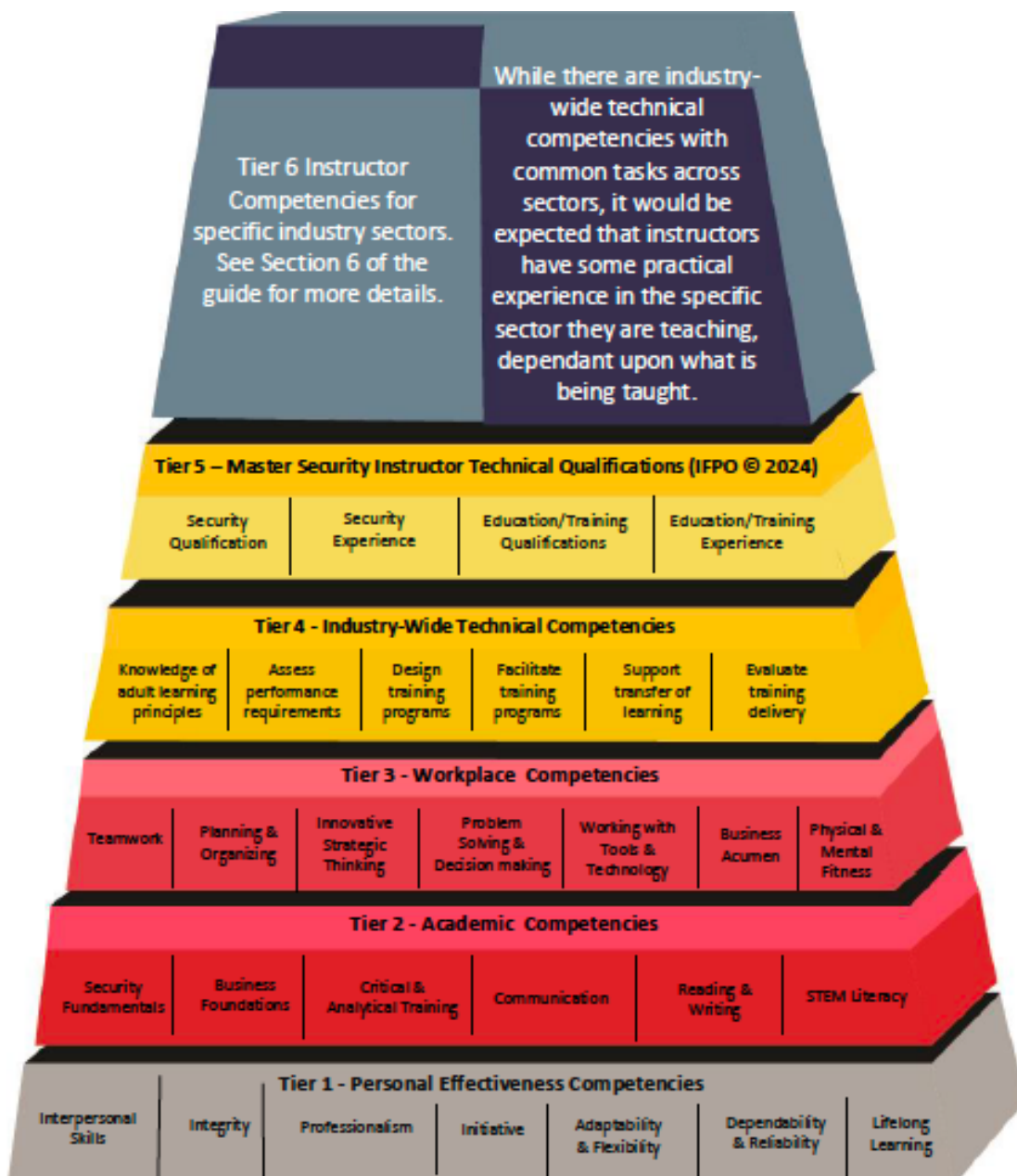




**INTERNATIONAL
FOUNDATION FOR
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Security Instructor Competency Model (IFPO © 2024)



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About the Model

Industry Skills Gap

Security instruction is a distinct and sophisticated profession requiring a unique set of competencies and skills for success. Currently there is no competency model nor guidelines for the development of security instructors. Most often instructors come from one of two areas. The first is retired government personnel who provide training in the security industry who believe that their experience is enough to train security personnel. Despite the fact that the security industry is not a subset or “spin-off” of the criminal justice system, these instructors have been providing instruction in the field. The second is security practitioners who have worked in the security industry for years. They often have no formal training or education in adult learning principles as they believe that experience is enough to instruct others.

While many academic institutions provide adult learning certificates, diplomas, undergraduate and master degrees and doctorates, there are few, if any that offer training for security instructors. Adult learning is a complex process that requires expertise that can only be gained in an adult learning environment to ensure the successful transfer of learning in a consistent and comprehensive manner. This complexity of adult learning contributes to the growing security industry skills gap. In addition, many jurisdictions do not have academic institutions that provide instruction for security practitioners despite the growth of the security industry. Thankfully there are some international associations that do provide a variety of security industry certifications at both the operative (security officer / supervisor) and managerial levels. In addition, a small but growing group of academic institutions offer undergraduate and above degrees. However, these are expensive and beyond the reach of many practitioners.

The workforce is also aging, which leads to further shortages of qualified workers, and creates the need to strengthen the industry’s talent pipeline. These dynamics, and the absence of major industry-endorsed solutions, contribute to large talent deficits that may weaken the security infrastructure of organizations, enterprises, and the larger global economy.

Part of the challenge with instruction is that while there are industry texts that identify *what* content should be delivered, they do not explain *how* that content should be provided.

Finally, the security industry is a mostly unregulated industry with the only training required are those jurisdictions requiring only frontline security personnel to obtain minimum instruction levels to meet legislative mandates. This same issue of a lack of regulation also affects those security instructors. They often do not have formal training because it is not required. As the contract guard industry in particular is highly competitive, training, unless mandated is often either minimal or self-driven due to budget restrictions.

There are at least four factors driving the need for qualified instructors. The first is that the industry is maturing and there are those leaders who have risen up the ranks from front line security officer and are now in senior positions. These leaders recognize the need for not only mandatory training at all levels but mandatory training for instructors.

The second driver are clients with sophisticated and increasing security requirements. They are demanding better trained and education security personnel. This is partly due to increasing complexity of mass private properties, an often zero low or zero tolerance for risk, the growth of technology within the security industry, and social media recording security failures which in turn spotlight client's and guard company's training failures thereby subjecting them to potential lawsuits. Finally, law enforcement personnel and departments find themselves more and more overwhelmed with demands for services they can no longer meet. Security personnel are working hard to provide this service.

The third driver, closely aligned with the second are increasing salaries. Simply put, with increased salaries come justifiably increasing demands being placed upon employees.

The fourth driver are those security practitioners who recognize they can indeed pursue a career within the industry and also recognize that they and their staff need more industry education and training.

Security Competency Research

To respond to workforce development challenges in the manned security guarding industry, the International Foundation for Protection Officers (IFPO) engaged in a research initiative to identify the skills and competencies¹ necessary for security instructors to provide the necessary instruction to develop security officers, supervisors and management personnel now and in the future. The goal of this research effort is to promote and maintain a common understanding of the skill sets and competencies that are essential to educate and train a globally competitive security workforce. Establishing consensus on which security instructor competencies are needed across industries and subsectors of the security industry can help to close skills gaps by defining clearer career pathways for tomorrow's professionals. As a result of this lack of career pathways, IFPO created the *Security Officer to Chief Security Officer: A Guide to Workforce Competencies, Risks and Career Planning, 1st Edition*. This guide is to assist those personnel wishing to develop their career planning, and includes suggested educational requirements for success. This guide can be accessed at the IFPO website.

International Roundtable of Subject Matter Experts: In July and August 2024 the International Foundation for Protection Officers convened an international roundtable of senior leaders from the security industry and higher education to review the draft Security Instructor Competency Model and the key competencies that security instructors will require to effectively teach the next generation of security practitioners effectively.

