

Private Protective Services

Title:	Communications
Lesson Purpose:	To familiarize participants with communications tools and their impact on the security guard's job.
Training Objectives:	<p>At the end of this block of instruction, the participant will be able to achieve the following objectives in accordance with the information received during the instructional period:</p> <ol style="list-style-type: none">1. Identify techniques for information gathering.2. Identify components necessary for communication to take place.3. List effective techniques for improving verbal communication.4. List effective techniques for listening and responding to questions.5. Demonstrate effective radio voice and list common errors to guard against while on the radio.6. Discuss the use of abbreviated terms and codes within the security environment.7. Discuss writing skills and various forms and reports.
Hours:	Two (2)
Instructional Method:	Conference
Materials Required:	Lesson Outline Pen/Paper
Training Aids:	Power Point Slides Projector Handouts

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Flipchart
Chalkboard

References:

Basic Telecommunications. Dept. of Criminal Justice Training, Kentucky Justice Cabinet, n.d.

Blicq, Ron S. Communicating at Work. Ontario: Canada, Prentice Hall, 1991.

Brady Emergency Care. 6th Edition. Englewood Cliffs, NJ: Prentice Hall, 1994.

Brown, Jeryl. Broadcast Techniques, Rules and Procedures. Telecommunicator Certification Course. Salemburg, NC: NC Justice Academy, September 1998.

Brown, Jeryl and Jeffries, Dinah. Call Reception, Prioritization and Resource Allocation. Telecommunicator Certification Course. Salemburg, NC: NC Justice Academy, February 2001.

Miller, Ed and Noland, Ken. "Basic Security Officer Training" Lesson Plan. 29 November, 1999.

Pivetta, Sue. 9-1-1 Emergency Communications Manual. Dubuque, IA: Kendall/Hunt Publishing Co., 1997.

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I. Introduction

A. Opening Statement

Good communication is a prime necessity if you plan to become a good security guard. Your safety and the safety of others depends on communication with understanding. The ability to control situations and crowds, especially during times of great stress, requires effective communication. Working with the public, law enforcement, fire departments and emergency teams requires the ability to communicate in a manner that is clear and accurate.

B. Training Objectives

C. Reasons

The purpose of this block of instruction is to familiarize the student with communications protocol that will have a positive impact in all encounters, as a security guard. Understanding the impact of poor communication skills, whether verbal or nonverbal, is vital in maintaining control over heated situations and crowd control.

II. Body

A. Effective Communications Techniques

Communications, either face to face or by remote means, is the art of transmitting an idea from the mind of one to the mind of another, with understanding.¹

1. Techniques to control information gatheringⁱⁱ

a. Use proper interrogation techniques. Be mentally prepared to handle any situation at any time.

(1) Follow the rules.

(2) Follow a logical questioning sequence.

(3) **Do not** bully the person.

- (4) Use courtesy to control.
- b. Do not ask yes or no questions. Always give the reporting party some choices. This can be best accomplished by asking open-ended questions. These questions get people talking and enable you to gather pertinent information. Assertiveness is often necessary in controlling the situation and persistence is often the key in obtaining critical information.
- c. Take into consideration all surrounding factors.
 - (1) What time of day is it?
 - (2) What day of the week is it?
 - (3) What is the location?
- d. Use active listening techniques. Remember, **do not** react too quickly to a statement by a person. Also, do not cut them off, **LISTEN** to what is actually being said, **NOT** how it is being said.
- e. Do not let the reporting party's emotional state lead **you**. The emotional state of this person can be very deceptive. They may be very excited over little or nothing, or extremely calm in the face of a major disaster.
- f. Follow your hunches and feelings. As the professional, if you do not understand what the person is trying to tell you, ask more questions. If you suspect that something else is going on, then do your best to find out what it is.
- g. Try not to let your personal prejudices influence you. When you typecast people, you will often be guilty of making improper categorizations about that person. This typecasting can lead to typecasting of information (improper assumptions), which can cause the loss of life and/or property.
- h. Calm the person when necessary.

