

JOINT SECURITY TRAINING CONSORTIUM  
SKILL STANDARDS DEVELOPMENT PROJECT

# Background Investigator Skill Standards

## Final

This document presents the skill standards for the Background Investigator function. It consists of a delineation of the work-oriented (i.e., critical work functions, key activities, and performance indicators) and worker-oriented (i.e., academic/employability and specific occupational/technical knowledge and skills) components of the skill standards for both the entry- and journeyman- levels of this function.

**Entry-Level** (Skill standards for entry-level are based on the general expectations provided below):

- Individual has completed at least four (4) weeks of basic training associated with the background investigation function
- Individual will require supervision in performing the critical work functions and associated key activities in order to meet relevant performance indicators
- Individual will be involved in routine background investigation functions

**Journeyman-Level** (Skill standards for journeyman-level are based on the general expectations provided below):

- Individual has performed the background investigation function for at least 2 to 3 years
- Individual will require minor supervision in performing the critical work functions and associated key activities in order to meet relevant performance indicators
- Individual will be involved in complex and/or major background investigation cases
- Individual will be expected to mentor/train entry-level background investigators

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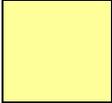
**Work-Oriented Component of Skill Standards**

**Critical Work Functions** describe the major responsibilities involved in carrying out the Background Investigation function.

**Key Activities** are the duties and tasks involved in carrying out a critical work function.

**Performance Indicators** provide information on how to determine when someone is performing each key activity competently.

**Color Legend**

	Applicable to Entry-level only
	Applicable to Journeyman-level only
	Applicable to Senior-level only (There is no Senior-level for the Background Investigator function)
	Applicable to All levels (All elements of work-oriented component of skill standards presented in this document are applicable to all levels)
	Not applicable

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<b>Summary of Critical Work Functions and Key Activities For Background Investigator Function</b>		
<b>CWF1: Plan Background Investigation</b>	<b>CWF2: Conduct Background Investigation</b>	<b>CWF3: Write Report of Investigation</b>
<b>KA1: Prepare Briefing Guide</b>	<b>KA5: Conduct Record Reviews</b>	<b>KA9: Write-up Investigative Process Used</b>
<b>KA2: Prioritize Work Load</b>	<b>KA6: Conduct Source/Reference Interviews</b>	<b>KA10: Write-up Results of Record Reviews</b>
<b>KA3: Schedule Appointments</b>	<b>KA7: Conduct Subject Interviews</b>	<b>KA11: Write-up Results of Subject Interviews</b>
<b>KA4: Perform Administrative Duties</b>	<b>KA8: Pursue Investigative Issues</b>	<b>KA12: Write-up Results of Source/Reference Interviews</b>

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<b><i>CRITICAL WORK FUNCTION 1 (CWF1): Plan Background Investigation</i></b>	
<b><i>Key Activities</i></b>	<b><i>Performance Indicators</i></b>
KA1: Prepare Briefing Guide	PI_1. EPSQ/PSG/PHS/SF-86 and other relevant information are reviewed PI_2. Appropriate scoping/coverage requirements are applied PI_3. Law and regulations are reviewed for limitations PI_4. Appropriate research is conducted PI_5. Sources of information are identified PI_6. Issues, gaps and discrepancies are identified PI_7. Required releases are identified PI_8. Prior investigations, notes, information or instructions are reviewed PI_9. Case/time management strategies are employed PI_10. Time to accomplish background investigations are evaluated
KA2: Prioritize Work Load	PI_11. Cases are managed in a timely manner PI_12. Case load is prioritized appropriately PI_13. Tasks w/in individual cases are prioritized appropriately
KA3: Schedule Appointments	PI_14. Person to be interviewed is contacted in a timely manner PI_15. Schedule reflects mutually beneficial date and time PI_16. Appointment is recorded according to agency requirement
KA4: Perform Administrative Duties	PI_17. Agency administrative requirements associated with investigative functions are met PI_18. Extensions are written PI_19. Leads are added PI_20. Leads are lateralled PI_21. Internal correspondence is prepared PI_22. Time/accounting/Voucher procedures are followed

