

NENA Standards for 9-1-1 Professional Education

Abstract: This standard will guide the institutions that are developing or have developed 9-1-1 Professional Education programs and ensure consistency with the curriculum.



NENA Standards for 9-1-1 Professional Education

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1 Executive Overview

Choosing a career path as a telecommunicator is a newer ambition because working in the 9-1-1 industry is a relatively new concept even compared with other positions within the public safety community. In just the last 30-years those in public safety have realized telecommunicators need interpersonal, technical, and stress-management skills to handle an extremely complicated and challenging job.

In recent years 9-1-1 industry experts have discussed the importance of the role of professional education for the position of telecommunicator. Across North America programs have emerged in high schools, vocational schools, and colleges in order to encourage suitable candidates to enter the 9-1-1 profession, and to expose them to what they can expect as a telecommunicator.

Existing programs use a variety of sources for material. Research shows that some use NENA, NFPA, or other standards to create a curriculum while others strongly base curriculum on policies, procedures, and protocols. A fair amount of 9-1-1 courses rely heavily on curriculum established by associations and/or vendors such as APCO or IAED/Priority Dispatch Inc.

NENA has identified a need to create a standard for 9-1-1 Professional Education. This standard will guide institutions that develop 9-1-1 Professional Education programs and ensure consistency by providing the minimum essential elements of a professional telecommunicator education program. This standard is not intended to guide 9-1-1 PSAPS/Agencies on their internal training programs, but for the institutions that are preparing candidates for the industry. The standard, as recommended in the appendices, recommends forty (40) hours of instruction covering roles and responsibilities of the Telecommunicator, and encourages an additional forty (40) hours in other related course work.

NENA assembled a committee of 9-1-1 professionals from diverse geographic areas to create this 9-1-1 Professional Education standard. This committee considered many sources of information such as NENA and NFPA standards, NCIC policies, NIMS practices, and existing telecommunicator certification programs.

Multiple career paths exist in the 9-1-1 industry. Various roles include telecommunicators, supervisors, managers, administrators, and technicians in the realm of operations, administration, radio systems, telephony systems, CAD, and GIS. The committee decided to focus the standard for the telecommunicator position and develop it for use as a template for other positions in the industry.

The committee believes a strong 9-1-1 Professional Education standard will benefit institutions offering 9-1-1 telecommunicator programs and the 9-1-1 industry as a whole. A 9-1-1 professional standard will expose students to the type of work performed by a telecommunicator and create a foundation of skills and knowledge that will better

serve them and 9-1-1 centers. In a world that is just beginning to recognize and understand the role of a 9-1-1 telecommunicator, this standard legitimizes and validates the career path and assists in the development of 9-1-1 telecommunicators.

The 9-1-1 professionals that formed this committee and completed work for this NENA standard are pleased to provide this document for reference for the challenging task of building curriculum for a Telecommunicator education program. For the most comprehensive approach to creating a program, it is recommended that other professional standards are reviewed including APCO's ANS 3.103.2.2015 [5], *Minimum Training Standards for Public Safety Telecommunicators*, and NFPA 1061 [6], *Standard for Public Safety Telecommunications Personnel Professional Qualifications*.

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These definitions are based on IETF [RFC 2119](https://tools.ietf.org/html/rfc2119).

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Reason for Issue/Reissue

NENA reserves the right to modify this document. Upon revision, the reason(s) will be provided in the table below.

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NENA-STA-011.1-2021	02/04/2021	Initial Document

2 9-1-1 Professional Education

2.1 Public Safety Answering Point (PSAP)

A Public Safety Answering Point (PSAP) is an entity responsible for receiving 9-1-1 calls and processing those calls according to a specific operational policy.

- A primary PSAP is a PSAP to which 9-1-1 calls are routed directly from the 9-1-1 Central Office.
- A Secondary PSAP is a PSAP to which 9-1-1 calls are transferred from a Primary PSAP.
- An Alternate PSAP is a PSAP designated to receive calls when the primary PSAP is unable to do so.
- A Consolidated PSAP is a facility where multiple Public Safety Agencies choose to operate as a single 9-1-1 entity.