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- (1) Speak firmly but quietly.
 - (2) Adopt the demeanor that you want them to assume.
 - (3) Give one instruction or ask one question at a time.
 - (4) Sometimes it is helpful to have that person take a deep breath.
- i. Interrupt someone only if:
 - (1) There is a need to gain immediate control.
 - (2) Their hysteria threshold must be broken before pertinent information can be obtained.
 - (3) The situation is time critical.
 - j. Be professional. When someone is rude, be courteous. When they act ignorant, be knowledgeable.
 - k. Professional control. Certain incidents cannot only be traumatic for the reporting party, but for you as well. In those incidents, not only must you quickly obtain information for a quick and safe response, but also must keep the victim or reporting party from destroying evidence or possibly making the situation worse. Your initial attitude and professional control could determine the final outcome in the situation.
 - l. Body language

We as individuals have body movements that can speak louder than words. How a guard stands when talking to a person sends signals about his or her attitude toward a situation. Standing with hands on hips comes across as overbearing. Crossed arms can convey a closed mind! Pointing a finger at a person can be perceived as a direct threat. Even when giving directions use arm and hand movement to give the general direction. The best body stance is to take a relaxed position and keep the body, mind and mouth under control.

2. Components necessary for communication to take place

There are five main components that enable communication to take place:ⁱⁱⁱ

- a. Sender. Person or entity who initiates the communication.
- b. Receiver. Person or entity who is the target of the communication.
- c. Message. The communication itself, in whatever form it may appear.
- d. Medium. The manner in which the message is transferred from the sender to the receiver. Some examples of this are the telephone, radio system or a DCI terminal.
- e. Feedback. Communication from the receiver back to the sender to verify that the message was properly received. In a complete communication system, after the message has been transmitted, the sender and the receiver reverse their roles so that the receiver can provide feedback. It is this feedback that informs the original sender that the message has been received and that it either has been understood or needs clarifying.

3. Effective steps used when giving feedback^{iv}

- a. Impatience and frustration register in the words you speak. Your thoughts are your language. It is hard to sound pleasant when you are tense. When you feel yourself getting stressed or tense, take a deep breath and smile. There is an emotional and physical response to this very simple act. It is almost impossible to invest an emotion in your voice while another different emotion is showing on your face!
- b. Just like thoughts come through in your tone of voice and the words you speak, so do gestures. The gestures we make can often be embedded in our language.

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- c. Be aware that people can tell if they are talking to a caring and attentive security guard. Focus on the sender's point of view and **when in doubt, ASK questions!**
- d. Practice deflection techniques:
 - (1) I appreciate that, but . . .
 - (2) I hear that, but . . .
 - (3) I understand that, but . . .
 - (4) Maybe so, but . . .
- e. Use paraphrasing. This lets the person know whether you understand what they are trying to tell you and confirms for you what the exact nature of their situation is, thus enabling you to have the correct response in a timely manner.

B. Verbal Communications

1. Effective techniques for improving verbal communications^v

A security guard's professional ability and trustworthiness is often dependent upon his/her ability to communicate verbally. The person that interacts verbally, with a security guard, quickly shapes an opinion, based on how they are approached by that guard.

- a. Be aware of the feedback loop. When a message is sent, the person it is sent to may not be ready to listen or to interpret the message in the manner you expect. To assure that key information has been understood, always check understanding by creating a loop that goes from person A to person B and back to person A. This can be done by asking a question, repeating information, or by encouraging the listener to repeat the message so it is clear how it has been interpreted.

Example: "Let me summarize what you have just told me to make sure I understand your complaint" or "Can you repeat that back to me to make sure that I have it correct?"

- b. Be quiet and listen. Hearing is passive; listening is active. You can hear sounds without really being aware of them. Listening involves a conscious and deliberate interpreting and processing. To be an effective listener you need to understand the reason for listening, be attentive to the message, appropriately process the message and then respond to the message.

- c. Do not tell someone what to tell you. Try not to ask questions that can be answered just “yes” or “no.” Try asking questions that begin with “what” or “how.” Such questions allow the person to answer in their own words rather than saying what you want or expect to hear.

Example: “Can you give me a description of the person who you saw in the parking lot?” instead of “What color shirt did the person have on?” By asking the second question you are suggesting to the reporting party that the suspect was wearing a shirt. Always let the reporting party tell you and then ask more specific questions, based on their initial information.