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<b><i>CRITICAL WORK FUNCTION 2 (CWF2): Conduct Background Investigation</i></b>	
<b><i>Key Activities</i></b>	<b><i>Performance Indicators</i></b>
KA5: Conduct Record Reviews	PI_23. Employment, education, residence, police, court records, etc. are reviewed PI_24. Subject identifiers are corroborated PI_25. Relevant information is noted according to agency's reporting requirements PI_26. Appropriate introductions are performed (purpose and advisements are provided and Privacy Act is stated) PI_27. Appropriate signed release forms (e.g., medical, financial) are provided to record custodian
KA6: Conduct Source/Reference Interviews	PI_28. Sources/references are interviewed (i.e., developed references, listed references; employment, education, medical, neighbor, cohabitant, ex-spouse, etc) PI_29. Source identification is obtained PI_30. Chronology of association is detailed (including) <ul style="list-style-type: none"> <li>o Dates</li> <li>o Location/Circumstances</li> <li>o Frequency of contact (including gaps)</li> <li>o Type/nature of contact</li> <li>o Date and circumstances of last in-person contact and any subsequent contact</li> </ul> PI_31. Subject's background information is corroborated (including) <ul style="list-style-type: none"> <li>o Citizenship</li> <li>o Employment</li> <li>o Military Service</li> <li>o Education</li> <li>o Residence</li> <li>o Family/Significant relationships</li> <li>o Hobbies/Unstructured Activities</li> </ul> PI_32. The 13 Adjudicative guidelines and character, conduct and loyalty are addressed. PI_33. Specific response regarding recommendation is documented PI_34. Appropriate introductions are performed (purpose and advisements are provided and Privacy Act is stated)

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**CRITICAL WORK FUNCTION 2 (CWF2): Conducting Background Investigation (Continued)**

<b>Key Activities</b>	<b>Performance Indicators</b>
KA7: Conduct Subject Interviews	PI_35. Interviews with subject are scheduled appropriately PI_36. Appropriate introductions are performed (purpose and advisements are provided and Privacy Act is stated) PI_37. Information on SF-86 is confirmed and clarified PI_38. 13 Adjudicative Guidelines are addressed PI_39. Listed and developed issues/discrepancies are resolved PI_40. Signature is obtained for additional required release forms PI_41. Detailed notes are taken (using note aides), if necessary
KA8: Pursue Investigative issues	PI_42. Additional inquiries are identified and actions recommended PI_43. Leads are conducted PI_44. Special instructions are addressed PI_45. Sworn/Affirmed statements are obtained as appropriate PI_46. Adequate follow-up is determined and performed PI_47. Adequate coverage is determined and obtained PI_48. Information is corroborated or refuted PI_49. Best sources and information are identified PI_50. Investigative supervisor is informed about issues (e.g., counterintelligence, criminal issues, complaints from sources, major discrepant information, lost credentials, (mis)handling classified information) in a timely manner

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<b>CRITICAL WORK FUNCTION 3 (CWF3): Write Report of Investigation</b>	
<b>Key Activities</b>	<b>Performance Indicators</b>
KA9: Write-up investigative process used	PI_51. Methodology, sources, etc. are adequately defined in write-up PI_52. Relevant source documents (PSQ, Fingerprints, etc.) are assembled PI_53. Evidentiary materials (statements, records, pictures, etc.) are assembled PI_54. Confidential sources are documented PI_55. Absence of sufficient coverage is explained
KA10: Write-up results of Record Reviews	PI_56. Record identifying information (type, provider, etc.) is reflected in write-up PI_57. Record review date is included in write-up PI_58. Detailed account of record information, discrepancies, clarifying information, issues and mitigating factors are included in write-up PI_59. Reports are complete, accurate, relevant, unbiased and timely PI_60. Use of release forms, per agency policy, is reflected in write-up PI_61. Investigator observations are documented as required in accordance with specific agency guidelines PI_62. Investigative standards are met
KA11: Write-up results of Subject Interviews	PI_63. Date of interview is reflected in write-up PI_64. New information obtained during interview is reflected in write-up PI_65. Comments addressing interview coverage/questions and/or detailed account of discrepancies, clarifying information, issues and mitigating factors are included in write-up PI_66. Reports are complete, accurate, relevant, unbiased and timely PI_67. Investigator observations are documented as required in accordance with specific agency guidelines PI_68. Investigative standards are met PI_69. Execution of release forms, per agency policy, is reflected in write-up

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**CRITICAL WORK FUNCTION 3 (CWF3): Write Report of Investigation (Continued)**

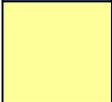
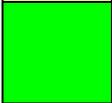
<b>Key Activities</b>	<b>Performance Indicators</b>
KA12: Write-up results of Source/Reference Interviews	PI_70. Source identification and date of interview are included in write-up PI_71. Detailed chronology of association (e.g., dates, location/circumstances, frequency of contact – including gaps, type and nature of contact, date and circumstances of last in person contact and any subsequent contact) are included in write-up PI_72. Comments addressing interview coverage/questions and/or detailed account of discrepancies, clarifying information, issues and mitigating factors are included, per agency policy, in write-up PI_73. Comments addressing loyalty are included, per agency policy, in write-up PI_74. Comments specifying the source’s recommendation are included in write-up (e.g., Yes; Yes, with specific qualifiers; No, with specific reasons; No, with specific qualifiers) PI_75. Reports are complete, accurate, relevant, unbiased and timely PI_76. Use of release forms, per agency policy, is reflected in write-up PI_77. Investigator observations are documented as required in accordance with specific agency guidelines PI_78. Investigative standards are met

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**Worker-Oriented Component of Skill Standards**

**Academic and Employability Knowledge and Skills** describe the academic and employability knowledge and skills a worker needs to know or be able to do to perform the critical work functions of the job.