2.2 Roles in a PSAP

Roles and Responsibilities of the Telecommunicator:

Telecommunicators (also known as emergency communications officers, telecommunications officers, or 9-1-1 dispatchers) receive calls from individuals who need assistance from firefighters, police officers, and emergency medical services, or any other public safety request. To provide the requisite knowledge, skills and abilities, each basic telecommunicator training program SHALL contain sufficient information to provide a clear understanding of the following essential elements contained in this section.

Each Public Safety telecommunicator should understand the roles and responsibilities of their position as it relates to the stakeholders, citizens, and community served. Stakeholders are not limited to the public, but also include response and ancillary agencies, as well as other PSAPs, that might be involved in the incident from inception to completion. The Public Safety telecommunicator has evolved into a specialized and professional element of the Public Safety Community requiring highly trained skills, knowledge and abilities, and attributes. The level of professionalism exemplified by the Public Safety telecommunicator is a direct reflection upon the agency, the AHJ, and the public safety industry. Essential elements of the profession that should be clearly understood by the telecommunicator include, but are not restricted to, the following:

1. Mission
2. What is a PSAP?
3. Terminology
4. The History/Evolution of a Public Safety Telecommunicator
5. The Essential functions/tasks of a Professional Public Safety Telecommunicator
6. PSAP Organization Structures and Chain of Command
7. Ethics, Professionalism, Values, Personal Conduct, Image

8. Policies, Procedures, Rules, Regulations
9. Basic Telecommunication Elements
10. Vital Services of Public Safety Communication Systems
11. PSAP Informational Resources
12. Duties and Responsibilities
13. Communities and Agencies Served
14. Responder Safety

2.3 Legal Concepts:

The telecommunicator should be acutely aware that every action taken could be scrutinized within a court of law, as well as by the community served. This section will highlight the rules and regulations—from local to federal and from PSAP to response agencies served—that govern telecommunicator performance. This might include concepts specific to law enforcement, fire/rescue, emergency medical services (EMS) and public safety communications. These include, but are not restricted to, the following:

1. Liability, Confidentiality, Negligence, Duty
2. Law Enforcement Agencies
3. Fire/Rescue Agencies
4. EMS Agencies
5. Public Safety Communications Agencies
6. Documentation, Freedom of Information Act (FOIA), Legislation at the Federal, State/Provincial, or local level, Recording, and Records Retention
7. Privacy Laws

2.4 Interpersonal Communications:

The techniques used by the telecommunicator could prove to be the difference between a favorable outcome and a disaster. This section should focus heavily on the knowledge, skills, and abilities that every telecommunicator should have when assisting with a variety of incidents. It is not sufficient to train only on the skill sets needed for call taking and inquiry, such as listening, hearing, diction, and perception, but also might involve additional topics related to race, age, nationality, and speech and hearing impairments. These include, but are not restricted to, the following:

1. Communications Techniques
2. Information Processing, Communication Cycle
3. Problem Solving, Critical Thinking
4. Customer Service
5. Diversity/Demographics
6. Non-Native Language Callers
7. Communication-Impaired callers

2.5 Emergency Communications Technology:

Each PSAP within North America faces a constantly changing landscape of communications technologies and advancements. It is important telecommunicators understand the terminology associated with call delivery, call processing, and dispatch infrastructure. Each subtopic is intended to be customized to meet the instructing jurisdiction's needs, with the understanding that the technology component serves as a building block for future learning environments. Topics might include: selective routing; wireline; wireless; text; multiline telephone system (MLTS) and/or private branch exchange (PBX) operations; Voice over Internet Protocol (VoIP); and Class of Service, to name a few.