- d. Do not assume anything. “Never assume” is said so often it is almost a cliché. It is, nevertheless, a very good rule for security guards. Assuming gives the security guard “tunnel vision,” which limits the information gathering process severely. The reporting party may have reported the same or similar complaint many times, but this does not mean that today’s complaint is not valid. Whatever the reporting party tells you or requests of you should be treated as an emergency, until you can verify otherwise. Assuming that this is just “another nothing complaint” from a frequent reporting party can lead you into neglecting that situation by failing to take their request for service as valid.

- e. Remember that your tone can speak louder than your words. It is sometimes hard to sound compassionately interested all of the time. It is important, however, to maintain a professional tone that conveys you are genuinely interested in the reporting party’s complaint. They will sense whether you desire to help them or not just by listening to the tone of your voice. **Remember, no one must earn the right to call for assistance!!!**

- f. Do not use jargon inappropriately. Avoid using law enforcement, fire or EMS jargon or slang when speaking to a citizen. Most people will not understand what you are talking about. Be aware of and ready to switch to the street names for certain situations for clear communications with lay persons (e.g., use bad guy or robber rather than the subject or suspect, or use car instead of vehicle).
 - g. Use complete sentences and a calm neutral tone. If one person at the scene starts shouting or sounds anxious, everyone else gets nervous and begins to raise their voice. Use professional control to control your emotions and behavior. **Respond to the need, not the behavior.**
2. Effective techniques used to improve listening skills^{vi}

Earlier, this lesson plan described several different ways that security guards can listen to people. We are now going to discuss ways to practice those listening skills, so that your information gathering is complete.

- a. Everything that the person says is important.
- b. Concentrate and pay attention to what they are saying.
- c. Avoid distractions.
- d. Be physically and mentally alert.
- e. Listen with an open mind.
- f. Form a mental picture of what is being said.
- g. Hold your anger, when you are mad you stop listening.
- h. Remember time is limited, depending on the nature of the situation.
- i. Be prepared.
- j. Take notes. **Never** attempt to remember all of the information; you may leave out a crucial piece of

information and assume a liability that you could have avoided for yourself and your agency.

3. Effective styles of responding to questions^{vii}
 - a. Use empathy. People are angry at their circumstances. Imagine finding your home broken into and rummaged through. This would create a lot of anger, which carries over to the first person the victim reaches. That person will usually be you, the security guard, and the complainant will most likely still be agitated and overly demanding to the first person with whom they talk.
 - b. Be the professional. People are sometimes unhappy with the security department or with the way they were treated by another security guard. You may feel protective of your guards or co-workers-the “us-against-them” syndrome. If you adopt this type of attitude, it will show over the phone and in person. Remember, you are the professional. **Never** forget that the callers are your clients and that their opinions deserve respect.
 - c. Do not be rude. People are sometimes unpleasant when they want something urgently. It is common to meet their demands with harsh tones. Nothing can be gained by this response. You will only create a power struggle between you and that person.

Statements you should never make:

- (1) Because those are the rules. This phrase makes you seem like you are more concerned with your authority than the rules themselves. It is better to explain to the person why those are the rules.
- (2) What do you want me to do about it? This is an evasion of responsibility. It is also a sign that you are exasperated.
- (3) Calm down. This command does not work. It usually implies criticism of someone’s complaint and implies that they have no right to be upset. Now not only is the matter they are upset about to

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begin with in question, but now they need to defend their reaction to you.

- (4) What's your problem? This phrase turns the problem back on the person needing assistance. It turns the situation into a "you versus me" problem. The typical response is "you are the problem."
- (5) I'm not going to say this again. This is untrue because you will invariably say it again. If you are not really going to repeat the request again, you are faced with applying action, usually much earlier than you should.

- d. Be a resource. People can be unpleasant when they are frustrated in trying to get help. Remember that you are a resource person; do not feel abused when people look to you to know a little bit about everything. Instead, be prepared and knowledgeable.

When communicating by electronic device, be it phone or radio, it is important that the guard fully identify himself, the client site and the purpose of the call. If a caller does not properly identify himself, the guard should politely request the person's identity and the purpose of the call. Refrain from raising your voice and do not hang up abruptly on a caller or the person that you have called, without giving an explanation.

When being verbally abused by others, the guard must set an example. Never use foul language in return and never make threats. Making threats will only make things worse by further agitating the person that you are dealing with and it causes you to step out of your professional demeanor, which is unacceptable behavior and shows a lack of professional control on your part. Remember that when the emotions are running high to use words and phrases that will hopefully defuse a highly charged situation. An example of such words are thank you, no sir or yes sir, no ma'am or yes ma'am, please and thank you for your cooperation.

