatcher will demonstrate knowledge of call taker console and related equipment by performing the following:		
a. Initiating a complete and accurate dispatch ticket		
b. Display and explain unit information		
c. Display and explain ticket information		
d. Display suspect wants (SWANTS)		
e. Display search capability		
f. Display log		
g. Display car/unit assignments		
h. Display information from OCMS files		
i. Display notes (G-Notes/Z-Notes)		
j. Produce a hard copy of a dispatch ticket		
k. Produce a hard copy star log		
l. Make a 911 emergency phone transfer		
m. Display last ticket/DR assigned		
n. Query MCAPS		
o. Run vehicle registration		
p. Query for stolen property (APS & AFS)		
q. Query information on a person		
r. Produce hard copy of vehicle registration information		
s.		
t.		

GARDEN GROVE POLICE DEPARTMENT  
COMMUNICATIONS TRAINING GUIDE

III. Radio Dispatching Skills and Procedures		
<p>A. <u>Activities Initiated from the Dispatcher</u>  <u>Position:</u> The probationary dispatcher will be familiar with the proper use of radio dispatching equipment and demonstrate appropriate dispatching techniques.</p>	Instructors' Initials and Date	
	Instructed in and/or Demonstrated By	Knowledge or Ability Has Been Demonstrated By Trainee
1. The probationary dispatcher shall demonstrate proper utilization of available field resources through the following:		
a. Proper identification of units available		
b. Proper selection of unit(s) to dispatch		
c. Knowledge of team boundaries		
d. Proper assignment across team boundaries		
e. Proper assignment of motors		
f. Proper assignment of A.I.		
g. Proper assignment of supervisors		
h. Proper assignment of C.S.I.		
i. Determining appropriate number of officers to assign		
j. Initiating a local broadcast via radio		
k. Initiating a local broadcast via teleprinter		
l.		
m.		
n.		
o.		
p.		
q.		
2. The probationary dispatcher shall demonstrate proper utilization of Computer Aided Dispatch Functions (CAD) by logging pertinent times on the computer ticket train using the status 43 function with the following:		
a. Ambulance		
b. Golden Coast Laboratories		

GARDEN GROVE POLICE DEPARTMENT  
COMMUNICATIONS TRAINING GUIDE

III. Radio Dispatching Skills and Procedures		
A. <u>Activities Initiated from the Dispatcher Position:</u> (Continued)	Instructors' Initials and Date	
	Instructed in and/or Demonstrated By	Knowledge or Ability Has Been Demonstrated By Trainee
2 - c. Fire Department/Paramedics		
d. Other police departments		
e. OCSO - Coroner		
f. Edison Company		
g. Gas Company		
h. Telephone Company		
i. Water Department call-outs		
j. Accident investigation		
k. Tow companies		
l. Assigned detectives, etc.		
m. All other times deemed important to future ticket train review, i.e., homicides and major incidents.		
3. The probationary dispatcher will be alert to and familiar with procedures related to emergency radio traffic by property monitoring and dispatching the following:		
a. Foot pursuits		
b. Vehicle pursuits		
c. Officer needs assistance--urgent (997)		
d. Major, in-progress crimes		
e. Request for perimeter control		
f. Car stop with dangerous suspects (960X)		
g. Officer involved in shooting (998)		
h. Officer needs help--emergency (999)		
i. Unknown trouble (927)		
j. Major riot or disturbance (995)		
k. Injury accident (901T)		
l.		