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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 Absenteum
   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 Moralium
      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 Noticium
      i. Drawn to bright light and activity
      ii. Easily loses focus
      iii. When light dims, loses interest

XVI. House Fly
   a. Genus: Ringus Noanswerum
      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 Stabilitium
      i. Chew up critical support
      ii. Work unseen
      iii. Cause tremendous damage

XIX. No-see-um
   a. Genus: Invisibalis Wenuneedum
      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 Didujustwrtieum
   i. Evidence of there presents cn oftan times be found in the CAD comments
   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. Mightly 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 3rd 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!!!
Presentación del título: Teleoperador - Más allá de los Básicos

Instructor: Barry Furey

Duración: Un día (1) Día

Formato: PowerPoint / Clase

Herramientas: Laptop, proyector, pantalla, PowerPoint con video incorporado, hojas de trabajo

Objetivos: Desde la perspectiva de un teleoperador en línea:

- Entender y identificar los diferentes tipos de personalidad que forman parte de los empleados del ECC.
- Identificar estrategias efectivas para interactuar con estos compañeros de trabajo.
- Identificar los problemas con el uso de redes sociales como un empleado público.
- Identificar y entender cómo tratar a los llamantes durante períodos de conflicto policial/comunitario.
- Identificar y entender los métodos para manejar cliques, acoso, acoso sexual y trato injusto de los aprendices.
- Identificar y aprender estrategias y tácticas para el manejo telefónico durante los desastres, y cómo prepararse personalmente para estas situaciones.
- Aprender y identificar las señales de estrés en el lugar de trabajo y cómo abordarlas.
- Entender lo que significa NG 9-1-1 y prepararse para los desafíos que conlleva para el procesamiento de llamadas.
- Aprender la historia del recibo de llamadas civil, y cómo influye en nuestras condiciones actuales.

El conocimiento se demostrará a través de la participación en sesiones de preguntas y respuestas a lo largo del curso, y a través de ejercicios de rol.
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 3rd 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.