**Color Legend**

	Applicable to Entry-level only
	Applicable to Journeyman-level only
	Applicable to Senior-level only (There is no Senior-level for the Background Investigator function)
	Applicable to All levels (For this skill standards, this means applicable to both entry- and journeyman levels only)
	Not applicable to any level

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<b>Ability to Learn (1)</b>		<b>Definition:</b> Recognize and use learning techniques and recall available information to apply and adapt new knowledge and skills in both familiar and changing situations. Use multiple approaches when learning new things. Assess how one is doing when learning or doing something. Keep-up-to-date technically and know one's own job and related jobs.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Entry-Level:</b> <ul style="list-style-type: none"> <li>➤ Requires the use of learning tools and techniques, such as note-taking, studying manuals, taking learning exams, performing work samples/simulations are used to learn a series of tasks or new procedures</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Journeyman-Level:</b> <ul style="list-style-type: none"> <li>➤ Requires high degree of application of knowledge from past experience to understand new tasks</li> <li>➤ Need to recall complex information and apply/adapt it to new knowledge and skills in both familiar and changing situations</li> </ul>
<b>Adaptability (2)</b>		<b>Definition:</b> Change one's own behavior or work methods to adjust to other people or to changing situations or work demands; be receptive to new information, ideas or strategies to achieve goals.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF2</i>	<b>Level of Complexity for Entry-Level:</b> <ul style="list-style-type: none"> <li>➤ Relevant precedents, guidelines, processes, or training resources are readily available</li> <li>➤ Changes are somewhat ambiguous or unpredictable or they vary in clarity or predictability</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF2</i>	<b>Level of Complexity for Journeyman-Level:</b> <ul style="list-style-type: none"> <li>➤ Changes are somewhat ambiguous or unpredictable or they vary in clarity or predictability</li> <li>➤ Somewhat frequent or gradual changes necessitate some degree of openness to change</li> <li>➤ Some precedents, guidelines, processes, or training resources are available</li> </ul>

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<b>Analyzing and Solving Problems (3)</b>		<b>Definition:</b> Anticipate or identify problems and their causes; develop and analyze potential solutions or improvements using rational and logical processes or innovations and creative approaches when needed.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF2</i>	<b>Level of Complexity for Entry-Level:</b> <ul style="list-style-type: none"> <li>➤ Problems encountered are moderately unique or difficult with some similarity to prior problems but also some novel features, making them somewhat difficult to anticipate</li> <li>➤ Problems encountered lend themselves to straightforward logical solutions based on existing precedents or known procedures</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF2</i>	<b>Level of Complexity for Journeyman-Level:</b> <ul style="list-style-type: none"> <li>➤ Problems encountered are moderately unique or difficult with some similarity to prior problems but also some novel features, making them somewhat difficult to anticipate</li> <li>➤ Problems encountered require some new or innovative solutions and some solutions guided by existing precedents or known procedures</li> </ul>
<b>Building Consensus (4)</b>		<b>Definition:</b> Build consensus among individuals or groups by facilitating agreements that involve sharing or exchanging resources or resolving difference in such a way as to promote mutual goals and interest; by persuading others to change their points of view or behavior without losing their future support; and by resolving conflicts, confrontation, and disagreements while maintaining productive working relationships.