- C. Voice and Speech Control in Radio Broadcasting^{viii}
 - 1. The quality of your voice and how you speak are vitally important.

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- a. Strength - Your voice tone should be even and full.
 - b. Clarity - Your word pronunciation should be distinct.
 - c. Composure - Your voice should always remain calm, even under stress.
2. An effective voice does not call attention to itself.
 - a. Never noticed - Think of a good radio or TV news broadcaster. You hear the news, not the voice.
 - b. Message is all that is heard - You are trying to convey critical content information. The emphasis is on the message.
 3. Use your voice to emphasize the content or nature of the message.
 - a. General or routine messages should be spoken:
 - (1) At a rate of 60 words per minute (approximate speed of natural conversation)
 - (2) At the volume of a telephone conversation
 - b. Emergency or important messages should be spoken:
 - (1) Very slowly and distinctly
 - (2) In a low pitched voice
 4. Make sure your listeners do not mentally “tune you out.”
 - a. Avoid a monotone, flat or dead voice.
 - b. Message will not be processed due to unpleasant delivery.
 5. Your general personality is expressed in your voice.
 - a. Voice is a “mirror” of the mind and body.
 - b. Physical/emotional state is noticeable.

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6. Security guards must guard against displaying emotions on the radio at all times.
 - a. Shows lack of control
 - b. Will cause other field units to feel insecure
 - c. Decision making process hindered

D. Microphone Techniques in Radio Broadcasting

Radios are used where a telephone is not a practical way to communicate. The first caution is that a radio frequency is federally licensed. The Federal Communication Commission (FCC) for various reasons monitors radio frequencies and one of the items monitored most is the language used over the air and the legality of the purpose of the transmission. Not only does the FCC monitor frequencies, but so does the media. When a critical situation arises, all guards should keep in mind that the local media consisting of newspaper, television and radio will all have their scanners on.

If the information you are about to transmit is sensitive in nature, use the telephone to relay your message. It should also be noted that cellular phones are not safe from scanners, so do not use them, when relaying sensitive information.

1. As a general rule, when using a portable radio microphone, hold it approximately two-three inches from your lips and at a forty-five degree angle. Instead of talking into the radio, you want to talk across it, so that your message is not distorted. Holding the microphone against your mouth tends to distort your voice.^{ix}
2. Resist the tendency to shout into the microphone. Shouting also distorts the voice being transmitted. Broadcast using your normal voice.^x
3. Remember to wait one or two seconds after “keying up” before you begin talking. This will ensure that the first part of your message is transmitted. A failure to do this is commonly referred to as “clipping.”^{xi}

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4. Do not try to broadcast with objects in your mouth. Items such as food, tobacco, pens/pencils will obviously hinder the clarity and quality of your transmissions.^{xii}
5. Other important communications equipment
 - a. Flash light and signal wand. Use them properly when in a signal type situation.
 - b. Your hand. When directing persons or traffic always use a distinct and sharp movement of the hand. Never be lackadaisical or limp in your movements. By the same token do not be exaggerated in your movements.

A very, very important trait to learn about communications equipment is that **it has to work properly when you need it**. And to assure that it does work, you must always **TEST IT** when you come on duty. Do a radio check, and call your cell phone from a desk phone. Try your flashlight. A good security guard knows that his communication equipment will work when he or she needs, or the guard makes alternative plans for communicating!

- E. Broadcasting Hints and Errors to Avoid^{xiii}
 1. Some of the most common broadcasting faults are talking too fast, talking with objects in mouth, voice trailing off, the “ah” pause, sloppy pronunciation and showing emotions.
 2. Avoid slang expressions such as Citizen Band Radio lingo. This has no place in professional-sounding speech. “Bad guys” are suspects; the woman that called is a complainant or victim.
 3. Be impersonal. Avoid being too familiar with units on the air. Do not use guards’ names over the radio, use proper assigned numbers. Avoid the use of “I” and “mine.”
 4. Keep transmissions brief and to the point. Do not waste valuable air time by engaging in conversation.