International Survey: The International Foundation for Protection Officers conducted an international survey of security industry professionals in spring and summer 2024 to validate the roundtable findings with quantitative data to help verify and prioritize the identified security instructor professional competencies.

¹ A *competency* is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform "critical work functions" or tasks in a defined work setting.

Security Instructor Competency Model

The Security Instructor competency research is formatted into this proposed Security Instructor Competency Model, using a framework provided by the U.S. Department of Labor's Employment and Training Administration.²

This Security Instructor Competency Model is designed to encompass the broad baseline skills and competencies needed for the entire industry, not just an industry segment or occupation.

³

The model is intended to reflect the competencies needed for entry-level security instructors and also to serve as a career development tool to help ensure that security instructors possess foundational competencies that are required as prerequisites for additional education or training that enables them to advance in their careers. The model also serves as a resource to identify the training and education needed to upgrade incumbent workers' skills to adapt to new technologies, emerging industry dynamics, and new work processes.³

A **competency model** is a collection of competencies that together define successful performance in a particular work setting. Competency models are the foundation for important human resource functions such as recruitment and hiring, training and development, and performance management.

Model Publication

The International Foundation for Protection Officers is working to validate the Security Instructor Model with subject matter experts, corporations, and other stakeholders.

Following the publication of this proposed model, the International Foundation for Protection Officers will ensure that it will be reviewed to adjust to the changing dynamics of the global security industry. IFPO will partner with multiple industry stakeholders to disseminate the model, creating resources and tools to enable security professionals, private organizations, government entities and training and educational institutions to understand and apply the model to their respective workforce development priorities.

U.S. DOL Competency Model Framework

The Security Instructor Competency Model is depicted in a pyramid graphic with nine tiers. Each tier comprises blocks representing the skills, knowledge, and abilities essential for successful performance in the industry or occupation represented by the model. At the base of the model, the competencies apply to a large number of occupations and industries. As a user moves up the model, the competencies become industry and occupation specific. The pyramid shape does not imply that competencies at the top are at a higher level of skill. Instead, the model's shape represents the increasing specialization and specificity in the application of skills. A table of the competency definitions and associated key behaviors follows.

² The Security Instructor Competency Model was written by the International Foundation for Protection Officers.

³ The Security Instructor Competency Model has been vetted by security industry professionals, security industry associations, industry leaders and subject matter experts, education leaders and governmental entities in the United States and throughout the world. The model depicts the consensus among these global stakeholders for the competencies and skills required for success in the enterprise security industry.

Foundational Competencies

Tiers 1 through 3 contain Foundation Competencies, which form the foundation needed to be ready to enter the workplace.

- **Tier 1 – Personal Effectiveness Competencies** are shown as the base of the pyramid because they represent personal attributes or "soft skills" that may present some challenges to teach or assess. Essential for all life roles, personal effectiveness competencies generally are learned in the home or community and reinforced at school and in the workplace.
- **Tier 2 – Academic Competencies** are critical competencies primarily learned in a school setting. They include cognitive functions and thinking styles that are likely to apply to most industries and occupations.
- **Tier 3 – Workplace Competencies** represent motives and traits, as well as interpersonal and self-management styles. They generally are applicable to a large number of occupations and industries.

Competency – A cluster of related knowledge, skills, and abilities that affects a major part of one's job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development.

Industry Competencies

Tiers 4 and 5, called Industry Competencies, show competencies that are specific to the *industry or industry sector*. These cross-cutting industry-wide competencies demonstrate the viability of career lattices that allow workers to move easily across industry sub-sectors. As a result, this model supports the development of an agile workforce that does not need to follow a single occupational career ladder.

- **Tier 4 – Industry-Wide Technical Competencies** represent the knowledge and skills that are common for instructors delivering adult learning. These technical competencies build on, but are more specific than, competencies represented on lower tiers.
- **Tier 5 – Master Security Instructor Qualifications** represents the International Foundation for Protection Officer's Master Security Instructor designation. This designation represents minimum expectations for security qualifications & experience, and adult learning education and delivery experience.
- **Tier 6 – Industry-Sector Functional Areas** represents 22 areas of the economy that security practitioners work within. It is expected that instructors have expertise in the area(s) they are delivering material within.

Tier 1: Personal Effectiveness Competencies

1.1 Interpersonal Skills and Teamwork: Displaying skills to work with others from diverse backgrounds.

1.1.1 Demonstrating concern for others

- 1.1.1.1 Show sincere interest in others and their concerns
- 1.1.1.2 Demonstrate sensitivity to the needs and feelings of others
- 1.1.1.3 Look for ways to help others and deliver assistance

1.1.2 Demonstrating insight into behavior

- 1.1.2.1 Recognize and accurately interpret the verbal and nonverbal behavior of others
- 1.1.2.2 Show insight into the actions and motives of others
- 1.1.2.3 Recognize when relationships with others are strained

1.1.3 Maintaining open communication

- 1.1.3.1 Maintain open lines of communication with others
- 1.1.3.2 Encourage others to share problems and successes
- 1.1.3.3 Establish a high degree of trust and credibility with others

1.1.4 Respecting diversity

- 1.1.4.1 Demonstrate sensitivity and respect for the opinions, perspectives, customs, and individual differences of others
- 1.1.4.2 Value diversity of people and ideas
- 1.1.4.3 Deal with a wide range of people with flexibility and open-mindedness
- 1.1.4.4 Listen to and consider others' viewpoints
- 1.1.4.5 Work well and develop effective relationships with diverse personalities

1.2 Integrity: Displaying accepted social and work behaviors.

1.2.1 Behaving ethically

- 1.2.1.1 Abide by a strict code of ethics and behavior
- 1.2.1.2 Choose an ethical course of action and do the right thing, even in the face of opposition
- 1.2.1.3 Encourage others to behave accordingly

1.2.2 Acting fairly

- 1.2.2.1 Treat others with honesty, fairness, and respect
- 1.2.2.2 Make decisions that are objective and reflect the just treatment of others

1.2.3 Taking responsibility

- 1.2.3.1 Take responsibility for accomplishing work goals within accepted timeframes, or for not accomplishing those goals
- 1.2.3.2 Accept responsibility/accountability for one's decisions and actions and for those of one's group, team, or department
- 1.2.3.3 Understand that past behavior may affect one's ability to obtain occupation or meet occupational requirements
- 1.2.3.4 Attempt to learn from mistakes

1.3 Professionalism: Maintaining a professional demeanor at work.

1.3.1 Demonstrating self-control

- 1.3.1.1 Demonstrate self-control by maintaining composure and keeping emotions in check
- 1.3.1.2 Deal calmly and effectively with stressful situations

1.3.2 Maintaining a professional appearance

- 1.3.2.1 Maintain a professional demeanor
- 1.3.2.2 Dress appropriately for occupation and its requirements
- 1.3.2.3 Maintain appropriate personal hygiene
- 1.3.2.4 Wear appropriate identification, as required
- 1.3.2.5 Refrain from lifestyle choices which negatively impact the workplace and individual performance
- 1.3.2.6 Be prepared to represent your organization and effort

1.3.3 Maintaining a positive attitude

- 1.3.3.1 Project a positive image of oneself and the organization
- 1.3.3.2 Demonstrate a positive attitude towards work
- 1.3.3.3 Take pride in one's work and the work of the organization

1.4 Initiative: Demonstrating a willingness to work.

1.4.1 Persisting

- 1.4.1.1 Pursue work with energy, drive, and a strong accomplishment orientation
- 1.4.1.2 Persist and expend extra effort to accomplish tasks even when conditions are difficult or deadlines tight
- 1.4.1.3 Persist at a task or problem despite interruptions, obstacles, or setbacks

