



**North Carolina 911 Board**  
***Education Committee Meeting Agenda***

**Phillips Building**  
**109 East North Street, Raleigh NC**  
**Thursday, February 20 @ 10 – 12pm**  
**Conference Bridge: 866-390-1828 Code: 4576714#**  
**Join by WebEX:**

<https://ncgov.webex.com/ncgov/j.php?MTID=m1ba1967f11a44c3527e88d9f6d8d8b2d>

<u>Tab</u>	<u>Topic</u>	<u>Presenter</u>
1.	Welcome	Pokey Harris
2.	Chair Opening Remarks <i>Welcome and Introduction of New Members</i>	Chuck Greene
3.	NC 911 Board Bylaws	Pokey Harris
4.	Roll Call	Angie Turbeville
5.	Approval of November Minutes	Chuck Greene
6.	Be Rail Safe Presentation	Roger Smock
7.	NC Justice Academy <ul style="list-style-type: none"><li>• Telecommunicator Continuing Education “<i>Viper System and NG911 Technologies</i>”</li><li>• Telecommunicator Continuing Education topics for 2021</li></ul>	Angie Turbeville
8.	Informational Aids <ul style="list-style-type: none"><li>• Informational Aid 1: <i>Welcome to the NC 911 Board</i></li><li>• Location Accuracy and Z Axis</li></ul>	Committee
9.	Standards and Education Ad Hoc Committee Update	Chuck Greene
10.	Class Eligibility <ul style="list-style-type: none"><li>• Barry Furey: “<i>Telecommunicator Back to the Basics</i>”</li><li>• Barry Furey: “<i>SMILE: Supervisor Manager Intensive Learning Experience</i>”</li></ul>	Chuck Greene
11.	Telecommunicator Standards Update	Chuck Greene

12. Adjourn

- Presentation title:** SMILE: Supervisor/Manager Intensive Learning Experience
- Instructor:** Barry Furey
- Length:** One (1) Day
- Format:** PowerPoint / Classroom
- Tools:** Laptop, projector, screen, PowerPoint with imbedded video, handouts
- Objectives:** **From a management/supervisory position:**
- To understand and identify the various personality types that make up ECC employees.
  - To identify effective strategies for dealing with these employees.
  - To identify issues with social media usage and public employees.
  - To identify and understand methods of creating defensible QA programs and evaluations.
  - To identify the key elements of liability and how to avoid them.
  - To identify and understand how to deal with callers during times of police/community conflict.
  - To identify and understand methods of dealing with cliques, bullying, sexual harassment, and unfair treatment of trainees.
  - To identify and learn tactics to deal with disgruntled callers/complaints.
  - To identify methods of dealing with the media.
  - To learn and identify signs of stress in the workplace and how to deal with it.

Knowledge shall be displayed by participation in question and answer sessions throughout the course, and through role-playing exercises.

- I. Introduction
  - a. Instructor Qualification
  - b. Course objectives
- II. Why are we here? Pest control for your PSAP!
  - a. These are your fleas.
  - b. This is your circus!
- III. What's In a Name?
  - a. **Protect Securely Against Pests**
  - b. **Entomological Care Center**
  - c. Extremely Cooperative Critters
  - d. Extraordinarily Cunning Creepers
- IV. Wouldn't it be Nice?

