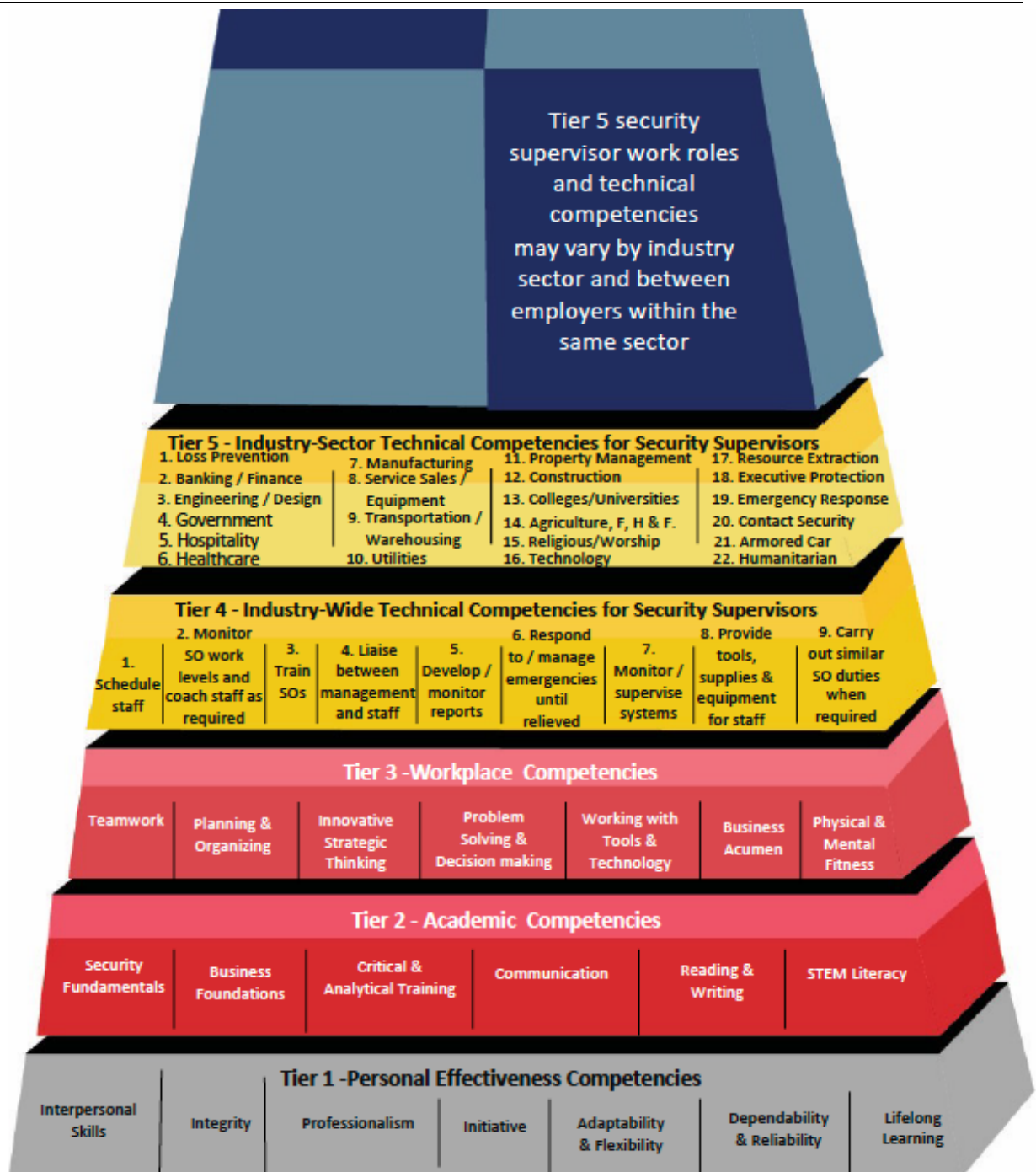




**INTERNATIONAL  
FOUNDATION FOR  
PROTECTION OFFICERS  
KNOWLEDGE TO PROTECT**

## Security Supervisor Competency Model (IFPO © 2024)



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## **About the Model**

### **Industry Skills Gap**

Security supervision is a distinct and sophisticated occupation requiring a unique set of competencies and skills for success. Currently there is no competency model or guidelines for the development of this position. Most often supervisors are promoted from security officer positions, often simply because they have been doing the job for longer for anyone else at the site. They often have no formal training or education in leadership or security principles and practices.