1.4.2 Taking initiative

- 1.4.2.1 Go beyond the routine demands of the job
- 1.4.2.2 Take initiative in seeking out new work challenges and increasing the variety and scope of one's job
- 1.4.2.3 Seek opportunities to influence events and originate action
- 1.4.2.4 Assist others who have less experience or have heavy workloads
- 1.4.2.5 Seek the information and assistance needed to be successful

1.4.3 Setting challenging goals

- 1.4.3.1 Establish and maintain personally challenging but realistic work goals
- 1.4.3.2 Exert effort toward task mastery
- 1.4.3.3 Bring issues to closure by pushing forward until a resolution is achieved

1.4.4 Working independently

- 1.4.4.1 Develop and use effective and efficient ways of performing tasks
- 1.4.4.2 Perform effectively, even with minimal direction, support, approval, or direct supervision
- 1.4.4.3 Strive to exceed standards and expectations
- 1.4.4.4 Exhibit confidence in capabilities and an expectation to succeed in future activities

1.5 Adaptability and Flexibility: Displaying the capability to adapt to new, different, or changing requirements.

1.5.1 Employing unique analyses

- 1.5.1.1 Employ unique analyses and generate valuable, innovative ideas
- 1.5.1.2 Integrate related and seemingly unrelated information to develop creative solutions
- 1.5.1.3 Develop innovative methods of obtaining or using information or resources when needed

1.5.2 Entertaining new ideas

- 1.5.2.1 Remain open to considering new ways of doing things
- 1.5.2.2 Actively seek out and carefully consider the merits of new approaches to work
- 1.5.2.3 Embrace new approaches when appropriate and discard approaches that are no longer working

1.5.3 Dealing with ambiguity

- 1.5.3.1 Take appropriate action without having all facts or permissions, when necessary
- 1.5.3.2 Change plans, goals, action, or priorities in response to changing, unpredictable, or unexpected events, pressures, situations, and job demands

1.6 Dependability and Reliability: Displaying responsible behaviors at work.

1.6.1 Fulfilling obligations

- 1.6.1.1 Behave consistently and predictably
- 1.6.1.2 Fulfill obligations reliably, responsibly, and dependably
- 1.6.1.3 Diligently follow through on commitments and consistently meet deadlines
- 1.6.1.4 Demonstrate regular and punctual attendance

1.6.2 Attending to details

- 1.6.2.1 Understand team or organizational goals, efforts, and requirements sufficiently to be able to assess and understand the purpose and appropriateness of detail work
- 1.6.2.2 Check work to ensure that all essential details have been considered
- 1.6.2.3 Notice errors or inconsistencies that others have missed, and take prompt, thorough action to correct errors

1.6.3 Complying with policies and procedures

- 1.6.3.1 Follow written and verbal directions
- 1.6.3.2 Comply with organizational rules, policies, and procedures
- 1.6.3.3 Resolve uncertainties with rules, policies, and procedures to assure compliance

1.7 Lifelong Learning: Displaying a willingness to learn and apply new knowledge and skills.

1.7.1 Demonstrating an interest in learning

- 1.7.1.1 Demonstrate an interest in personal learning and development
- 1.7.1.2 Seek feedback from multiple sources about how to improve, develop, and modify behavior based on feedback and/or self-analysis of past mistakes

1.7.1.3 Use newly learned knowledge and skills to complete specific tasks

1.7.2 Participating in training

1.7.2.1 Take steps to develop and maintain the knowledge, skills, and expertise necessary to perform one's role successfully

1.7.2.2 Participate fully in relevant training and professional development programs

1.7.2.3 Broaden knowledge and skills through technical expositions, seminars, professional groups, reading publications, job shadowing, certification, and continuing education

1.7.3 Anticipating changes in work

1.7.3.1 Anticipate changes in work demands and search for and participate in assignments or training that address these changing demands

1.7.3.2 Treat unexpected circumstances as opportunities to learn

1.7.4 Identifying career interests

1.7.4.1 Take charge of personal career development by identifying occupational interests, strengths, options, and opportunities

1.7.4.2 Make insightful career planning decisions based on integration and consideration of others' feedback, and seek out additional training to pursue career goals

Tier 2: Academic Competencies

2.1 Security Fundamentals: Understands and can apply basic security principles to the security of the enterprise or a specific structure, system, or process.

- 2.1.1 Plan, organize, direct, and manage the organization's security program to avoid/control losses and apply the process to provide a secure work environment.
- 2.1.2 Develop, manage, or conduct threat/vulnerability analyses to determine the probable frequency and severity of natural and man-made disasters, criminal activity, counterproductive and risk behaviors and risk categories on the organization's profitability, function, safety, and or ability to deliver products/services.
- 2.1.3 Evaluate methods to improve security and loss prevention and information loss prevention systems on a continuous basis through auditing, review, and assessment.
- 2.1.4 Develop and present employee security awareness programs to achieve organizational goals and objectives.
- 2.1.5 Conducts pre-employment background screening for the unit, organization, operation, or enterprise.

2.2 Business Foundations: Understand basic business principles, trends, and economics.

- 2.2.1 Develop and manage budget and financial controls to achieve fiscal responsibility
- 2.2.2 Develop, implement, and manage policies, procedures, plans and directives to achieve organizational objectives.
- 2.2.3 Develop procedures/techniques to measure and improve organizational productivity
- 2.2.4 Develop, implement, and manage staffing, leadership, training, and management programs in order to achieve organizational objectives
- 2.2.5 Monitor and ensure a sound ethical climate in accordance with the laws and the organization's directives and standards to support and promote proper enterprise practices.

2.3 Critical and Analytical Thinking: Using logic, reasoning, and analysis to address problems.

2.3.1 Reasoning

- 2.3.1.1 Possess sufficient logic, inductive, and deductive reasoning ability to perform job successfully
- 2.3.1.2 Critically review, analyze, synthesize, compare, and interpret information
- 2.3.1.3 Draw conclusions from relevant and/or missing information
- 2.3.1.4 Understand the principles underlying the relationship among facts and apply this understanding when solving problems
- 2.3.1.5 Be able to differentiate between fact and opinion
- 2.3.1.6 Be able to effectively and efficiently present logic, reasoning, and analysis to others

2.3.2 Mental agility

- 2.3.2.1 Identify connections between issues
- 2.3.2.2 Quickly understand, orient to, and learn new assignments
- 2.3.2.3 Shift gears and change direction when working on multiple projects or issues

2.4 Communication: Giving full attention to what others are saying, and communicating in English well enough to be understood by others.

2.4.1 Listening

- 2.4.1.1 Receive, attend to, interpret, understand, and respond to verbal messages and other cues
- 2.4.1.2 Pick out important information in communications
- 2.4.1.3 Understand complex instructions
- 2.4.1.4 Acknowledge feelings and concerns of communications

2.4.2 Communication

- 2.4.2.1 Express relevant information appropriately to individuals or groups taking into account the audience and the nature of the information (e.g., technical or controversial)
- 2.4.2.2 Communicate clearly and confidently
- 2.4.2.3 Communicate using common English conventions including proper grammar, tone, and pace
- 2.4.2.4 Track listener responses and react appropriately to those responses
- 2.4.2.5 When possible, effectively use eye contact and non-verbal expression
- 2.4.2.6 Ask questions or report problems or concerns to people in authority when information or procedures are unclear or need improvement, or when feeling unsafe or threatened in the workplace

2.4.3 Two-way communication

- 2.4.3.1 Practice meaningful two-way communication (i.e., communicate clearly, pay close attention, and seek to understand others, and clarify information)
- 2.4.3.2 Be able to demonstrate good listening by summarizing or repeating communication back to other speakers
- 2.4.3.3 As appropriate, effectively use eye contact, posture, and other nonverbal cues
- 2.4.3.4 Be able to effectively answer questions of others or communicate an inability to do so and suggest other sources of answers

2.4.4 Persuasion/influence

- 2.4.4.1 Persuasively present thoughts and ideas
- 2.4.4.2 Gain commitment and ensure support for proposed ideas

2.5 Reading and Writing: Understanding written sentences and paragraphs in work-related documents. Using standard English to compile information and prepare written reports.