- a. If employees had to wear a placard like tanker trucks to tell you what they carried inside and how to deal with it?
- V. Killer Bees
  - a. Genus progressum prohibitum
    - i. Appear in swarms whenever new ideas hatch
    - ii. Buzzwords, “we’ve tried it before ...”
    - iii. Build up momentum as others join in the attack
- VI. Stink Bug
  - a. Genus Hygeinus Absenteeum
    - i. Not pleasant to be around
    - ii. Two varieties – One overcompensates through use of cologne, etc.
    - iii. Leave scent trail in chairs
- VII. Firefly
  - a. Genus: Service Singularium
    - i. Only comfortable at one position
    - ii. Varieties exist for all services
    - iii. Shows predatory possession of single channel or service
- VIII. Bed Bug
  - a. Genus: Bang-in Perpetulum
    - i. Earns a day, burns a day
    - ii. Often heard coughing on the phone
    - iii. Seldom seen on weekends
- IX. Book Worm
  - a. Genus: Barrister Outhousium
    - i. Knows every regulation
    - ii. Spouts them when cornered
    - iii. Does not believe regulations apply to them ...
- X. Praying Mantis
  - a. Genus: Rookie Terminatium
    - i. Appetite for tender flesh
    - ii. Can be found near hatchlings
    - iii. Has short-term memory
- XI. Inch Worm
  - a. Genus: Limitus Pushingdem
    - i. Given an inch takes a mile
    - ii. Pushes limits
    - iii. Can be found on extended breaks
- XII. Jitterbug
  - a. Genus: Jumpum Aroundum
    - i. Seldom stays on task
    - ii. Startled by loud noises
    - iii. Freezes up in crisis
    - iv. Millennial fueled by energy drinks
      - 1. Studies showing impact of energy drinks

- XIII. Mosquito
  - a. Genus: Drainum Moraliu
    - i. Makes lots of noise for little good
    - ii. Drain blood from entire staff
      - 1. Carry additional infections
- XIV. Dung Beetle
  - a. Genus: Sheetus Magnetiumvery
    - i. center has one or more
    - ii. Surrounded by ringing phones and full CAD screens
    - iii. When they sit down – watch out!
- XV. Moths
  - a. Genus: Spotlight Noticiu
    - i. Drawn to bright light and activity
    - ii. Easily loses focus
    - iii. When light dims, loses interest
- XVI. House Fly
  - a. Genus: Ringus Noansweru
    - i. Flies to their house immediately at end of shift and hides until due back
    - ii. Resistant to callback attempts
- XVII. Mad Hornets
  - a. Genus: Pistofedum Perpetuam
    - i. Ain't Got No Happy
    - ii. Never
    - iii. Ever
- XVIII. Termites
  - a. Genus: Destroyum Stabilitiu
    - i. Chew up critical support
    - ii. Work unseen
    - iii. Cause tremendous damage
- XIX. No-see-um
  - a. Genus: Invisibalis Wenuneedu
    - i. Avoids busy environments
    - ii. Knows many hiding places
    - iii. Move most rapidly at shift change
- XX. Glow Worm
  - a. Genus: Painme Nofeelum
    - i. Chemically induced glow
    - ii. Wobbly demeanor
    - iii. Consumes excessive breath mints
    - iv. What constitutes fit for duty?
    - v. What symptoms may be exhibited?
    - vi. What course of action should be taken?
- XXI. Meal Worm
  - a. Genus Radum Refrigeratus

- i. “Borrows” co-worker’s food for personal consumption
  - ii. Commonly found in kitchen and break room areas
  - iii. Very difficult to see but always present
- XXII. Spelling Bee
  - a. Genus: Whatdehell Didujstwrteium
    - i. Evidunce of there presents cn oftan times be found in the CAD comnents
    - ii. Invidule members develop they’re own dileckt
    - iii. Dispatchers luv em!
- XXIII. Social Media Butterfly
  - a. Genus: Onlineium Continuoso
    - i. Can be easily found on social media
    - ii. Knows more about Tinder than CAD
    - iii. Sends an MDT message and expects
    - iv. On duty vs off duty posts
      - 1. Release of sensitive information
      - 2. LODD notification
      - 3. Prioritizing personal posts/chat
      - 4. Hate speak
      - 5. Inappropriate comments about agency
      - 6. Questionable conduct
    - v. Expectations of public employment
      - 1. Are you online friends with any of your employees?
    - vi. Real life scenarios
      - 1. Release of LODD info
      - 2. TC charged with release of information
      - 3. Feeling Cute challenge gone wrong
      - 4. Fat shaming/bullying
      - 5. Posting of threats
      - 6. Inappropriate humor
      - 7. Goofing off at work
      - 8. Complaints about co-workers/call-handling
- XXIV. Love Bug
  - a. Genus: Badgebunnius Maximus
    - i. Thinks MDT stands for “My Dating Terminal”
    - ii. Better chance than not to wind up on Maury or Jerry
    - iii. Need an org chart to sort out their personal relationships
- XXV. Love Bug Blue Boy Variety
  - a. Genus: Horndogium Lawenforcium
    - i. Attracted by sweet sounds
    - ii. Always seeking fresh honey(s)
    - iii. Appear in swarms immediately after new-hires arrive
    - iv. Mightily confused by automated voice dispatches
- XXVI. Sexual Harassment
  - a. Act immediately