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5. Do not argue with other field units over the air. Such comments create resentment and may result in a personnel complaint. Direct all complaints to a supervisor over the telephone.
 6. Adhere to the “ABCs” of broadcasting
 - a. Accuracy - Do not take away from, or add to, the radio dispatch information.
 - b. Brevity - It is essential to limit air time. Brevity creates an atmosphere of professionalism and discipline. Brevity means being concise; when you can, say something in 5 words, not 15 words.
 - c. Clarity - The message must be clear to the receiver. One mistaken word can change the entire meaning.
 7. **Do not** think over the radio. **Think before broadcasting.**
- F. Take Complete Information (per department policy) - Follow the Five Ws^{xiv}
1. **Where** - This is the first question to be asked. The caller could disconnect.
 - a. Where did this happen?
 - b. Where are you now?
 - c. Where is the suspect?
 - d. Where is the patient?
 - e. Where is this occurring?
 - f. Where can the field unit contact you?
 - g. Where can the field unit contact the victim?
 - h. Where - you must be specific.
 - (1) Business name, business address, suite number, location inside the business.

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- (2) Apartment name, address, apartment number, location inside the complex.
- (3) Street name or cross street. How far from a landmark? Can you meet the unit and lead them in? Which direction, how far?
- (4) Where may only be a phone number. Where includes the phone number: the caller's, the victim's, the suspect's.

2. **What** is generally answered for you!

It is essential to understand all aspects of the call, in order to classify the call or put a priority on the call. Also, the type of call must be determined in order to assure proper response.

- a. What is happening?
- b. What has happened?
- c. What is going to happen?
- d. What are you reporting?
- e. What is it you want done?
- f. What is the problem right now?

Gathering as much information as possible about “what” is involved in a situation allows the guard to determine the severity or potential severity of the situation. If determined properly, this will help you handle the situation correctly.

3. **When** is appropriate and necessary to determine the urgency of the call.

- a. Is this happening now? (Often called in progress.)
- b. How long ago? (Always ask the time delay of a call if the call is not in progress.)

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- c. When will this become a problem? (Especially incidents which could result in loss of life and/or property.)
- d. When did the patient collapse? (Gives responding units an idea of the extent of the time down and possible outcomes.)
- e. How long before the bomb will explode?
- f. When did the person leave?

When gives a full understanding of the situation; it defines the time of the event and assists the responding units in assigning the emergency or non-emergency responses.

Remember: **NEVER** assume when. Always ask the time of the event. (Exception: fires are always in progress, so there is no need to ask when-it doesn't matter!)

- 4. **Who** helps you and other guard units to understand the relationships involved in an incident in order to complete the story.
 - a. Who is calling?
 - b. Who is the suspect?
 - c. Who is fighting?
 - d. Who is there with you?
 - e. Who told you this?
 - f. Who did you talk with?
 - g. Who involves descriptions:
 - (1) Age/race/sex
 - (2) Description - head to toe (hair, eyes, facial hair, height, weight, skin complexion, scars, marks, tattoos)
 - (3) Clothing description - head to toe (hat, glasses, jacket, shirt, pants, shoes, bags, etc.)

- (4) Use the correct party reference.
 - (a) 1st party caller: The caller is the patient or victim.
 - (b) 2nd party caller: The caller is in close proximity to the patient or victim.
 - (c) 3rd party caller: The caller is removed from or not in close proximity to the patient or victim.

- 5. **Weapons** are always asked about whenever you have a volatile or potentially volatile situation, without exception!
 - a. Are there any weapons? i.e. Guns, knives
 - b. What are they? or what kind of weapon?
 - c. Did anyone mention a weapon?
 - d. Is he/she known to carry weapons?
 - e. Has he/she ever used weapons before?

NEVER RESPOND OR SEND ANOTHER GUARD TO ANY DANGEROUS OR POTENTIALLY DANGEROUS SITUATION WITHOUT THE ADVISEMENT ON WEAPONS!

- G. Standardized Ten Codes^{xv}
 - 1. One of the most effective means of utilizing simplicity, speed, and accuracy is through the use of ten codes.
 - a. Minimizes chance of confusion or misunderstanding.
 - b. Each are assigned an **exact** meaning.
 - 2. The simplicity is achieved through the “10” portion. The “10” serves as an alert that a message is to follow.