2.5.1 Comprehension

- 2.5.1.1 Locate, understand, and interpret written information in prose and in documents such as manuals, reports, memos, letters, forms, graphs, charts, tables, calendars, schedules, signs, notices, applications, and directions
- 2.5.1.2 Understand the purpose of written materials
- 2.5.1.3 Attain meaning and comprehend core ideas
- 2.5.1.4 Learn definitions of unfamiliar terms
- 2.5.1.5 Critically evaluate and analyze information in written materials
- 2.5.1.6 Integrate and synthesize information from multiple written materials

2.5.2 Attention to detail

- 2.5.2.1 Identify main ideas, implied meaning and details, missing information, biases, differing perspectives, sources, and reliability of written materials
- 2.5.2.2 Note details, facts, and inconsistencies

2.5.3 Application

- 2.5.3.1 Integrate what is learned from written materials with prior knowledge
- 2.5.3.2 Apply what is learned from written material to follow instructions and complete specific tasks
- 2.5.3.3 Apply what is learned from written material to future situations

2.5.4 Organization and development

- 2.5.4.1 Prepare reports that are easy to understand using proper terminology
- 2.5.4.2 Communicate thoughts, ideas, information, messages, and other written information which may contain technical material, in a logical, organized, efficient, and coherent manner
- 2.5.4.3 Present ideas that are well developed with supporting information and examples

2.5.5 Mechanics

- 2.5.5.1 Use standard syntax and sentence structure
- 2.5.5.2 Use correct spelling, punctuation, and capitalization
- 2.5.5.3 Use appropriate grammar (e.g., correct tense, subject-verb agreement, no missing words)
- 2.5.5.4 Write legibly
- 2.5.5.5 Proof read finished documents for errors
- 2.5.5.6 Distribute written materials appropriately for intended audiences and purposes

2.5.6 Tone

- 2.5.6.1 Write in a manner appropriate for the industry and organization
- 2.5.6.2 Use language appropriate for the target audience
- 2.5.6.3 Use appropriate tone and word choice (e.g., writing is professional and courteous)

2.6 STEM Literacy (Science, Technology, Engineering, Mathematics): Understand and apply science, technology, engineering, and mathematics to work within individual roles and responsibilities and in collaborating with allied workers.

2.6.1 Science: Using scientific rules and methods to solve problems.

- 2.6.1.1 Scientific Method
 - Understand the scientific method (identify problems, collect information, form and validate hypotheses, draw conclusions) and apply basic scientific research
 - Apply the scientific method to testing, measuring, and troubleshooting security functions
- 2.6.1.2 Scientific Investigation
 - Formulate scientifically investigable questions, construct investigations, collect and evaluate data, and develop scientific recommendations based on findings

- Evaluate scientific constructs including: conclusions, conflicting data, controls, data, inferences, limitations, questions, sources of errors, and variables

2.6.1.3 Applications

- Apply basic scientific principles to work-related responsibilities
- Physical
- Environmental
- Technological
- Compliance and Quality Assurance

2.6.2 Technology: Using technology tools such as software, computers, communication devices and related applications to input, retrieve, monitor, measure and communicate information.

2.6.2.1 Understand terminology and demonstrate familiarity with the function and capabilities of common computer, software, information and communication technology devices, communication systems, information systems, components, and concepts, including wired and wireless telephones, wearable computing, audio conferences, videoconferences, and online collaboration tools

2.6.2.2 Understand and efficiently use common computer hardware (e.g., desktops, laptops, tablets, PC components, cabling, wearable computing), software (e.g., operating systems, applications, communication, collaboration, and productivity software) and communication devices (e.g., telephony, wireless devices, network, and wireless systems) to perform tasks and communicate effectively

2.6.2.3 Use word processing applications to compose, organize, and edit simple documents and other business communications, and produce accurate outputs to print or share electronically

2.6.2.4 Use standard formulas and functions, format and modify content, and demonstrate competence in creating and formatting spreadsheets, graphs, or charts

2.6.2.5 Use spreadsheet, database, and presentation software both independently and in an integrated fashion

2.6.2.6 Use audio and video recording equipment and software to produce digital audio and video records and communications

2.6.2.7 Manage file storage: use functions to store, retrieve, and sort documents

2.6.2.8 Understand social media and their appropriate workplace uses and risks

2.6.2.9 **Define:** Be able to define a problem that needs information in order to be solve

2.6.2.10 **Access:** Search, find and retrieve appropriate information relative to the task

2.6.2.11 **Manage:** Apply an organizational or classification system to organize retrieved information

2.6.2.12 **Evaluate:** Be able to judge the quality, relevance, usefulness, efficiency, and adequacy of information and information sources for the defined purpose (including the authority, bias, and timelines of information)

2.6.2.13 **Integrate:** Interpret and represent data and information gathered, using quality management tools to organize, compare, contrast, summarize and synthesize information from multiple sources

- 2.6.2.14 **Create:** Adapt, apply, design or author information resulting from the research that describes the research and its analysis and findings, facilitates decision-making, and develops conclusions and recommendations
- 2.6.2.15 **Communicate:** Communicate that research and its findings effectively and efficiently in person and through written, visual, and digital media in a way that is appropriate for the intended audience
- 2.6.2.16 Understand new and emerging technologies that present solutions and risk
- 2.6.2.17 Demonstrate skill in applying and incorporating technologies into proposed solutions
- 2.6.2.18 Understand industry indicators useful for identifying technology trends and applications that can be applied to enhance the security of an enterprise, division or function of a group, asset, or person

2.6.3 Engineering: Using applications of scientific, economic, social, and practical knowledge in order to enhance, design, plan and inspect the security of systems, processes, and the physical structures.

- 2.6.3.1 Design, Application, and Integration of Physical Security Systems
 - Understands the basics of systems engineering, IT fundamentals, communications systems basics to help bridge the gaps across disciplines, facilitation security integrations in designs and avoid engineering re-designs.
 - Establish security system requirements and performance specifications.
 - Understands security legislative and regulatory functions and their impact on the design and construction physical structures, systems, and processes.
 - Applies physical security measures and select appropriate system components.
 - Is able to clearly and effectively communicate with corporate managers, end customers and engineers from other departments
 - Develop and documents system design and pre-implementation plans.
 - Identifies problems or opportunity to enhance security through the collection and analysis of data
 - Helps determine the specifications for the solution and develops conceptual design for facilities security, systems, and processes, collaborates with others to reach consensus, and issues opinions for security designs
 - Reviews, evaluates, and implements new technologies that support best practices in areas that include, but are not limited to compliance, work management, outage restoration, and the planning and scheduling of work.
 - Uses logical thought processes to analyze information and draw conclusions
 - Identifies inconsistent or missing information
 - Critically reviews, analyzes, synthesizes, compares, and interprets information
 - Tests possible hypotheses to ensure the security infrastructure, process or system is correctly analyzed or problems are properly diagnosed and the best solution is found

2.6.3.2 Project Planning

- Determines project requirements and estimates resources
- Conducts economic analyses to determine optimum plan
- Creates an effective project plan
 - Prioritize tasks
 - Create milestones
- Anticipates project constraints and creates alternative plans
- Monitors project status against the plan and reports on the results
- Provides input for requests for proposal (RFP's) and assists in the analysis of responses
- Provides input into the preparation of contracts and participates in the negotiation of revisions, changes, and additions to contractual agreements with consultants, clients, suppliers, and subcontractors.
- Acts independently on technical matters in the assigned field of expertise and recommends approval of professional services, materials & construction procurement contracts as related to the security of physical structures, processes, and systems.