- b. Report up chain
  - c. Get witnesses
  - d. No “3 strike rule”
  - e. Can be reported by 3<sup>rd</sup> party
- XXVII. Software Bug
- a. Genus: Breakinstuff Wheuneedit
    - i. Not an employee but frequent guest
    - ii. Shows up unannounced
    - iii. Causes chaos, havoc, and commotion
    - iv. What is your SOP?
    - v. Have you ever worked a failure?
      - 1. What worked?
      - 2. What didn’t?
      - 3. Why?
    - vi. Do you have an evac plan?
      - 1. When was it last tested live?
    - vii. Multiple failures
      - 1. Murphy was an optimist
- XXVIII. Zom-bee
- a. Genus: Nervosa Colapsium
    - i. Victim of stress in the hive
    - ii. Carrier of PTSD
    - iii. Needs support!
    - iv. What are signs of PTSD?
    - v. What resources are available?
    - vi. Post incident debriefing
    - vii. Biggest cause of stress = life!
    - viii. Coping tactics
- XXIX. Other “problem children”
- a. Comparison shoppers
  - b. Gossips
  - c. Two-faced employees
    - i. Dealing with the “Eddie Haskells” of the world. How an old sit-com character can teach us much about human behavior.
  - d. The perpetual victim
  - e. Drama kings/queens
- XXX. Managing evaluations
- a. What form do you use?
  - b. How do you gather info?
  - c. Is your QA defensible?
  - d. How to measure measurable goals
  - e. Graph should look like a bell curve
  - f. Meets expectations is NOT a bad review
  - g. Halo principle

- h. Will vs. skill
- XXXI. The Media/Citizen complaints
  - a. What to say
  - b. What not to say
  - c. Accusations against employee
  - d. Accusations against first responders
  - e. Formal statements
- XXXII. Community/Police Friction
  - a. Causes
  - b. Trigger points
  - c. Does not even have to be local incident
  - d. How to best manage
- XXXIII. Protracted incidents
  - a. Staffing
  - b. Supply
  - c. Shedding load
  - d. TERT
  - e. FEMA/State Resources
- XXXIV. Liability Simplified
  - a. Duty
  - b. Breach
  - c. Damage
  - d. Proximate cause
- XXXV. Avoiding STDs
  - a. Supervisor Transition Diseases
    - i. I'm still your friend – everything is OK
    - ii. I'm now THE BOSS – everything gets written up
    - iii. Managing older/more experienced co-workers
    - iv. Can you be a supervisor and still be a friend?
    - v. Dealing with others who wanted the job
- XXXVI. Role Playing Exercises
  - a. Students will be presented with scenarios based upon real life incidents that required critical thinking by the managers and supervisors involved. Working individually, and in teams, they will present their solutions to the class, and the results will be compared to the outcome of the actual events.
- XXXVII. Summary & Review
  - a. Students may present questions concerning issues they are facing. Group discussion will be used to present input.
  - b. In all cases, students will be referred to their agency SOP as final arbiter.
  - c. Review/clarification of major points covered
- XXXVIII. How to Contact Me & Thanks!!!



**Presentation title:** Telecommunicator - Beyond the Basics  
**Instructor:** Barry Furey  
**Length:** One (1) Day  
**Format:** PowerPoint / Classroom  
**Tools:** Laptop, projector, screen, PowerPoint with imbedded video, handouts  
**Objectives:** **From the viewpoint of a line telecommunicator:**

To understand and identify the various personality types that make up ECC employees.