Very few security organizations offer training and education to prepare supervisors for the positions they have been promoted into. In addition, the security industry continues to expand, bringing a corresponding requirement for additional supervisory personnel. Given that a considerable body of research has identified that one of the main factors in front line officer retention is the effectiveness of the supervisor, this will factor in whether an employee stays or goes. Good supervisors assist in keeping employees and conversely, bad supervisors lead to increased turnover. This alone is reason enough to ensure that qualified personnel are promoted into the role of supervisor and required to have training in both soft leadership and hard technical skills.

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 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 identifying supervisor duties, is the comparative lack of research into what tasks security supervisors actually engage in and what competencies are required. This issue must be looked at from two sides. First, there are the job requirements and second, are the skills that the supervisor brings to the job. These must be in alignment.

The research into security officer tasks started when Kakalik and Wildhorn released their report on Private Police in America in 1971. This kicked off numerous studies and there is a rich history. In addition, governments and the security industry itself has studied, and documented security officer tasks. Most governments have a national classification system identifying these tasks. Not so much with supervisors. In fact, the United States Job Classification standard simply states that 'supervisors supervise security officers'. This provides no guidance whatsoever.

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. There are few, if any legislative standards mandating training for supervisors. As a result, officers are often promoted into this role with few if any standards, guidelines or training because there is no standard to train them to.

There are at least four factors driving the need for qualified supervisors. 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 mandatory training at all levels.

The second driver are clients with sophisticated and increasing security requirements. They are demanding better trained and education security personnel. Better trained security officers necessitate better trained supervisors. This is partly due to increasing complexity of mass private properties, the growth of technology within the security industry, and social media recording security failures which in turn spotlight clients and guard companies training failures thereby subjecting them to potential lawsuits. Finally, law enforcement personnel and departments find themselves more and more overwhelmed with demand for services they can no longer meet. Security personnel are working hard to fill this service.

The third driver, closely aligned with the second are increasing salaries. Simply put, with increased salaries come increase demands of 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 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 competencies necessary for security supervisors to be prepared for front line leadership. 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 supervisor 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 also created the *Security Officer to Chief Security Officer: A Guide to Workforce Competencies, Risks and Career Planning*. Now in its second 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 via the IFPO website as well as numerous platforms for sale.

## **Security Supervisor Competency Model**

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

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

The model is intended to reflect the competencies needed for security supervisors and also to serve as a career development tool to help ensure that security supervisors 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.

## **U.S. DOL Competency Model Framework**

The Security Supervisor Competency Model is depicted in a pyramid graphic with five 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.

### **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.

## 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 security supervisors to be successful. These technical competencies build on, but are more specific than, competencies represented on lower tiers.
- **Tier 5 – Industry-Sector Technical Competencies** represent a sub-set of security industry technical competencies that are specific to an industry sector.

Tier 5 security supervisor work roles and technical competencies may vary by industry sector and between employers within the same sector.

The reality is that there are no standard definitions of what a supervisor is or does. The tasks are dependent upon site size, assets, budget, reporting structures, size of department or other factors specific to the site. At one site, a supervisor can oversee one other person and at another site manage a department of dozens of security personnel across multiple sites and be a manager in all but name.

Those interested in career planning are encouraged to study the Security Officer and Patrol Service Competency Model, this Security Supervisor Competency Model and the Enterprise Security Competency Model (designed for security managers) to gain a better understanding of the potential overlap between positions as well as the distinct differences.

The Enterprise Security Competency Model was developed by ASIS International. This was the inspiration for the International Foundation for Protection Officers to develop the previously mentioned Security Officer and Patrol Service, Security Supervisor and Security Instructor Competency Models.

## 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

Supervisors are responsible for monitoring, coordinating and maintaining the performance of the day-to-day activities of a team of security officers as it pertains to protecting organizational assets.

## **Tier 4: Industry-Wide Technical Competencies**

**4.1. Schedule staff:** demonstrate ability to plan, understand and apply scheduling rules for the department.

### **4.1.1 Make accurate projections of staffing requirements.**

- 4.1.1.1. Make projections based on the amount and type of work that needs to get done, when it must be done and talent from staff available.
- 4.1.1.2. Potentially factor in business or departmental growth or special events.
- 4.1.1.3. Be prepared to review project and fine tune as necessary.
- 4.1.1.4. Communicate with staff in advance to identify individual employee requirements.
- 4.1.1.5. Schedule instructional activities.