2.6.4 Mathematics: Using mathematics to express ideas, implement metrics, create fiscal projections, and solve problems.

2.6.4.1 Quantification

- Read and write numbers
- Count and place numbers in sequence
- Understand relationships between numbers

2.6.4.2 Computation

- Add, subtract, multiply, and divide with whole numbers, fractions, decimals, and percentages
- Calculate averages, ratios, proportions, and rates
- Convert decimals to fractions and fractions to decimals
- Convert fractions to percentages and percentages to fractions

2.6.4.3 Measurement and estimation

- Take and understand measurements of time, temperature, distances, length, width, height, perimeter, area, volume, weight, velocity, and speed
- Use and report measurements correctly, including units of measurement
- Convert from one measurement to another (e.g., from English to metric or International System of Units (SI), or Fahrenheit to Celsius)

2.6.4.4 Application

- Perform basic math computations accurately
- Translate practical problems into useful mathematical expressions
- Use appropriate mathematical formulas and techniques

Tier 3: Workplace Competencies

3.1 Teamwork: Working cooperatively with others to complete work assignments.

3.1.1 Acknowledging team membership and role

- 3.1.1.1 Accept membership in the team
- 3.1.1.2 Identify the roles of each team member
- 3.1.1.3 Show loyalty to the team
- 3.1.1.4 Determine when to be a leader and when to be a follower depending on what is needed to achieve the team's goals and objectives
- 3.1.1.5 Encourage others to express their ideas and opinions
- 3.1.1.6 Identify and draw upon team members' strengths and weaknesses to achieve results
- 3.1.1.7 Learn from other team members

3.1.2 Establishing productive relationships

- 3.1.2.1 Develop constructive and cooperative working relationships with others
- 3.1.2.2 Exhibit tact and diplomacy and strive to build consensus
- 3.1.2.3 Show sensitivity to the thoughts and opinions of other team members
- 3.1.2.4 Deliver constructive criticism and voice objections to others' ideas and opinions in a supportive, non-accusatory manner
- 3.1.2.5 Cooperate with others and contribute to the group's effort
- 3.1.2.6 Respond appropriately to positive and negative feedback

3.1.3 Identifying with the team and its goals

- 3.1.3.1 Identify the goals, norms, values, and customs of the team
- 3.1.3.2 Use a group approach to identify problems and develop solutions based on group consensus
- 3.1.3.3 Effectively communicate with all members of the group or team to achieve goals and objectives
- 3.1.3.4 Participate on virtual teams and use tools for virtual collaboration

3.1.4 Resolving conflicts

- 3.1.4.1 Bring others together to reconcile differences
- 3.1.4.2 Handle conflicts maturely by exercising "give and take" to achieve positive results for all parties
- 3.1.4.3 Reach formal or informal agreements that promote mutual goals and interests, and obtain commitment to those agreements from individuals or groups

3.2 Planning and Organizing: Planning and prioritizing work to manage time effectively and accomplish assigned tasks.

3.2.1 Planning

- 3.2.1.1 Approach work in a methodical manner
- 3.2.1.2 Plan and schedule tasks so that work is completed on time
- 3.2.1.3 Keep track of details to ensure work is performed accurately and completely
- 3.2.1.4 Work concurrently on several tasks

- 3.2.1.5 Anticipate obstacles to project completion and develop contingency plans to address them
- 3.2.1.6 Takes necessary corrective action when projects go off-track
- 3.2.1.7 Apply lessons learned from previous tasks to more efficiently execute current tasks

3.2.2 Prioritizing

- 3.2.2.1 Prioritize various competing tasks and perform them quickly and efficiently according to their urgency
- 3.2.2.2 Find new ways of organizing work area or planning work to accomplish work more efficiently

3.2.3 Allocating resources

- 3.2.3.1 Determine personnel and other resources required for achieving project deliverables
- 3.2.3.2 Allocate time and resources effectively and coordinate efforts with all affected parties

3.2.4 Project management

- 3.2.4.1 Develop, communicate, and implement a plan for a project
- 3.2.4.2 Develop a timeline for sequencing the activities of a project
- 3.2.4.3 Keep track of time, resources, assignments, and deliverables
- 3.2.4.4 Anticipate obstacles and develop contingency plans
- 3.2.4.5 Document plans, assignments, changes, and deliverables
- 3.2.4.6 Understand and plan for dependencies (e.g., step A must be completed before step B)
- 3.2.4.7 Manage activities to meet plans and adjust plans and communicate changes as needed
- 3.2.4.8 Keep all parties informed of progress and all relevant changes to project timelines
- 3.2.4.9 Engage in effective time management to keep multiple tasks moving forward

3.3 Innovative Strategic Thinking: Generating innovative and creative solutions.

- 3.3.1 Employ unique analyses and generate new, innovative ideas in complex areas
- 3.3.2 Reframe problems in a different light to find fresh approaches
- 3.3.3 Entertain wide-ranging possibilities to develop unique approaches and useful solutions
- 3.3.4 Seek out and entertain diverse perspectives, including those from other fields and roles
- 3.3.5 Understand the pieces of a system as a whole and possess a big picture view of the situation
- 3.3.6 Integrate seemingly unrelated information to develop creative solutions
- 3.3.7 Develop innovative methods of obtaining or using resources when insufficient resources are available
- 3.3.8 Demonstrate innovative thinking by using new and existing technology in new ways
- 3.3.9 Find new ways to add value to the efforts of a team and organization

3.4 Problem Solving and Decision Making: Applying critical-thinking skills to solve problems by generating, evaluating, and implementing solutions.

3.4.1 Identifying the problem

- 3.4.1.1 Anticipate or recognize the existence of a problem
- 3.4.1.2 Identify the true nature of the problem by analyzing its component parts
- 3.4.1.3 Evaluate the importance of the problem
- 3.4.1.4 Use all available reference systems to locate and obtain information relevant to the problem
- 3.4.1.5 Recall previously learned information that is relevant to the problem
- 3.4.1.6 Document the problem and any corrective actions already taken and their outcomes

3.4.2 Locating, gathering, and organizing relevant information

- 3.4.2.1 Effectively use both internal resources (e.g., internal computer networks, manuals, policy, or procedure guidelines) and external resources (e.g., internet search engines) to locate and gather information relevant to the problem
- 3.4.2.2 Examine information obtained for rigor, relevance, and completeness
- 3.4.2.3 Recognize important gaps in existing information and take steps to eliminate those gaps
- 3.4.2.4 Organize/reorganize information as appropriate to gain a better understanding of the problem
- 3.4.2.5 Refer the problem to appropriate personnel when necessary

3.4.3 Generating alternatives

- 3.4.3.1 Integrate previously learned and externally obtained information to generate a variety of high-quality alternative approaches to the problem
- 3.4.3.2 Use logic and analysis to identify the strengths and weaknesses, the costs and benefits, and the short- and long-term consequences of different approaches

3.4.4 Choosing a solution

- 3.4.4.1 Choose the best solution after contemplating available approaches to the problem, environmental factors, and conducting cost/benefit analyses
- 3.4.4.2 Make difficult decisions even in highly ambiguous or ill-defined situations
- 3.4.4.3 Implementing the solution
- 3.4.4.4 Commit to a solution in a timely manner, and develop a realistic approach for implementing the chosen solution
- 3.4.4.5 Observe and evaluate the outcomes of implementing the solution to assess the need for alternative approaches and to identify lessons learned
- 3.4.4.6 Document issues, plans, and solutions; get appropriate permissions; and communicate appropriately to impacted stakeholders

3.4.5 Implementing the solution

- 3.4.5.1 Commit to a solution in a timely manner, and develop a realistic approach for implementing the chosen solution
- 3.4.5.2 Observe and evaluate the outcomes of implementing the solution to assess the need for alternative approaches and to identify lessons learned
- 3.4.5.3 Document issues, plans, and solutions; get appropriate permissions; and communicate appropriately to impacted stakeholders

3.5 Working with Tools and Technology: Selecting, using, and maintaining tools and technology to facilitate work activity.