To identify effective strategies for dealing with these co-workers.

To identify issues with social media usage as a public employee.

To identify and understand how to deal with callers during times of police/community conflict.

To identify and understand methods of dealing with cliques, bullying, sexual harassment, and unfair treatment of trainees.

To identify and learn tactics and strategies for telephone management during disasters, and how to personally prepare for such situations.

To learn and identify signs of stress in the workplace and how to deal with it.

To understand what NG 9-1-1 really is, and to prepare for the challenges it brings to call processing.

To learn the history of civilian call-taking, and how it impacts our current conditions.

Knowledge shall be displayed by participation in question and answer sessions throughout the course, and through role-playing exercises.

- I. Introduction
  - a. Instructor Qualification
  - b. Course objectives
- II. Why are we here?
- III. How did we get here?
  - a. Working the “desk” was just that
  - b. Typically manned by police officers
    - i. Lazy
    - ii. Late
    - iii. Lame
    - iv. Leaving
  - c. Most did not want to work desk, until ...

- d. Same laws that brought 9-1-1 brought civilianization
  - i. Quicker response to crime
  - ii. Better use of officers
  - iii. CETA and other programs
  - iv. Hardcore unemployed are for a reason
- e. Now police wanted to keep desk jobs
- f. If you ain't sworn you ain't born
- g. Union issue
- h. We were always the CHEAP alternative
- IV. How does this impact TCs today?
  - a. What different states are doing?
  - b. Do hashtags and memes really work? (#iam911, #911saves, etc.)
  - c. We suffer from lack of identity!
  - d. What do we really want?
  - e. Is there a glass ceiling due to high number of females?
- V. Technology changes and 9-1-1
  - a. What was on the desktop in 1970?
  - b. How has that changed today?
  - c. How has the job changed overall?
  - d. The world before wireless
- VI. What is Next Gen 9-1-1?
  - a. Text
  - b. Photo
  - c. Video
  - d. Networking
  - e. Will NG speed or slow processes?
  - f. Comparison of legacy vs NG
  - g. Do photos help or hurt?
  - h. Will stress increase?
  - i. What if video becomes 2 way?
  - j. Many say TCs are first responders. Many TCs say they became TCs because they didn't want to see things on the street, and don't look forward to dealing with video. How do you feel about this? Discuss.
  - k. Special challenges
    - i. EMD
    - ii. Translation
  - l. NENA says: Emergency Help from ANY Device
    - i. What's a device?
    - ii. What will be "calling" 9-1-1 in 2070?
    - iii. It's no longer a call – it's multi-media!
    - iv. Will we be taking reports via social media?
- VII. Changes in the way we interact
  - a. Lack of location info
  - b. More direct contact with victim

- c. More 3<sup>rd</sup> party calls
  - d. More calls in general
  - e. Cluster calls
  - f. Conflicting info
  - g. Faster notification in some cases, or
  - h. Delayed notification because people taking pictures/not calling 9-1-1
  - i. Why have cell phones spread so quickly?
  - j. Discuss implications of all – add any others from class
- VIII. Is technology good or bad?
- a. Discuss
  - b. What are your hopes?
  - c. Fears?
- IX. Codes of Conduct
- a. Public employees have different limits than private sector
  - b. Conduct can be at work or away
  - c. Social media big concern
    - i. No such thing as private group
    - ii. Online is forever!
    - iii. What is free speech?
      - 1. Online bullying
      - 2. Sharing incident data
      - 3. Hate speak
      - 4. Feeling cute
      - 5. Boredom comments/pictures
      - 6. Acting the fool!
      - 7. Public does not share our sense of humor!
      - 8. Keg party photos while out sick?
    - iv. Keep a clean online presence!
      - 1. Have a G rated e-mail address
- X. Public perception of 9-1-1
- a. One center
  - b. Only one person working
  - c. Cops answer phone
  - d. People they talk to will respond
  - e. Technical – discuss misconceptions
- XI. Dealing With Difficult Callers
- a. What are the worst types of callers to handle?
    - i. Frequent flyers
    - ii. Name droppers
    - iii. Calls that don't "make sense"
    - iv. Clueless callers
    - v. Impaired
    - vi. Sovereign Citizens
    - vii. Posse Comitatus