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<b>Gathering and Analyzing Information (5)</b>		<b>Definition:</b> Obtain facts, information or data relevant to a particular problem, question or idea through observation of events or situations, discussions with others, or research or retrieval from written or electronic sources; organize, integrate, analyze and evaluate information.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF2 CWF3</i>	<b>Level of Complexity for Entry-Level:</b>  <ul style="list-style-type: none"> <li>➤ Information is simple, straightforward, or non-technical, requiring simple analytic approaches</li> <li>➤ Information is organized or analyzed on the basis of well-established guidelines, precedents, or models</li> <li>➤ A moderate amount of information needs to be gathered to perform this job</li> <li>➤ Some information is of questionable or unknown reliability, or information is of varying reliability, requiring some vetting of information or sources</li> <li>➤ Relevance of information is sometimes apparent</li> <li>➤ Some guidelines, precedents, or models are available to guide organization or analysis of information, or such guidance is available for some of the information</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF2 CWF3</i>	<b>Level of Complexity for Journeyman-Level:</b>  <ul style="list-style-type: none"> <li>➤ An extensive amount of information needs to be gathered to perform this job</li> <li>➤ Many different information gathering methods are used to gather information from a large number of widely different sources</li> <li>➤ Information sources are largely unknown, requiring individual to perform groundwork and develop own leads</li> <li>➤ Information is moderately complex, or technical, or is of varying complexity, requiring analytic approaches of moderate or varying rigor or sophistication</li> </ul>
<b>Initiative/Motivation (6)</b>		<b>Definition:</b> Exert a high level of effort and perseverance towards goal attainment. Work hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task. Display high standards of attendance, punctuality, enthusiasm, vitality and optimism in approaching and completing tasks. Demonstrate willingness to take on responsibilities and challenges and do what is needed without being asked.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Entry-Level:</b>  <ul style="list-style-type: none"> <li>➤ High or consistent level of effort and perseverance required to achieve task/goal</li> <li>➤ High levels of attention to detail and concentration is required</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Journeyman-Level:</b>  <ul style="list-style-type: none"> <li>➤ High or consistent level of effort and perseverance required to achieve task/goal</li> <li>➤ High levels of attention to detail and concentration is required</li> </ul>

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<b>Integrity/Honesty (7)</b>		<b>Definition:</b> Demonstrate dependability, conscientiousness, integrity and accountability. Show commitment to doing the job carefully and correctly. Fulfill obligations and be reliable, responsible and trustworthy. Perform tasks thoroughly and completely. Demonstrate honesty and avoidance of unethical behavior.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Entry-Level:</b>  > High level of integrity/honesty required. Involves demonstration of ethics and ethical behavior to others above and beyond standard code of ethics and behavior
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Journeyman-Level:</b>  > High level of integrity/honesty required. Involves demonstration of ethics and ethical behavior to others above and beyond standard code of ethics and behavior
<b>Leading Others (8)</b>		<b>Definition:</b> Motivate, inspire, and influence others toward effective individual or team work performance, goal attainment, and personal learning and development by serving as a mentor, coach and role model and by providing feedback and recognition or rewards.

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<b>Listening (9)</b>		<b>Definition:</b> Attend to, receive and correctly interpret verbal communications and directions through cues such as the content and context of the message and the tone, gesture and facial expression of the speaker.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF2</i>	<b>Level of Complexity for Entry-Level:</b> <ul style="list-style-type: none"> <li>➤ Communication is of moderate length or partially structured, requiring close attention</li> <li>➤ Subject matter is partially conveyed indirectly through subtleties of language, tone, expressions, or gestures and partially through simple, direct verbal terms</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF2</i>	<b>Level of Complexity for Journeyman-Level:</b> <ul style="list-style-type: none"> <li>➤ Communication is lengthy or unstructured, requiring sustained, careful attention</li> <li>➤ Subject matter is partially conveyed indirectly through subtleties of language, tone, expressions, or gestures and partially through simple, direct verbal terms</li> </ul>
<b>Maintain Professional Demeanor (10)</b>		<b>Definition:</b> Demonstrate credibility and authority in issuing instructions and making requests to individuals and in performing duties. Maintains firm and direct tone of voice, authoritative posture, manner and bearing.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF1 CWF2</i>	<b>Level of Complexity for Entry-Level:</b> <ul style="list-style-type: none"> <li>➤ Performance effectiveness somewhat reduced if professional or authoritative posture not maintained consistently</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF1 CWF2</i>	<b>Level of Complexity for Journeyman-Level:</b> <ul style="list-style-type: none"> <li>➤ High need to maintain authoritative posture; Must be perceived as "in-charge" for effective task performance</li> </ul>