Learning Objectives should include, but are not limited to:

1. Telephony Technologies (e.g., PBX/MLTS/VoIP)
2. Basic 9-1-1 and Enhanced 9-1-1
3. Automatic Number Identification (ANI)/Automatic Location Identification (ALI)
4. Wireless Phase 0, Phase I, and Phase II
5. Next Generation 9-1-1 (NG9-1-1)
6. Telecommunications Device for the Deaf (TDD)/Teletypewriter (TTY)/Telephone Relay Service (TRS)
7. Text to 9-1-1
8. Real Time Text (RTT)
9. Telematics
10. Computerized Mapping/Geographic Information Systems (GIS)
11. Logging Recorders
12. Computer-Aided Dispatch (CAD) Systems
13. Mobile Data Systems, Automatic Vehicle Location (AVL), Paging, Alarms, etc.
14. Call Transfers, Alternate and Default Routing, etc.
15. Mass Notification
16. Security Breaches, Cybersecurity Threats

Technical Education Courses for 9-1-1 Telecommunicator training include, but are not restricted to, the following:

1. Basic Computer Literacy Course
2. Keyboarding course
3. Word processing software such as Microsoft Word
4. Geography/Basic Map Reading
5. Computer-Aided Dispatching Course
6. Advanced Computer Communication
7. Advanced Computer Aided Dispatch
8. Police, Fire, and Emergency Medical Services (EMS) Terminology

- 9. Cybersecurity Awareness Course
- 10. Radio Communications Course

2.6 Call Processing

This section covers many of the most essential skills that a telecommunicator needs to possess. The telecommunicator must be able to process a variety of incident types and sizes. The management of the call from delivery through categorization, prioritization, pre-arrival instructions, and dispatch of appropriate resources is the core function of the telecommunicator position. Even when PSAPs are discipline-specific (e.g., law enforcement only), the reality of multi-disciplinary incidents is evidence that telecommunicators need to have a working knowledge of other disciplines. The development of a local curriculum that includes all response disciplines is in the best interest of the responder and the public.

Topics may include: processing 9-1-1 hang-up and open-line calls, as well as TDD/TTY challenges; ascertaining proper information, location, and call nature or type; escalating incidents, such as domestic violence, active shooter, or suicidal subjects; specialty callers, such as children, elderly, and mentally or emotionally challenged persons; callers that are communications-impaired, such as individuals who are deaf, deaf-blind, hard of hearing or have speech disabilities; and high-risk incidents, such as just-occurred or in-progress calls, crisis notifications, changing prioritization, AMBER alerts, etc.

PSAPs may divide the call-taking and dispatch portions of the telecommunicator position. However, every telecommunicator should understand how the incident information flows to the responder. For PSAPs with segregated call taking and dispatch, this might be an overview of common terminology and how to convey information. Other PSAPs might instruction on all aspects of the telecommunicator function, including the dispatching of multi-disciplinary responses. These include, but are not restricted to, the following topics:

1. Call Receiving
2. Interviewing/Interrogation Techniques
3. Controlling the Call
4. Managing High-Risk Calls
5. Managing Specialty Calls
6. Structured Call-Taking Protocols and Standards Overview
7. Call Categorization/Prioritization
8. Homeland Security/Terrorism/Weapons of Mass Destruction (WMD)
9. Aircraft/Rail Incidents/Marine
10. Hazardous Materials Incidents
11. Missing/Exploited/Trafficked Persons
12. Fire Service Overview
13. Fire Service Call Processing
14. Fire Service Dispatching

15. EMS Overview
16. EMS Call Processing
17. EMS Call Dispatching
18. Law Enforcement Overview
19. Law Enforcement Call Processing
20. Law Enforcement Dispatching
21. Responder-Initiated Calls
22. Special-Needs Callers

2.7 Emergency Management:

The telecommunicator plays a pivotal role in the management of emergency incidents, especially as the scope of an incident grows in complexity. Having a minimum-level understanding of Incident Management and Incident Command Systems is necessary to help the telecommunicator more effectively serve small incident response to disaster-level events. Additional training courses might include Federal Emergency Management Agency (FEMA) Independent Study Courses IS-100 and IS-700, as well as a review of local Emergency Operations Plans. These include, but are not restricted to, the following:

1. Introduction to the Incident Command System (ICS) (IS-100)
2. Introduction to the National Incident Management System (NIMS) (IS-700)
3. Emergency Management Roles and Responsibilities
4. Disaster Preparedness
5. Mutual-Aid/Telecommunicator Emergency Response Taskforce (TERT)