- viii. First Amendment Auditors
  - ix. Escalators
  - x. Racism
    - 1. Key words you may hear
    - 2. Guilt or innocence not based on skin color
- b. Treat ALL calls as real!
- c. The first witness in the OJ trial was a call taker.
- d. Class share stories on favorite/odd calls
- XII. Public / LEO conflict
  - a. What concerns arise during periods of conflict?
    - i. People call with attitude
    - ii. Problem may not even be local
    - iii. Avoid trigger words
    - iv. Bomb threats, etc.
    - v. Officer complaints
    - vi. Watching your own "six"
- XIII. How does social media and media impact what we do?
  - a. Rumors
  - b. Anonymous complaints
  - c. Teasers
  - d. Half the story
- XIV. Dealing with Co-workers
  - a. Our second family
  - b. Know your neighbor
    - i. How well you know your co-worker as a person?
  - c. Why do we have drama?
  - d. Scenarios
    - i. Know it alls
    - ii. Drama queens/kings
    - iii. Two faced
    - iv. Sick use abuse
    - v. Meal thieves
    - vi. Slackers
    - vii. Others?
  - e. Triggers
    - i. What are yours?
    - ii. What is your comfort zone?
    - iii. Do we all work the same?
  - f. Why do we eat our young?
  - g. The "mean girls – and guys"
    - i. Bullying
    - ii. Cliques
      - 1. When is a clique not a clique?
      - 2. What if your supervisor is part?

### 3. Gossip

- h. How to deal with problem people/situations
  - i. Is it easier to change your behavior of someone else's?
  - ii. When to involve your supervisor
  - iii. When to "fix" it yourself
- XV. SWATTING
  - a. Definition
  - b. Frequency
  - c. Exposure
  - d. Consequences
  - e. How can we spot "fake" calls?
    - i. How is this impacted by NG?
- XVI. Beyond the basics
  - a. How to deal with bad locations
    - i. Incorrect info
    - ii. Incomplete info
    - iii. What exactly is Phase II?
    - iv. Rebidding
    - v. Limited access highways
    - vi. What can you see?
    - vii. Internet referrals
    - viii. Mis-routes
    - ix. What tactics have class found that work?
  - b. How to classify calls?
    - i. Do we have too many choices?
    - ii. How does this impact response?
    - iii. What warning signs can be overheard?
  - c. When in doubt – bump it up!
- XVII. Extraordinary Times!
  - a. Disasters
    - i. What are they
    - ii. What is your local exposure
    - iii. How many have you worked?
    - iv. Natural vs. man-made
  - b. Expected challenges
    - i. Numerous calls
    - ii. Conflicting Info
    - iii. Lack of resources
    - iv. Lack of policy
  - c. Terrorist acts
    - i. What are they?
    - ii. Historical significance
    - iii. What is CBRN?
  - d. What will reports look like?

- XVIII. Failure Drills
  - a. What happens when things fail?
    - i. Loss of power
    - ii. Loss of phones
      - 1. Causes
      - 2. Infrastructure briefing
      - 3. In-house issues
      - 4. How do you re-route?
    - iii. Loss of facility
      - 1. Do you have a bug out plan?
- XIX. Stress
  - a. What is it?
  - b. What causes it?
  - c. Is it all bad?
  - d. PTSD – cumulative vs single incident
  - e. What can cause?
  - f. What can be done to combat?
  - g. NIU studies
- XX. TC Health
  - a. Diet
  - b. Exercise
  - c. Beverage choice
  - d. Work/life balance
  - e. Where to get help!
- XXI. COOP – the TC viewpoint
  - a. Survival bag
  - b. Elder care
  - c. Child care
  - d. Out of state relocation plans
  - e. f major points covered
- XXII. Summation and open discussion
- XXIII. How to Contact Me & Thanks!!!