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<b>Making Decisions and Judgments (11)</b>		<b>Definition:</b> Make decisions that consider relevant facts and information, potential risks and benefits, and short- and long-term consequences or alternatives.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Entry-Level:</b> <ul style="list-style-type: none"> <li>➤ Precedents or informed input is available to aid or guide most or all decisions</li> <li>➤ Integration of information is moderately difficult</li> <li>➤ Moderate amounts of somewhat complex, ambiguous, or contradictory information are drawn from several sources</li> <li>➤ Individual has partial accountability for own decisions and has limited decision authority, responsibility, or discretion</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Journeyman-Level:</b> <ul style="list-style-type: none"> <li>➤ Precedents or informed input is available to aid or guide some decisions</li> <li>➤ Integration of information is moderately difficult; moderate amounts of somewhat complex, ambiguous, or contradictory information are drawn from several sources</li> <li>➤ There are some potential risks and consequences; they vary in the degree to which they are difficult or easy to discern, evaluate or predict</li> <li>➤ Individual is fully accountable for own decisions and has complete decision authority, responsibility, or discretion</li> </ul>
<b>Mathematics (12)</b>		<b>Definition:</b> Understand, interpret and manipulate numeric or symbolic information; solve problems by selecting and applying appropriate quantitative methods such as arithmetic, quantitative reasoning, estimation, measurement, probability, statistics, algebra, geometry, and trigonometry.
<b>Criticality for Entry-Level:</b>  <i>Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF2</i>	<b>Level of Complexity for Entry-Level:</b> <ul style="list-style-type: none"> <li>➤ Ability to read, write, order, add, subtract, multiply, and divide decimal numbers</li> <li>➤ Ability in simple fractions and decimals, computation of money, time, simple charts, tables, or logs of numbers, basic functional relationships</li> <li>➤ Need to understand the number system (i.e., whole, rational) and properties</li> <li>➤ Ability to interchange fractions, decimals, and percents</li> <li>➤ Some skill in understanding measurement, algebraic ideas, geometry, and spatial sense</li> <li>➤ Tools such as calculators, compasses, and computers are used to solve math problems</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF2</i>	<b>Level of Complexity for Journeyman-Level:</b> <ul style="list-style-type: none"> <li>➤ Ability to read, write, order, add, subtract, multiply, and divide decimal numbers</li> <li>➤ Ability in simple fractions and decimals, computation of money, time, simple charts, tables, or logs of numbers, basic functional relationships</li> <li>➤ Need to understand the number system (i.e., whole, rational) and properties</li> <li>➤ Ability to interchange fractions, decimals, and percents</li> <li>➤ Some skill in understanding measurement, algebraic ideas, geometry, and spatial sense</li> <li>➤ Tools such as calculators, compasses, and computers are used to solve math problems</li> </ul>

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<b>Organizing and Planning (13)</b>		<b>Definition:</b> Organize and structure work for effective performance and goal attainment; set and balance priorities; anticipate obstacles; formulate plans consistent with available human, financial, and physical resources; modify plans or adjust priorities given changing goals or conditions.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Entry-Level:</b>  <ul style="list-style-type: none"> <li>➤ Individual is responsible for planning and prioritizing own work only</li> <li>➤ Readily available, clear and useful feedback is provided on performance or progress toward objectives</li> <li>➤ There are general short- and long-term objectives; some objectives vary in clarity or definition</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Journeyman-Level:</b>  <ul style="list-style-type: none"> <li>➤ Individual is responsible for planning and prioritizing own work only</li> <li>➤ Feedback on performance or progress toward objectives is of varying availability, clarity and usefulness</li> <li>➤ There are multiple, complex short- and long-term objectives, or highly ambiguous or ill-defined objectives</li> <li>➤ Substantial flexibility is required, including continuous or frequent monitoring of progress and readjustment of priorities</li> <li>➤ Multiple alternative plans are required</li> </ul>
<b>Reading (14)</b>		<b>Definition:</b> Understand and use written information that may be presented in a variety of formats, such as text, tables, lists, figures, and diagrams; select reading strategies appropriate to the purpose, such as skimming for highlights, reading for detail, reading for meaning and critical analysis.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Entry-Level:</b>  <ul style="list-style-type: none"> <li>➤ Moderately complex or technical materials are read (e.g., letters, memos, email, multi-step directions and instructions, reference materials, books on particular topics, visuals that support meaning such as charts, graphs, figures, diagrams and maps)</li> <li>➤ Reading skills used are moderately complex, including interpretation of information from multiple sources</li> <li>➤ Integration of information with prior knowledge and experiences; and identification of complexities and discrepancies in the presented information</li> <li>➤ Reading purpose is moderately complex; text is read to obtain information that is then communicated to others or used to perform a multi-step task</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Journeyman-Level:</b>  <ul style="list-style-type: none"> <li>➤ Highly complex or technical materials are read (e.g., technical manuals, reports, proposals, procedures, written commentaries, formal email, substantially visual material such as flowcharts); material contains high density of information</li> <li>➤ Reading skills used are moderately complex, including interpretation of information from multiple sources</li> <li>➤ Integration of information with prior knowledge and experiences; and identification of complexities and discrepancies in the presented information</li> <li>➤ Reading purpose is moderately complex; text is read to obtain information that is then communicated to others or used to perform a multi-step task</li> </ul>