3.5.1 Selection and application

- 3.5.1.1 Identify, evaluate, select, and apply hardware or software tools or technological solutions appropriate to the task at hand (e.g., use statistical tools to show reliability of data)
- 3.5.1.2 Identify potential hazards or risks related to the use of tools and equipment
- 3.5.1.3 Present and obtain approval from decision-makers for acquiring tools and solutions
- 3.5.1.4 Negotiate with and manage relationships with vendors of tools and technologies
- 3.5.1.5 Operate tools and equipment in accordance with established operating procedures and safety standards
- 3.5.1.6 Document tools and technologies and how they are used in the organization

3.5.2 Keeping current

- 3.5.2.1 Seek out and continue learning about new and emerging tools, technologies, and methodologies that may assist in streamlining work and improving productivity
- 3.5.2.2 Take charge of your own personal and professional growth

3.6 Business Acumen: Understand basic business principles, trends, and economics.

3.6.1 Situational awareness

- 3.6.1.1 Understand business mission and goals: impact, profit, market share, and/or reputation
- 3.6.1.2 Understand the industry, trends in the industry, and the company's position in the industry and market
- 3.6.1.3 Recognize one's role in the functioning of the company and understand the potential impact one's own performance can have on the success of the organization
- 3.6.1.4 Stay current on organizational strategies to maintain competitiveness
- 3.6.1.5 Understand relevant legal and regulatory requirements of the operation

3.6.2 Business practices

- 3.6.2.1 Apply effective people and project management skills
- 3.6.2.2 Understand fundamental and relevant business customer and supplier relationships
- 3.6.2.3 Use product improvement techniques
- 3.6.2.4 Comply with the norms of conventional business etiquette
- 3.6.2.5 Protect intellectual property and proprietary information
- 3.6.2.6 Demonstrate understanding of the importance of adding value to the enterprise

3.6.3 Business ethics

- 3.6.3.1 Act in the best interest of the company, the community, and the environment
- 3.6.3.2 Comply with applicable laws and rules governing work and report loss, waste, or theft of company property to appropriate personnel

- 3.6.3.3 Demonstrate professional ethics to protect the privacy of the client, the integrity of the profession, and the privacy and integrity of you as an individual

3.7 Health and Safety: Supporting a safe and healthy workplace.

3.7.1 Maintaining a healthy and safe environment

- 3.7.1.1 Take actions to ensure the safety of self and others, in accordance with established personal and jobsite safety practices
- 3.7.1.2 Anticipate and prevent work-related injuries and illnesses
- 3.7.1.3 Comply with federal, state, and local regulations, and company health and safety policies
- 3.7.1.4 Recognize common hazards and unsafe conditions that occur at work, their risks, and appropriate controls to address them
- 3.7.1.5 Follow organizational procedures and protocols for workplace emergencies, including safe evacuation and emergency response
- 3.7.1.6 Maintain a sanitary and clutter-free work environment
- 3.7.1.7 Administer first aid or CPR, if trained, and summon assistance as needed
- 3.7.1.8 Properly handle and dispose of hazardous materials

3.7.2 Safeguarding one's person

- 3.7.2.1 Engage in safety training
- 3.7.2.2 Use equipment and tools safely
- 3.7.2.3 Use appropriate personal protective equipment
- 3.7.2.4 Recognize how workplace risks can affect one's life and one's family
- 3.7.2.5 Understand the legal rights of workers regarding workplace safety and protection from hazards
- 3.7.2.6 Report injuries, incidents, and workplace hazards to a supervisor as soon as safely possible
- 3.7.2.7 Contribute to discussions of safety concerns in the workplace, making suggestions as appropriate

Security instructors (MSI) train probationary, new recruits and seasoned veterans on the theory and practice necessary to become security officers, supervisors, managers and senior managers. They conduct theoretical and practical lectures on subjects such as security management, risk management, physical security, OH&S, law, government regulations, conflict de-escalation, patrol techniques, access control, conducting basic investigations and report writing, rule enforcement, customer service, emergency response, control room operations, community relations and human diversity. Security instructors may also provide more hands-on, practical instruction regarding physical training, the care and use of firearms and other weapons, first aid, self-defensive tactics and vehicle operations. They may also provide additional instruction in special assignments such as providing escorts for people or property, protecting crime scenes, testifying in court, and conducting searches. They also prepare and develop lesson plans and new training programs as new security industry-related regulations and issues arise. The instructors monitor the students' progress, evaluate them individually and prepare performance evaluation reports.

Tier 4: Industry-Wide Technical Competencies

4.1. 'Understanding' of Adult learning theories: Part of being an effective educator involves understanding how adults learn best (Lieb, 1991). Learning is a lifelong part of human development that is personal, contingent on experience, and is to some extent intuitive. As professionals engage in activities to increase their knowledge and skills, they are unable to disentangle personal experiences from their orientation toward learning and receptivity to training experiences. Adult learners often derive greater benefits from training experiences when they have been able to choose training opportunities that (a) interest them, (b) build on foundational knowledge they already possess, and (c) they feel are connected to their personal goals for career and professional development.

4.1.1 Incorporate adult learning principles.

- 4.1.1.1 Adults bring considerable experience with them. Therefore, they wish to speak, participate, and contribute to the proceedings. They dislike long lectures and one-way communication.
- 4.1.1.2 Adults have something to lose. They have a strong need to maintain their self-esteem. Therefore, they should be listened to and we should set up the course so they will be successful.
- 4.1.1.3 Adults want courses that focus on real-life problems and tasks rather than academic material. A strong how-to focus is desired. They become restless if they feel their time is being wasted.
- 4.1.1.4 Adults see learning as a means to an end rather than an end in itself. They must know what there is to gain and they must see progress being made.
- 4.1.1.5 Adults have a here-and-now viewpoint and wish to focus on current issues rather than material that may be useful in the distant future.
- 4.1.1.6 Adults are accustomed to being active. They should be given an opportunity for active participation whenever possible.
- 4.1.1.7 Adults are accustomed to being self-directing. They have expectations and wants to be met. Instructors must consult and work with adults rather than be too directive.

4.1.2 Learn, understand and incorporate established learning theories into content creation and delivery.

4.2 Assess Performance Requirements: focuses on identifying the current and desired state of individual or organizational performance toward specific business goals, determining what is required to close gaps, clarifying limitations, identifying learning or performance solutions, and charting the plan for implementing those solutions.

- 4.2.1 Prepare to assess: develop and undertake performance gap analysis / needs assessment including:
 - 4.2.1.1 Assesses and analyzes organization / client competency requirements for their employees;
 - 4.2.1.2 Assess any legal parameters including any municipal, regional/provincial/state and / or federal legislation.
- 4.2.2 Identify performance gaps and clarifying limitations.
- 4.2.3 Determine causes of performance gaps.
- 4.2.4 Identify requirements/solutions for closing gaps.
- 4.2.5 Validate next steps and measures.

4.3 Design training programs: Instructional design is the process of creating and delivering learning experiences that are aligned with the goals, needs, and preferences of the learners and the organization. You need to be able to conduct a training needs assessment, design a learning plan, select and develop appropriate content and materials, choose and use effective delivery methods, and evaluate the outcomes and impact of the training. Instructional design skills can be learned by taking courses, reading books and articles, and applying the principles and models of instructional design to your own training projects.

Training developers bear considerable responsibility for building the effectiveness of the workforce. Developing effective training content requires deep knowledge of one's own field of practice, including evidence-based and emerging practices as well as alternate perspectives that challenge dominant views. Trainings and trainers should ensure the success of training through varied levels of assessment and feedback. The training experience should be constructed based on the needs of the participants and a content scope which is narrow enough to prevent confusion, yet broad enough to ensure participants leave training aware of the wider context, criticisms, and extensions of what they have learned so they may make informed choice about continued professional development and practice.

- 4.3.1 Conduct design analysis.
- 4.3.2 Establish learning objectives and evaluation.
- 4.3.3 Create detailed design.
- 4.3.4 Develop material.
- 4.3.5 Support implementation.