### **4.1.2. Ensure proper balance of staffing**

- 4.1.2.1. Evaluate schedule to ensure appropriate amount of experienced staff are scheduled to ensure shift runs smoothly.
- 4.1.2.2. Correlate the needs of the site and department with the available human and mechanical/electronic resources. I.e. fire watch/fire alarm system, video surveillance and access control
- 4.1.2.3. Assign security personnel to posts or patrols.

### **4.1.3. Be prepared for special circumstances.**

- 4.1.3.1. Be aware of internal and external events that may affect business demands.

### **4.1.4. Monitor overtime**

- 4.1.4.1. Employers must pay employees as per relevant legislation including overtime.

### **4.1.5. Provide enough time off between shifts.**

- 4.1.5.1. Provide employees with enough rest between shifts, especially for safety sensitive positions.
- 4.1.5.2. Maintain awareness of employment laws placing restrictions on the number of hours an employee can work per week and how much time off must be provided between shifts.

### **4.1.6. Post Schedules in advance**

- 4.1.6.1. Give employees as much notice as possible about their schedules, partly to ensure they know shift expectations in advance and partly to schedule their personal life requirements.

### **4.1.7. Track vacation, sick and other paid time off.**

- 4.1.7.1. Demonstrate ability to track employee approved time off to ensure they are not scheduled to work.

4.1.7.2. Track vacation and other employee time off.

#### **4.1.8. Pilot new staffing tools**

4.1.8.1. Be willing to try new schedule rotations, software and input from other sources to improve the scheduling process.

#### **4.1.9. Involve employees**

4.1.9.1. Create ongoing dialogue with the rest of the shift and department to ensure smooth scheduling to meet departmental needs and to avoid scheduling conflicts.

### **4.2. Monitor employee work levels and coach staff as required**

#### **4.2.1 Identify work expectations based on site requirements**

4.2.1.1. Develop a deep understanding of site requirements

4.2.1.2. Recruit, interview, and hire security personnel.

4.2.1.3. Prioritize work expectations

4.2.1.4. Match the appropriate person with the correct task

4.2.1.5. Allocate appropriate resources and personal to the task

4.2.1.6. Managing conflicting deadlines and priorities

4.2.1.7. Periodically check in with team members and assess workloads, fine tune as necessary

4.2.1.8. Mentor staff on an ongoing basis

4.2.1.9. Lead by example

4.2.1.10. Advise employees in handling problems or resolving complaints from customers, tenants, detainees, or other persons.

4.2.1.11. Monitor the behavior of security employees to ensure adherence to quality standards, deadlines, or procedures.

4.2.1.12. Conduct eligibility or selection interviews.

4.2.1.13. Develop organizational methods or procedures.

4.2.1.14. Explain regulations, policies, or procedures.

4.2.1.15. Supervise employees.

4.2.1.16. Monitor operations to ensure compliance with safety or security policies or regulations.

4.2.1.17. Coordinate patrols.

#### **4.2.2. Resolve work-related problems and prepare and submit progress and other reports.**

4.2.2.1. Monitor quality and production levels of individual team members.

4.2.2.2. Provide records through the use of a time clock, access control card, or use of other technology to verify attendance of team.

4.2.2.3. Meet regularly with each team member to discuss performance

4.2.2.4. Develop and participate in team building exercises

4.2.2.5. Watch employees at work

4.2.2.6. Review employee work progress on a regular basis



- 4.2.2.7. Recommend or provide additional instruction as required
- 4.2.2.8. Use time management effectively
- 4.2.2.9. Manage human resources activities.
- 4.2.2.10. Supervise employees.
- 4.2.2.11. Ensures customer complaints and queries regarding service are appropriately handled.

#### **4.2.3. Inspect subordinate's work**

- 4.2.3.1. Be sensitive to individual employee differences in providing both criticism and encouragement.
- 4.2.3.2. Ask for feedback from co-workers, customers and others
- 4.2.3.3. Provide feedback to individual employees on work completed.
- 4.2.3.4. Monitor on a continual basis employee satisfaction and attitudes toward work.
- 4.2.3.5. Ensure workloads are evenly and fairly distributed.
- 4.2.3.6. Meet your targets and those of the team as a whole.