## JOINT SECURITY TRAINING CONSORTIUM SKILL STANDARDS DEVELOPMENT PROJECT

<b>Science (15)</b>		<b>Definition:</b> Understand and apply the basic principles of physical, chemical, biological and earth sciences, understand and apply the scientific method, including formulating and stating hypotheses and evaluating them by experimentation or observation.
<b>Self and Career Development (16)</b>		<b>Definition:</b> Identify own work and career interests, strengths and limitations; pursue education, training, feedback or other opportunities for learning and development; manage, direct and monitor one's own learning and development.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Entry-Level:</b>  <ul style="list-style-type: none"> <li>➤ Learning and development opportunities are readily available</li> <li>➤ Most or all learning and development activities are applicable to one's work</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Journeyman-Level:</b>  <ul style="list-style-type: none"> <li>➤ Somewhat frequent or gradual changes in work content or technology necessitate planning for and engagement in learning and development activities at regular intervals</li> <li>➤ Opportunities to use or apply learning and development activities to one's work are available to some degree or for some aspects of what was learned</li> </ul>

# JOINT SECURITY TRAINING CONSORTIUM SKILL STANDARDS DEVELOPMENT PROJECT

<b>Speaking (17)</b>		<b>Definition:</b> Express ideas and facts orally in a clear and understandable manner that sustains listener attention and interest; tailor oral communications to the intended purpose and audience.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF2</i>	<b>Level of Complexity for Entry-Level:</b> <ul style="list-style-type: none"> <li>➤ Subject matter is moderately sensitive, controversial, or likely to be questioned or challenged, some tact is required</li> <li>➤ Subject matter is partially conveyed indirectly through subtleties of language, tone, expressions, or gestures, and partially through simple, direct verbal terms;</li> <li>➤ The listeners are moderately diverse</li> <li>➤ Moderate preparation time or resources are available; some improvisation or adaptation is required</li> <li>➤ Listeners vary in the degree to which they are uninterested, skeptical, or in opposition or disagreement</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF2</i>	<b>Level of Complexity for Journeyman-Level:</b> <ul style="list-style-type: none"> <li>➤ Subject matter is highly sensitive, controversial, or likely to be questioned or challenged; a high degree of tact is required</li> <li>➤ Subject matter is partially conveyed indirectly through subtleties of language, tone, expressions, or gestures, and partially through simple, direct verbal terms</li> <li>➤ The listeners are highly diverse</li> <li>➤ Moderate preparation time or resources are available; some improvisation or adaptation is required</li> <li>➤ Listeners vary in the degree to which they are uninterested, skeptical, or in opposition or disagreement</li> </ul>
<b>Stress Tolerance (18)</b>		<b>Definition:</b> Demonstrate maturity, poise and restraint to cope with pressure, stress, criticism, setbacks, personal and work-related problems, etc. Maintain composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior even in very difficult situations. Accept criticism and deal calmly and effectively with high-stress situations.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Entry-Level:</b> <ul style="list-style-type: none"> <li>➤ Requires demonstration of extreme calm and tolerance of stress imposed by other people or circumstances</li> <li>➤ Individual's amount of composure, anger, frustration, or other behaviors associated with stress greatly affect or influence others in the work environment</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Journeyman-Level:</b> <ul style="list-style-type: none"> <li>➤ Requires demonstration of extreme calm and tolerance of stress imposed by other people or circumstances</li> <li>➤ Individual's amount of composure, anger, frustration, or other behaviors associated with stress greatly affect or influence others in the work environment</li> </ul>

# JOINT SECURITY TRAINING CONSORTIUM SKILL STANDARDS DEVELOPMENT PROJECT

<b>Using Information and Communications Technology (19)</b>		<b>Definition:</b> Select, access and use necessary information, data, and communications-related technologies, such as basic personal computer applications, telecommunications equipment, Internet, electronic calculators, voice mail, email, facsimile machines and copying equipment to accomplish work activities.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Entry-Level:</b> <ul style="list-style-type: none"> <li>➤ Equipment or technology is relatively simple or familiar</li> <li>➤ Little new learning is required, because changes are infrequent or minor; complete documentation or information on use of the technology is readily available</li> <li>➤ Applications are somewhat complex or unusual or require using some advanced features or capabilities</li> <li>➤ Limited time is available to learn the technology before its application; learning continues as the technology is used</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF1 CWF2 CWF3</i>	<b>Level of Complexity for Journeyman-Level:</b> <ul style="list-style-type: none"> <li>➤ Equipment or technology is relatively simple or familiar</li> <li>➤ Little new learning is required, because changes are infrequent or minor; complete documentation or information on use of the technology is readily available</li> <li>➤ Applications are somewhat complex or unusual or require using some advanced features or capabilities</li> <li>➤ Limited time is available to learn the technology before its application; learning continues as the technology is used</li> </ul>
<b>Using Interpersonal Skills (20)</b>		<b>Definition:</b> Interact with others in ways that are friendly, courteous and tactful and that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF2</i>	<b>Level of Complexity for Entry-Level:</b> <ul style="list-style-type: none"> <li>➤ Interactions require some knowledge of and adherence to special or formal protocols or procedures, or they vary in the degree to which such protocols are required</li> <li>➤ Interactions involve somewhat personal, sensitive, controversial, or conflict-laden issues, or vary in the degree to which they involve such issues, requiring some degree of tact, diplomacy, and awareness of and openness to social cues</li> <li>➤ People interacted with are highly diverse</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF2</i>	<b>Level of Complexity for Journeyman-Level:</b> <ul style="list-style-type: none"> <li>➤ Interactions require some knowledge of and adherence to special or formal protocols or procedures, or they vary in the degree to which such protocols are required</li> <li>➤ Interactions involve highly personal, sensitive, controversial, or conflict-laden issues, requiring a high degree of tact, diplomacy, and awareness of and openness to social cues</li> <li>➤ People interacted with are highly diverse</li> </ul>