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3. The number following the "10" is the message-a condensing of several words that achieves speed through brevity.
 4. The major disadvantage is the lack of standardization in their use.
 - a. **Never** include ten codes in a written report or communication.
 - b. **Never** attempt to communicate with another agency on the radio using ten codes (mutual aid frequency).
- H. Phrase Word Brevity Codes^{xvi}
1. Another method of transmitting brief and simple messages is the use of word brevity phrases. These may be used in place of the 10-code of the same meaning.
 2. Use of these brevity phrases will assist the security guard in saving air time. Their meaning must, however, be understood by all to avoid confusion. These may be used in place of the 10-code of the same meaning. A few examples are (common 10-code is in parentheses):

Information for Broadcast

Correct Brevity Phrase

Dangerous conditions exist	Use Caution
What did you say? Radio is messed up	Unreadable
Unit is not available or not working	Out of Service (10-7)
Lengthy message is to follow	Prepare to Copy
Stop and wait for further information	Stand By (10-12)
Cancel last information or assignment	Disregard (10-22)
No further help is needed	Under Control
Unit is chasing a vehicle or person	In Pursuit
Unit is going to stop a vehicle or person	Traffic Stop (10-61)

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Find out or check	Ascertain
See if	Advise
Help	Provide Assistance
All is clear	Resume Traffic
Go to	Proceed
About	In Reference to
Try to find	Attempt to Locate
What did you do	Advise Action Taken
So and so said	Authority of
What is it	Advise Nature
Make sure they are OK	Check on Welfare
Where are you	Advise Location (10-20)

I. Written Communication

A person reading a document prepared by a security guard, very quickly forms an opinion of the guard and the company he or she works for. If the writing is illegible, sloppy, misspelled and a grammatical disaster, the guard will be thought to be totally incompetent. Yet the guard may do an excellent job but just cannot express things well in writing.

Guards must become proficient in making good notes. Notes may be used to make a security log entry at the end of a patrol, or they could be “field notes” taken during a critical situation. Both have the potential of becoming the foundation of an “incident report.” Writing is not difficult; it is natural for some and takes effort by others. With good notes, a guard can seek assistance from supervisors and others and will learn from their assistance. Never be ashamed to use a dictionary.

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III. Conclusion

A. Summary

As a security guard, answering calls for service from the emergency or non-emergency stand point is of vital importance. You will often be the first and only point of contact that the caller or reporting party has with your agency. Customers depend on security guards to provide a service that is quick and efficient, while also maintaining a calm and professional mannerism. Security guards are expected to be compassionate in all situations, thus responding to the need and NOT the behavior of the customer.

B. Questions from Class

C. Closing Statement

During this block of instruction the basic rules and procedures to follow when broadcasting information over a radio have been given. The use of codes, word brevity phrases, and the phonetic alphabet will increase our effectiveness as security guards. We must use these procedures daily until they become habits, thus resulting in a professional and successful security guard. Remember to set the example - others will follow your lead!

NOTES

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- i. Basic Telecommunications (Department of Criminal Justice Training, Kentucky Justice Cabinet, n.d.), p. E-6.
 - ii. Sue Pivetta, 9-1-1 Emergency Communications Manual (Dubuque, IA: Kendall/Hunt Publishing Co., 1997), pp. 60-61.
 - iii. Ron S. Blicq, Communicating at Work (Ontario, Canada: Prentice Hall, 1991), p. 8.
 - iv. Basic Telecommunications, pp. E-10, E11.
 - v. Brady Emergency Care. 6th Edition (Englewood Cliffs, NJ: Prentice Hall, 1994), pp. 677-679.
 - vi. Basic Telecommunications, p. E-7.
 - vii. Pivetta, 9-1-1 Emergency Communications Manual, pp. 49-50.
 - viii. Jeryl Brown, Telecommunicator Certification Course, "Broadcast Techniques, Rules and Procedures" (Salemberg, NC: NC Justice Academy, 9/98), pp. 4-5.
 - ix. Ibid., p. 5.
 - x. Ibid., p. 6.
 - xi. Ibid.
 - xii. Ibid.
 - xiii. Ibid., pp. 6-7.
 - xiv. Jeryl Brown and Dinah Jeffries, Telecommunicator Certification Course, "Call Reception, Prioritization and Resource Allocation" (Salemberg, NC: NC Justice Academy, 2/01), pp. 8-11.
 - xv. Jeryl Brown, "Broadcast Techniques, Rules and Procedures," pp. 8-9.
 - xvi. Ibid., pp. 9-10.