#### **4.2.4. Coach security personnel. Assess and coach performance of security teams, includes planning.**

- 4.2.4.1. Assist all team members as necessary.
- 4.2.4.2. Assist with the day to day security activities with responsibility for supervising team
- 4.2.4.3. Assist with managing the performance of the security team as a whole and its individual members
- 4.2.4.4. Performance and maintenance within the organization, efficient running of the team and meet supervisor targets and those of the team as a whole
- 4.2.4.5. Set an example for team members of commitment, security knowledge, work ethics and habits and personal character
- 4.2.4.6. Delegate authority and responsibility to team with supervision, accountability and review
- 4.2.4.7. Empower staff to be proactive and problem solve.
- 4.2.4.7. Manage human resources activities.

### **4.3. Train security staff:**

#### **4.3.1 Develop competence in training delivery methods.**

- 4.3.1.1. Participate in training to gain knowledge in the usage of appropriate instructional delivery
- 4.3.1.2. Recognize the value of assets and understand the connection between what must be protected and the role of the security officer.
- 4.3.1.3. Learn and use a variety of instruction methods to instruct team.

#### **4.3.2. Train staff in job duties, safety procedures and company policies**

- 4.3.2.1. Schedule training or drills for emergencies, such as fires, bombs, and other threats.
- 4.3.2.2. Train security personnel on protective procedures, first aid, fire safety, and other duties.

4.3.2.3. Explain company policies and procedures to staff using oral or written communication.

4.3.2.4. Assign duties or work schedules to employees.

4.3.2.5. Conduct security, health or safety training programs.

4.3.2.6. Provide peer support to team members

4.3.2.7. Lead by example

**4.3.3. Complete verbal and written feedback for staff training files during their probationary period and as needed on an ongoing basis.**

4.3.3.1. Participate in staff performance evaluations as required. Attend all scheduled staff training and meetings as required.

4.3.3.2. Ensure that their staff also attend staff training and meetings as required.

4.3.3.3. Conduct training for and with team/shift/department and mentor employees.

4.3.3.4. Demonstrate ability to deliver instruction to team.

4.3.3.5. Contribute to training and development and to assist in the supervision of all the security development.

4.3.3.6. Subject to agreed criteria, recruitment, training, set action and targets, appraise and manage performance, development, coaching and general support of all team members to ensure targets are met.

4.3.3.7. Train personnel to enhance job skills.

**4.4. Liaise between management and staff:**

**4.4.1. The supervisor acts as a vital link between the employee and security management by representing management's needs and views to those below while at the same time representing the needs and views of his or her people up to management.**

4.4.1.1. Learn, understand and practice how the supervisor roles fits into the overall organization.

4.4.1.2. Coordinate with other security personnel or directors at the facility where you work including communicating with company superiors.

4.4.1.3. Act as front-line management by providing leadership to team.

4.4.1.4. Conduct team briefings.

4.4.1.5. Conduct after action reviews.

4.4.1.6. Effectively communicate with front line staff & management.

4.4.1.7. Ensure access permits are reviewed for accuracy before being approved. Ensure all communications and memos are forwarded to staff and that they are read and understood.

4.4.1.8. Ensure all new company policies and procedures are read and understood.

4.4.1.9. Ensure all required reports are submitted to management in a timely manner.

4.4.1.10. Provide feedback on appropriateness of existing and proposed countermeasures.

4.4.1.11. Identify vulnerabilities in security program and either correct upon identification or report to management.

4.4.1.12. Provide feedback the effectiveness of security measures by testing and monitoring.

- 4.4.1.13. Assist your Line Manager in achieving complete security management systems in accordance with organization plans and compliance and adherence to legislation and agreed regulatory bodies processes and procedures.
- 4.4.1.14. Write and present department budgets to upper management or other stakeholders.
- 4.4.1.15. Develop and document security procedures, policies, or standards.
- 4.4.1.16. Communicate with management or other staff to resolve problems.
- 4.4.1.17. Document operational activities.
- 4.4.1.18. Hire personnel.
- 4.4.1.19. Report information to managers or other personnel.
- 4.4.1.20. Prepare financial documents, reports, or budgets.
- 4.4.1.21. Prepare investigation or incident reports.
- 4.4.1.22. Prepare operational budgets.
- 4.4.1.23. Inspect facilities to ensure compliance with security or safety regulations.
- 4.4.1.25. Assist with effective liaison, support and assistance between security department and remainder of organization.
- 4.4.1.26. Maintain and improve mechanisms for risk assessment and disseminate feedback to the appropriate internal entities.
- 4.4.1.27. Assist with developing plans for security activities.
- 4.4.1.28. Interact and co-operate with all members of the organization, its suppliers and clients/customers.
- 4.4.1.29. From time-to-time supervisors may be expected to be part of special projects as are reasonably required of the job role.