## JOINT SECURITY TRAINING CONSORTIUM SKILL STANDARDS DEVELOPMENT PROJECT

<b>Visual Observation (21)</b>		<b>Definition:</b> Notice details and take in and recall incoming visual sensory information and use it to make predictions, comparisons and/or evaluations. Recognize differences or similarities, or sensing changes in circumstances or events; discern between relevant visual cues or information and irrelevant or distracting information.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF2</i>	<b>Level of Complexity for Entry-Level:</b> <ul style="list-style-type: none"> <li>➤ Need to notice and recall details and pay attention to visual information</li> <li>➤ Need to recall incoming visual information for making comparisons or evaluations</li> <li>➤ Need to quickly discern between relevant and distracting visual information</li> <li>➤ Moderate level of visual inspection required</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF2</i>	<b>Level of Complexity for Journeyman-Level:</b> <ul style="list-style-type: none"> <li>➤ High need to notice and remember many specific details that are relevant to the situation/activity</li> <li>➤ High need for using visual information to make comparisons or evaluations</li> <li>➤ Need to very quickly determine relevant from distracter information in the environment</li> <li>➤ Moderate level of visual inspection required;</li> </ul>
<b>Working in Teams (22)</b>		<b>Definition:</b> Work cooperatively and collaboratively with others to achieve goals by sharing or integrating ideas, knowledge, skills, information, support, resources, responsibility and recognition.

# JOINT SECURITY TRAINING CONSORTIUM SKILL STANDARDS DEVELOPMENT PROJECT

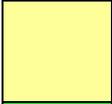
<b>Writing (23)</b>		<b>Definition:</b> Express ideas and information in written form clearly, succinctly, accurately, and in an organized manner; use English language conventions or spelling, punctuation, grammar, and sentence and paragraph structure; and tailor written communication to the intended purpose and audience.
<b>Criticality for Entry-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Entry-Level:</b>  <i>CWF3</i>	<b>Level of Complexity for Entry-Level:</b> <ul style="list-style-type: none"> <li>➤ The materials produced are moderately complex (e.g., letters, memos, email, multistep directions and instructions, and visuals that support meaning such as charts, graphs, figures, diagrams and maps)</li> <li>➤ A moderate degree of organization and focus is used; providing needed facts and information; writer decides on most appropriate format; revisions are based on own review and on feedback from others</li> <li>➤ Writing skill used includes interpretation of information from multiple sources and synthesis with prior knowledge and experiences; identification of complexities and discrepancies in the information; application of precise word choice and appropriate tense for clarity in communication and individual style</li> <li>➤ One or two different strategies (e.g., classification or categorization of information) are applied to inform the reader</li> </ul>
<b>Criticality for Journeyman-Level:</b>  <i>Extremely Critical</i>	<b>Relevancy for Journeyman-Level:</b>  <i>CWF3</i>	<b>Level of Complexity for Journeyman-Level:</b> <ul style="list-style-type: none"> <li>➤ The materials produced are moderately complex (e.g., letters, memos, email, multistep directions and instructions, and visuals that support meaning such as charts, graphs, figures, diagrams and maps)</li> <li>➤ One or two different strategies (e.g., classification or categorization of information) are applied to inform the reader</li> <li>➤ A high degree of focus and logic is used, providing facts, details, and explanations grouped in a way that communicates clearly; writer anticipates needs and concerns of audience and may create layout or format for product; revisions highlight individual voice and style</li> <li>➤ Writing skill used includes evaluation of the effectiveness of own writing – including accuracy, efficiency, appropriateness of presented information – for clarity in communication and style; anticipation of possible effects of writing on intended audience.</li> </ul>

**JOINT SECURITY TRAINING CONSORTIUM  
SKILL STANDARDS DEVELOPMENT PROJECT**

**Worker-Oriented Component of Skill Standards**

**Occupational and Technical Knowledge and Skills** describe the occupational and technical knowledge and skills needed to perform the critical work functions of the job.