## Telecommunicator Topics and Objectives

**Total Credits for In-Service: 16 hrs/credits**

**Topic of Choice = 8 hrs/credits**

VIPER System and ESInet Explained (2 hrs/credits) – D. Worley

1. Describe the origin and history of the development of the VIPER public safety radio system.
2. Define the basic operational components of the VIPER public safety radio system and discuss how it functions.
3. List and compare other common non-VIPER public safety radio systems in use across North Carolina and how these systems interact with VIPER for incident management purposes.
4. Identify the basic operational components of ESInet and Next Generation 911 systems.
5. Discuss the benefits ESInet and Next Generation 911 systems offer when compared to previous versions of 911 call-taking technology.
6. List and explain the future goals and objectives regarding the implementation of Next Generation 911 systems.

Handling the Active Assailant Incident (2 hrs/credits) – D. Worley

1. Define what factors establish an event as an active assailant, and describe the impact of active assailant events on our nation and state.
2. List and explain the basic tactical concerns for law enforcement officers who are responding to active assailant calls for service.
3. Discuss methods available to telecommunicators that ensure the safety of all first responders on an active assailant scene.
4. Through exploring case studies of previous active assailant calls for service, describe the findings as they relate to the telecommunicators' handling of those calls.
5. Define in writing the following terms regarding "emotional fall-out," which can impact the 911 Center following mass casualty or active assailant events:
  - a) Critical incident stress management
  - b) Critical incident stress debriefing
  - c) Employee assistance program
  - d) Peer support

### Shift Management Skills in the Communication Center (2hrs/credits) – D. Grossi

1. Correctly identify three (3) reasons effective leadership is important in the communication center.
2. Correctly identify three (3) management actions that can hurt employee morale and three (3) management actions that can increase employee morale.
3. Define servant leadership and explain how it can inspire and motivate telecommunicators.
4. Identify resources available to evaluate and improve leadership skills for communication center managers.

### Physical and Mental Wellness: Building & Implementing a Plan for Improvement (2 hrs/credits)

– Merrily Cheek

1. Describe what may happen to a telecommunicator's performance over time when physical and mental wellness needs remain unmet.
2. Expand current knowledge and describe emerging concepts of both physical and mental wellness that meet the needs of the telecommunicator.
3. After reviewing case studies, confidently discuss the connection between various dietary and wellness changes as they relate to job performance and overall improvement.
4. Through practical exercise, apply the information from this lesson to complete an improvement plan that identifies personal areas to focus on and includes corresponding wellness actions.

### **REQUIRED = 10 hours**

### 2021 Followership: Being an Influential Employee (2 hrs/credits) – Merrily Cheek

1. Discuss how the critical concept of "followership" strongly supports the overall agency mission.
2. Recognize methods employees can implement to ensure they remain motivated and dependable members of their team.
3. Correctly choose incentives supervisors can employ to continue proper encouragement of telecommunicators, other than by promotional means.
4. Through scenarios, correctly demonstrate how to identify issues that negatively affect agency performance, and develop a plan of action that:
  - a) you as a team member can take to protect your accountability
  - b) the team, as a whole, can implement to increase its effectiveness
  - c) supervisors can use to enhance overall agency performance



2021 Critical Thinking for Telecommunicators – (4 hrs/credits) – S. Gillis

1. In your own words, define “critical thinking.”
2. List and provide examples of five (5) critical thinking skills presented in the course materials.
3. Identify in writing three (3) barriers to critical thinking.
4. Through practical exercises, demonstrate the ability to apply critical thinking skills when dispatching calls for service.
5. Demonstrate the ability to apply critical thinking skills when dispatching emergency calls.

2021 Crisis Negotiations (4 hrs/credits) – D. Worley and P. Phelan

1. Explain in writing the principles of crisis negotiations.
2. Correctly describe the dynamics of a hostage or barricaded situation.
3. Explain in writing the behavioral change stairway as it pertains to a hostage or barricaded situation.
4. Discuss the importance of obtaining and communicating intelligence to the crisis negotiations team.
5. Describe the elements of active listening skills as the most effective communications method during a hostage or barricaded situation.