4.4 Facilitate training: Facilitation is the art of creating and managing a positive and productive learning environment, where learners are motivated, engaged, and supported. You need to be able to set clear expectations and objectives, establish rapport and trust, foster interaction and collaboration, handle challenges and conflicts, and monitor and adjust the pace and flow of the training. Facilitation skills can be enhanced by observing and learning from other facilitators, experimenting with different techniques and tools, and reflecting on your own strengths and areas for improvement.

- 4.4.1 Prepare to facilitate.
- 4.4.2 Create learning environment
- 4.4.3 Engage learners.
- 4.4.4 Foster learning.
- 4.4.5 Assess learning.
- 4.4.6 Manage the classroom to meet objectives.
- 4.4.7 Utilize necessary communication skills.
- 4.4.8 Understand relevant technology that can assist in the transfer of learning. This is also covered under Tier 2: STEM literacy & Tier 3: Working with tools and technology

4.5 Support Transfer of Learning: Understand transfer of learning - professional learning is not a discrete event, but is best understood as a process that unfolds over time and in concert with experiences and interactions with actors throughout one's professional environment. This the transfer of learning is important for people to embrace lifelong learning and be able to transfer and apply what they have learned into different situations. Effective training incorporates information about trainee's prior workplace experiences in areas connected to training content, and supports trainees and their organizations in thinking about post-training extended learning opportunities. To say that learning has occurred means that the person can demonstrate that learning later.

- 4.5.1 Understand transfer of learning - i.e. incorporate transfer of learning theory into practice via training content creation.
- 4.5.2 Design for transfer of learning.
- 4.5.3 Implement support for transfer of learning.

4.6 Evaluate training: also evaluate instructor, delivery, and their content). Effective trainers must be able to collect and synthesize information from participants, both before, during and after training. Before training assessments are used to ensure a good match between the needs of participants and the depth and complexity of the training objectives. During training, trainers must monitor for participant understanding and make adjustments as needed to ensure the training is meeting the needs of its participants. After training assessment of participant learning provides critical information that must be used to strengthen the connection between learning objectives and course content, and subsequently improve the training activities and experiences.

- 4.6.1 Evaluate Learner Reaction.
- 4.6.2 Evaluate learning objectives.
- 4.6.3 Evaluate transfer of learning.
- 4.6.4 Evaluate business results.

4.7 Learning Agility: Learning agility is the capacity and willingness to learn from experience and apply that learning to new and different situations. You need to be able to embrace change, uncertainty, and ambiguity, as well as seek out new opportunities and challenges for your own growth and development. You also need to be able to model and promote a learning culture within your organization, where feedback, reflection, and innovation are valued and encouraged. Learning agility can be cultivated by setting personal and professional goals, taking risks and experimenting, and learning from your successes and failures. Source: <https://www.linkedin.com/advice/0/what-some-skills-competencies-you-need-effective-1c>. Covered under Tier 1.5 and 1.7 and all of Tier 3.

Tier 5: Master Security Instructor Qualifications

NOTE: The 'Master Security Instructor Qualifications' tier corresponds to the designated created by the International Foundation for Protection Officers to show expertise in this designated area.

5.1. Security Qualifications: MSI holder should hold formal security related educational qualifications. This can include certifications, diplomas, undergraduate and graduate degrees from a variety of academic and security & life safety related institutions. The main difference between undergraduate and graduate is that undergraduate is always used in the context of the first level of college or university education (the level where you can earn a bachelor's degree). In terms like graduate student and graduate degree, graduate refers to a level of advanced education beyond the undergraduate level, especially a master's degree or doctorate. Other designations can include professional associations where the designation is earned. Also consider Level 1 through 6+ security qualifications when outside of North America. Note that qualification levels are different in different countries.

Examples include, but not limited to:

- 5.1.1. Certified Protection Officer
- 5.1.2. Certified Security Supervisor/Manager
- 5.1.3. Certified Protection Officer Instructor
- 5.1.4. Certified Protection Professional
- 5.1.5. Physical Security Professional
- 5.1.6. Professional Certified Investigator
- 5.1.7. Associate Protection Professional
- 5.1.8. Associate Degree in Security Management
- 5.1.9. Undergraduate Degree in Security Management
- 5.1.10. Master Degree in Security Management
- 5.1.11. Professional Doctorate / PhD in Security Management

5.2. Security Experience: Security instructors must have practical experience from working directly in the security industry. The suggested number of years is between three and five years experience of subject matter expertise in the area being taught. Subject matter expertise is the knowledge and experience that you have in the specific topic or domain that you are training on. You need to be able to demonstrate credibility, accuracy, and relevance in your content and delivery, as well as answer questions and address issues that may arise during the training. Subject matter expertise can be acquired by studying, researching, working, or consulting in the field, and by keeping up-to-date with the latest trends and developments.

- 5.2.1 Security officer experience: (see Security Officer & Patrol Services Competency Model for Tier 4 tasks)
- 5.2.2. Security supervisor experience:
- 5.2.3. Security manager experience: (see Enterprise Security Competency Model for Tier 4 tasks)

5.3. Adult Learning Education / Training Qualifications: Security instructors must have qualifications in adult learning, provided by a recognized academic institution.

- 5.3.1. Certificates in Adult Learning (and related fields)

- 5.3.2. Associate Degree in Adult Learning (and related fields)
- 5.3.3. Undergraduate Degree in Adult Learning (and related fields)
- 5.3.4. Master Degree in Adult Learning (and related fields)
- 5.3.5. Professional Doctorate / PhD in Adult Learning (and related fields)
- 5.3.6. Certificates from recognized professional adult learning associations
- 5.3.7. Continuing membership in professional adult learning associations, attending conference workshops

5.4. Adult Learning Education / Training Experience: Security instructors must have experience in creating and delivering adult learning content.

Training experience is based upon the following:

- 5.4.1. Level of content being delivered
- 5.4.2. Years delivering material
- 5.4.3. Hours per year in creating and delivering content
- 5.4.4. Number of students

Tier 6: Industry-Sector Functional Areas

NOTE: The 'Industry-Sector Functional Areas' tier correspond to workforce roles in a large number of industries, and are meant to represent roles frequently aligned with the indicated specialty area. Please note specialty areas reflect work that is highly specialized in diverse industries. At times these roles may be assigned to a specific role or co-mingled with multiple enterprise security responsibilities in the industry it serves. The goal is to show that instructional expertise should be held in the area of the industry sector if adult learning content is provided to students.

Note that Tiers 6.1. to 6.10 were developed by ASIS International. Tiers 6.11 to 6.22 were developed by IFPO.

6.1. Loss Prevention: is a set of practices employed by retail companies and other corporate sectors reducing preventable losses and secure corporate systems, policies and procedures to mitigate losses caused by deliberate or inadvertent human actions.

6.2. Banking and Financial Services: is a specialized security field including retail banking, mortgage, credit/debit cards, internet banking, commercial and consumer lending to stock brokerages, insurance companies, and other financial institutions requiring a sophisticated application of various regulatory agencies.

6.3. Engineering and Design: is a specialized field of engineering that focuses on the security aspects in the design of systems that need to be able to deal robustly with possible sources of disruption, ranging from natural disasters to malicious acts.

6.4. Government Services: Government/industrial: security professionals provide a variety of services from the protection of classified information in accordance with the National Industrial Security Program (NISP) to the protection of buildings, people and assets. This sector comprises establishments primarily engaged in: activities of a governmental nature, that is, the enactment and judicial interpretation of laws and their pursuant regulations, and the administration of programs based on them. This sector comprises establishments primarily engaged in: activities of a governmental nature, that is, the enactment and judicial interpretation of laws and their pursuant regulations, and the administration of programs based on them. There are multiple levels ranging from local/municipal, provincial/state, other political boundaries, federal and international bodies.

6.5. Hospitality & Services: security specialists operate in the hospitality, hotel, lodging, entertainment, event and gaming applying risk and personnel management, budgeting and finance, and a host of other areas in this specialized security segment.

6.6. Healthcare: Security in the healthcare industry involves in a work environment oriented toward patient protection and service, and may also include safety and community emergency management, supply chain security, pharmaceutical security and other areas of specialization.