**Color Legend**

	Applicable to Entry-level only
	Applicable to Journeyman-level only
	Applicable to Senior-level only (There is no Senior-level for the Background Investigator function)
	Applicable to All levels (For this skill standards, this means applicable to both entry- and journeyman levels only)
	Not applicable to any level

## JOINT SECURITY TRAINING CONSORTIUM SKILL STANDARDS DEVELOPMENT PROJECT

Entry-Level		Journeyman-Level		Specific Knowledge and Skills
Criticality	Relevancy	Criticality	Relevancy	
Need to know	CWF1 CWF2 CWF3	Need to know	CWF1 CWF2 CWF3	<p><b>OTKS_1. Knowledge of and skill in following the policies, regulations, guidelines and ethical standards that govern the conduct of PSIs:</b></p> <ul style="list-style-type: none"> <li>• Investigative standards</li> <li>• Section 1001 and 1905, Title XVIII US Code and other applicable laws</li> <li>• DCID 6/4</li> <li>• EO 12968</li> <li>• EO 10450</li> <li>• Privacy Act 1974 &amp; Freedom of Information Act</li> <li>• Ethical standards (prohibitions and forbidden topics)</li> </ul>
Need to know	CWF1 CWF2 CWF3	Need to know	CWF1 CWF2 CWF3	<p><b>OTKS_2. Knowledge of and skill in applying adjudicative guidelines</b></p> <ul style="list-style-type: none"> <li>• Allegiance to the United States</li> <li>• Foreign influence</li> <li>• Foreign preference</li> <li>• Sexual Behavior</li> <li>• Personal Conduct</li> <li>• Financial considerations</li> <li>• Alcohol consumption</li> <li>• Drug involvement</li> <li>• Emotional, mental, personality disorders</li> <li>• Criminal conduct</li> <li>• Security violations</li> <li>• Outside activities</li> <li>• Misuse of information technology systems</li> </ul>
Need to know	CWF1 CWF2 CWF3	Need to know	CWF1 CWF2 CWF3	<p><b>OTKS_3. Knowledge of and skill in applying coverage requirements for each type of investigation (e.g., Single Scope Background Investigations (SSBI) and SSBI-Periodic Reinvestigations)</b></p>
Need to know	CWF1 CWF2 CWF3	Need to know	CWF1 CWF2 CWF3	<p><b>OTKS_4. Knowledge of and skill in applying case and time management strategies</b></p>

## JOINT SECURITY TRAINING CONSORTIUM SKILL STANDARDS DEVELOPMENT PROJECT

Entry-Level		Journeyman-Level		<i>Specific Knowledge and Skills</i>
<i>Criticality</i>	<i>Relevancy</i>	<i>Criticality</i>	<i>Relevancy</i>	
<i>Need to know</i>	CWF2	<i>Need to know</i>	CWF2	OTKS_5. <i>Knowledge of and skill in applying interviewing techniques</i>
<i>Need to know</i>	CWF2	<i>Need to know</i>	CWF2	OTKS_6. <i>Knowledge of and skill in applying policies regarding telephonic interviews</i>
<i>Need to know</i>	CWF2 CWF3	<i>Need to know</i>	CWF2 CWF3	OTKS_7. <i>Knowledge of and skill in applying guidance regarding proper taking, use and handling of investigative notes</i>
<i>Need to know</i>	CWF1 CWF2	<i>Need to know</i>	CWF1 CWF2	OTKS_8. <i>Knowledge of and skill in applying guidelines for handling requests for presence of representation during interviews</i>
<i>Need to know where to go for info.</i>	CWF1 CWF2	<i>Need to know where to go for info.</i>	CWF1 CWF2	OTKS_9. <i>Knowledge of threat situation and their impact (i.e., counter-intelligence and counter-terrorism)</i>
<i>Need to know</i>	CWF1 CWF2	<i>Need to know</i>	CWF1 CWF2	OTKS_10. <i>Knowledge of threat situation and their impact (i.e., personal safety and environment)</i>
<i>Need to know where to go for info.</i>	CWF1 CWF2	<i>Need to know where to go for info.</i>	CWF1 CWF2	OTKS_11. <i>Knowledge of and skill in applying case-related information regarding government and private organizations' functions and structure</i>
<i>Need to know</i>	CWF1 CWF2 CWF3	<i>Need to know</i>	CWF1 CWF2 CWF3	OTKS_12. <i>Knowledge of personal employing company functions and structure</i>
<i>Need to know</i>	CWF1 CWF2 CWF3	<i>Need to know</i>	CWF2 CWF3	OTKS_13. <i>Knowledge of and skill in applying standard reporting format</i>