#### **4.5. Develop and monitor reports and report writing:**

##### **4.5.1. Develop written communication skills.**

- 4.5.1.1. Develop basic skills in a variety of areas including security and risk management, emergency response requirements, data collection and analysis and human behavior.
- 4.5.1.2. Develop foundational skills in a variety of software reporting systems specific to the site.
- 4.5.1.3. Review reports and provide appropriate feedback as necessary.
- 4.5.1.4. Send back incomplete reports.
- 4.5.1.5. Write reports documenting observations made while on patrol.
- 4.5.1.6. Maintain accurate operational records.
- 4.5.1.7. Record operational or production data.
- 4.5.1.8. Reporting (content and format as agreed) on a monthly basis or as otherwise required.
- 4.5.1.9. Submit various reports to management for review and action.

#### **4.6. Respond to and manage emergencies until relieved:**

##### **4.6.1. Gain knowledge of site rules and regulations.**

- 4.6.1.1. Participate in training, drills, and exercises with first responders to comply with site regulations, as needed to establish required capabilities, and or as requested by first responders.

- 4.6.1.2. Assess and prioritize alarms and emergencies to mitigate potential consequences of incidents.
- 4.6.1.3. Learn the rules of the site in the form of emergency response plans.
- 4.6.1.4. Learn and participate in exercises, testing, maintenance and audit program for the Business Continuity Plan to establish knowledge and confidence in a predictable and repeatable performance of recovery activities throughout the organization.
- 4.6.1.5. Use a variety of equipment that provides alarms and emergency notification.
- 4.6.1.6. Direct others to the site of the alarm or emergency.
- 4.6.1.7. Manage an incident until relieved.
- 4.6.1.8. Assist in recovery and resumption of operations.

#### **4.6.2. Supervise team response to incidents and emergencies**

- 4.6.2.1. Understand and use emergency scene management techniques to protect oneself and others including victims, bystanders and emergency services personnel.
- 4.6.2.2. Demonstrate knowledge of crowd control and evacuation processes specific to the site.
- 4.6.2.3. Follow the incident response strategy and tactics to limit incident effect and to repair incident damage.
- 4.6.2.4. Apply first aid when required.
- 4.6.2.5. Communicate through a variety of methods to others arriving on site or those requiring additional information.
- 4.6.2.6. Respond to criminal events including terrorism.
- 4.6.2.7. Use the crisis communications plan that addresses the need for effective and timely communication between the entity and all the stakeholders including public authorities impacted by an event or involved during the response and recovery efforts.
- 4.6.2.8. Use crisis communication tools during the response of alarms and emergencies.
- 4.6.2.9. Participate in debrief meeting immediately following training, drills and exercises and document actions to be taken to improve emergency preparedness and response capabilities.
- 4.6.2.10. Demonstrate knowledge of types of fires and extinguishers.
- 4.6.2.11. Communicate through a variety of methods to others arriving on site or those requiring additional information.
- 4.6.2.12. Manage an incident until relieved.
- 4.6.2.13. Assist in recovery and resumption of operations.
- 4.6.2.14. Direct others to the site of the alarm or emergency.
- 4.6.2.15. Call police or fire departments in cases of emergency, such as fire, bomb threats, and presence of unauthorized persons.
- 4.6.2.16. Request emergency personnel.

#### **4.7. Monitor and supervise systems:**

- 4.7.1. Follow and monitor security system requirements and performance specifications of related hardware.

- 4.7.2. Operate a variety of computer software systems in order to monitor and manage the process of alarm monitoring and response.
- 4.7.3. Assess the nature of threats so that scope of the problem can be determined
- 4.7.4. Monitor systems and processes to evaluate current status of: physical security of site, procedural security, building management systems, employee and other site visitor activities.
- 4.7.5. Survey and evaluate systems in order to provide current status of site.
- 4.7.6. Inspect and adjust security equipment to ensure it is operational or to detect evidence of tampering.
- 4.7.7. Inspect equipment to ensure safety or proper functioning.
- 4.7.8. Assist with responsibility for monitoring & managing security systems and equipment servicing and/or maintenance in conjunction with other appropriate departments.