6.7. Manufacturing: the security of manufacturing and industrial, as well as food and beverage production and processing and warehouse and distribution, facilities and operations includes industry specific risks and security risks.

6.8. Service Sales, Equipment: is a specialized area of security-related products and services have resulting from emerging threats and evolving high technology.

6.9. Transportation and warehousing: specialized security segment that includes shipping, carrying, railroads, highways, freight, trucking, tourism, air cargo, ports, and other transportation domains with unit standards for security within the industry.

6.10. Utilities: refers to the security operations within telecommunications, water, electric, and nuclear power plants and related private corporations. Even though sources of power differ, there are common facilities to all utility operations.

6.11. Property Management: involves real estate and physical property. It includes commercial high-rise properties (Class AA, A, B and C), shopping malls from small (local), regional, national and international destinations and residential properties ranging from single dwellings, condominiums, apartment complexes with multiple stories. Properties include either commercial, residential or retail or mixed services. There are physical assets, equipment and personnel to be protected.

6.12. Construction: This industry comprises establishments primarily engaged in the construction (including new work, additions and major alterations) of commercial and institutional buildings and related structures, such as stadiums, grain elevators, and indoor swimming pools. This industry includes establishments responsible for the on-site assembly of modular or prefabricated commercials and institutional buildings. Included in this industry are commercial and institutional building general contractors, commercial and institutional building operative builders, commercial and institutional building design-build firms, and commercial and institutional building construction management firms. Examples includes airports, hotels, office buildings, warehouses, shopping malls, and speculative buildings.

6.13. Colleges and Universities: An educational institution is a place where people of different ages gain an education, including preschools, childcare, primary-elementary schools, secondary-high schools, and universities. They provide a large variety of learning environments and learning spaces. Additional services including daycares, sport facilities, research laboratories, retail, housing services and commercial properties may be on site.

6.14. Agriculture, forestry, hunting and fishing: This sector comprises establishments primarily engaged in: growing crops, raising animals, harvesting timber, harvesting fish and other animals from their natural habitats and providing related support activities.

6.15. Religious Institutions/Houses of Worship: A place of worship is a specially designed structure or space where individuals or a group of people such as a congregation come to perform acts of devotion, veneration, or religious study. A building constructed or used for this purpose is sometimes called a house of worship. Religious organizations typically aim to promote worship, prayer, meditation, teaching, healing, and spiritual well-being in accordance with authoritative texts, codes, and laws. Their distinctiveness clearly lies in, for example, worship and doctrine, but they also have much in common with nonreligious organizations. The major religions of the world (Hinduism, Buddhism, Islam, Confucianism, Christianity, Taoism, and Judaism) differ in many respects, including how each religion is organized and the belief system each upholds.

6.16. Technology: The technology sector is the category of organizations relating to the research, development, or distribution of technologically based goods and services. This sector contains businesses revolving around the manufacturing of electronics, creation of software, computers, or products and services relating to information technology. The technology sector offers a wide arrange of products and services for both customers and other businesses. Consumer goods like personal computers, mobile devices, wearable technology, home appliances, televisions, and so on are continually being improved and sold to consumers with new features. On the business side, companies are dependent on innovations coming out of the technology sector to create their enterprise software, manage their logistics systems, protect their databases, and generally provide the critical information and services that allow companies to make strategic business decisions. The term technology sector is frequently shortened to tech sector and is used interchangeably with the term technology industry.

6.17. Resources Extraction: (Mining, Quarrying, and Oil and Gas Extraction). This sector comprises establishments primarily engaged in extracting naturally occurring minerals. These can be solids, such as coal and ores; liquids, such as crude petroleum; and gases, such as natural gas. The term "mining" is used in the broad sense to include quarrying, well operations, milling (for example, crushing, screening, washing, or flotation) and other preparation customarily done at the mine site, or as a part of mining activity. Establishments engaged in exploration for minerals, development of mineral properties and mining operations are included in this sector. Establishments performing similar activities, on a contract or fee basis, are also included.

6.18. Executive Protection: Executive protection (EP), also known as close protection, refers to security and risk mitigation measures taken to ensure the safety of VIPs or other individuals who may be exposed to elevated personal risk because of their employment, high-profile status, net worth, affiliations or geographical location. Executive protection is its own highly specialized field within the private security industry.

6.19. Emergency Response: An effort by public and/or private safety personnel and citizens to mitigate the impact of an incident on human life and property. Emergencies are incidents that threaten public safety, health and welfare. If severe or prolonged, they can exceed the capacity of first responders, local fire fighters or law enforcement officials. Such incidents range widely in size, location, cause, and effect, but nearly all have an environmental component. Response is an effort to mitigate the impact of an incident on the public and the environment. Security services may supplement law enforcement and/or military personnel.

6.20. Contract Security Guard Industry: Contract security involves the provision of services from an outside company. The contract security company assigns security officers who will best fit the client's individual needs. The contract guard is assigned to clients who work in the previously identified sectors 1 through 19. Within the contract industry, there are many career opportunities for staff to move up, starting with guard, supervisor, site supervisor, manager, client services manager, operations manager, director, VP and CEO. This requires a corresponding amount of training and education.

6.21. Armored Car Services: Cash in Transit / Armored car guards: Trained security personnel who guard and transport money, jewelry, and/or other valuables from one location to another in armored trucks, vans, or cars. An armored vehicle (or armored cash transport car, security van) is an armored van or truck, used in transporting valuables, such as large quantities of money and other valuables, especially for banks or retail companies. The armored car is typically a multifunctional vehicle designed to protect and ensure the wellbeing of the transported contents and guards. Typically customized on a basic van or truck chassis, they feature bullet-resistant glass, armor plating, and reinforced shells and cabs. Able to withstand bullets from most handguns and rifles, as well as extreme degrees of heat, explosives, and collisions, these vehicles are designed to resist attempts at robbery and hijacking.

6.22. Humanitarian: Humanitarian aid is material and logistic assistance to people who need help. It is usually short-term help until the long-term help by the government and other institutions replaces it. Among the people in need are the homeless, refugees, and victims of natural disasters, wars, and famines. Humanitarian relief efforts are provided for humanitarian purposes and include natural disasters and man-made disasters. The primary objective of humanitarian aid is to save lives, alleviate suffering, and maintain human dignity. It may, therefore, be distinguished from development aid, which seeks to address the underlying socioeconomic factors which may have led to a crisis or emergency.

Resources Reviewed

Developer	Resource	Resource URL
Statistics Canada	Canadian National Occupational Classification (2011) & (2018)	https://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=122372
International Foundation for Protection Officers	Security Officer to Chief Security Officer: A Guide to Workforce Competencies, Risks and Career Planning, 1st Edition.	https://ifpo.org/wp-content/uploads/2024/02/INTRO-to-IFPO-SO-Risks-Competencies-1st.pdf
Skills Future Singapore	Security Supervisor Skills Framework for Technical Skills and Competencies	https://www.skillsfuture.gov.sg/skills-framework/security
United States Department of Labor	Standard Occupational Classification Manual (2018) United States (p. 94).	https://www.bls.gov/soc/2018/major_groups.htm#25-0000
ESCO: European Skills, Competences, Qualifications and Occupations	European Skills/Competencies qualifications and Occupations	https://esco.ec.europa.eu/en/classification/occupation_main
Canadian Society for Training and Development	Competencies for training and development professionals	
Lt. Phillip M. Satterfield, (Ret)	The Security Supervisor's Field Training Manual, 3rd Edition	
International Foundation for Protection Officers	Security Supervision and Management, 4th Edition (2015).	https://shop.elsevier.com/books/security-supervision-and-management/ifpo/978-0-12-800113-4
Dr. Glen Kitteringham, M.Sc.	Security Personnel Career Planning & Job Complexity Table©: 13th Edition	https://www.academia.edu/107381598/Security_Personnel_Career_Planning_and_Job_Complexity_Table_13th_Edition