#### **4.8. Provide tools, supplies and equipment for staff:**

- 4.8.1. Monitor equipment levels.
- 4.8.2. Order materials or supplies, or equipment such as keys, uniforms, and badges.
- 4.8.3. Verify orders and supplies.
- 4.8.4. Distribute tools, supplies and equipment as needed.
- 4.8.5. Maintain records on equipment.
- 4.8.6. Control expenses to comply with budgetary controls.

#### **4.9. Carry out similar duties to front line security officers:**

- 4.9.1. Control access: demonstrate ability to learn, understand and apply access control rules and regulations for the site.
- 4.9.2. Conduct basic investigations: learn and follow the methodology undertaken to collect and preserve information in reports to enable the enterprise to make reliable decisions in response to situations that have occurred on site.
- 4.9.3. Enforce rules: there are various site rules and regulations provided by various departments and senior management/owners as well as legislative codes (such as occupational health and safety), bylaws, statutes and criminal code sections that must be enforced.
- 4.9.4. Undertake physical and electronic patrols / surveillance: may consist of a single or variety of security countermeasures on site including personnel, access control, video surveillance, duress/panic alarms, personnel-based patrols, elevator monitoring, building management system(s), lighting control, intercoms, etc. Measures that are designed to deny unauthorized access to facilities, equipment and resources, and to protect personnel and property from damage or harm, involving the use of multiple layers of interdependent systems and techniques. It may include electronic monitoring from a static location via fixed and mobile cameras, on foot, horseback, motor vehicle, bicycle, pedway, etc.
- 4.9.5. Respond to alarms and emergency situations: the process by which an enterprise deals with a critical incident or major event that threatens to harm the organization, its people, property, assets, systems and/or continuity of operations.
- 4.9.6. Customer Service: also referred to as 'Public Relations'. Customer service is defined as 'striving to interact with a wide range of internal and external customers in a positive and respectful manner.
- 4.9.7. Undertake special assignments as requested. Special training is often required to complete these tasks.

4.9.8. There are other security related occupations which require specific training to complete. In some jurisdictions, additional or separate certification and/or licensing is required.

## Tier 5: Industry-Sector Technical Competencies

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 5.1. to 5.10 were developed by ASIS International. Tiers 5.11 to 5.22 were developed by the IFPO.

**5.1. 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.

**5.2. 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.

**5.3. 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.

**5.4. 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.

**5.5. 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.

**5.6. 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.

**5.7. 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.

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

**5.9. 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.

**5.10. 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.

**5.11. 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.

**5.12. 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.

**5.13. 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.

**5.14. 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.

**5.15. 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.

**5.16. 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.



**5.17. 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.

**5.18. 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.

**5.19. 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.

**5.20. 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.

**5.21. 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.

**5.22. 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)	<a href="https://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&amp;TVD=122372">https://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&amp;TVD=122372</a>
International Foundation for Protection Officers	Security Officer to Chief Security Officer: A Guide to Workforce Competencies, Risks and Career Planning, 1st Edition.	<a href="https://ifpo.org/wp-content/uploads/2024/02/INTRO-to-IFPO-SO-Risks-Competencies-1st.pdf">https://ifpo.org/wp-content/uploads/2024/02/INTRO-to-IFPO-SO-Risks-Competencies-1st.pdf</a>
Skills Future Singapore	Security Supervisor Skills Framework for Technical Skills and Competencies	<a href="https://www.skillsfuture.gov.sg/skills-framework/security">https://www.skillsfuture.gov.sg/skills-framework/security</a>
United States Department of Labor	Standard Occupational Classification Manual (2018) United States (p. 94).	<a href="https://www.bls.gov/soc/2018/major_groups.htm#25-0000">https://www.bls.gov/soc/2018/major_groups.htm#25-0000</a>
ESCO: European Skills, Competences, Qualifications and Occupations	European Skills/Competencies qualifications and Occupations	<a href="https://esco.ec.europa.eu/en/classification/occupation_main">https://esco.ec.europa.eu/en/classification/occupation_main</a>
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).	<a href="https://shop.elsevier.com/books/security-supervision-and-management/ifpo/978-0-12-800113-4">https://shop.elsevier.com/books/security-supervision-and-management/ifpo/978-0-12-800113-4</a>
Dr. Glen Kitteringham, M.Sc.	Security Personnel Career Planning & Job Complexity Table©: 13th Edition	<a href="https://www.academia.edu/107381598/Security_Personnel_Career_Planning_and_Job_Complexity_Table_13th_Edition">https://www.academia.edu/107381598/Security_Personnel_Career_Planning_and_Job_Complexity_Table_13th_Edition</a>