2.8 Radio Communications:

With the majority of emergency calls coming from mobile devices, it is important to understand that radio systems play a lead role in both call delivery and dispatch functions. The telecommunicator should possess an understanding of the rules, regulations, abilities, and limitations of the local radio system and how this can affect the response. Topics might include rate of speech, common terminology and language, and technical topics such as system types, channel acquisition, common malfunctions, and system coverage. These include, but are not restricted to, the following:

1. Radio Communication Techniques
2. Radio Technology and Equipment
3. Rationale for Radio Procedures and Protocols
4. Radio Discipline
5. Federal Communications Commission (FCC) Rules

2.9 Stress Management:

Telecommunicator training programs SHALL include information based on the NENA Standard on 9-1-1 Acute/Traumatic and Chronic Stress Management [1]. As cited in that Standard, findings from Roberta Troxell's research released in 2008 indicate that 16.3 percent of 9-1-1 telecommunicators may be at risk of stress-related disorders [3]. The impacts of stress reach further than the individual telecommunicator's job performance, linking stress to dangerous errors in judgment, lack of concentration, and malpractice claims.

Telecommunicators are most at risk for exhibiting signs of stress in response to calls involving:

- death or injury to members of field response teams,
- death or serious injury to children,
- and interactions with suicidal callers.

Unfortunately, calls of this nature will continue and we have yet to see the effects the additional sensory elements of Next Generation 9-1-1 (NG9-1-1) will have on the Emergency Telecommunicator. We can only assume this will increase stressors in the communications center. Therefore, education and implementation of a stress management program should be in place and followed up with continued professional development.

The public safety industry's objective to "protect human life" extends to protecting our 9-1-1 workers by understanding the need for 9-1-1 Stress Management. Understanding and executing a stress management program is therefore an ethical duty, which can also reduce health risks, PSAP operating expenses, and legal liabilities.

Learning Objectives:

A well-designed stress-management program, accounting for both personal and organizational needs, results in a better quality of life for the telecommunicator and a higher level of service for the responder and citizen. The recommended learning objectives should include, but are not limited to:

1. Introduction to Stress Related Disorders
 - a. Acute Stress
 - b. Acute Sub-Threshold Stress
 - c. Acute Stress Disorder
 - d. Secondary Traumatic Stress Disorder
 - e. Post-Traumatic Stress Disorder
 - f. Cumulative Stress
 - g. Compassion Fatigue
 - h. Chronic Stress Response
2. Impacts of Stress Management Program
 - a. Cost of implementation

- b. Cost Recovery
 - i. Absenteeism, medical and personal leave
 - ii. Resignation, and recruitment efforts
 - iii. Legal representation
- 3. Key components in causation of stress
 - a. Poor Communication
 - b. Lack of adequate equipment
 - c. Scapegoating
 - d. Lack of appreciation
 - e. Personal conflicts
 - f. Changing policies
- 4. Characteristics of Stress
 - a. Physical
 - b. Mental
 - c. Emotional
- 5. Strategies for Dealing with Stress
 - a. Employee Assistance Program
 - b. PSAP Comprehensive Stress Management Programs
 - c. Critical Incident Stress Management
 - d. PSAP Peer Programs
 - e. Ongoing comprehensive certification training
 - f. Exercise
 - g. Diet
 - h. Sleep
- 6. Management of Critical Incident Stress

2.10 Quality Assurance:

To ensure a training program is meeting the needs of the telecommunicator and the organization effectively, metrics SHOULD be put in place to measure the success of the program as a whole [4]. A Quality Assurance (QA) program is designed to promote and ensure adherence to PSAP goals, policies, procedures, guidelines, to facilitate the training program, and to provide a framework for continuous improvement of all telecommunicators. The QA program is designed to assist in improving performance and should not be viewed as a tool for disciplinary action. Items such as Daily Observation Reports (DOR) and skills performance testing are beneficial in gauging progress and identifying areas of improvement needed for trainees as well as full-time employees. The same QA process SHOULD be applied to all telecommunicators to ensure that the organization is providing a uniformly high level of service to its customers.

Introduction to Quality Assurance (QA)/Quality Control (QC)/Quality Improvement (QI)

- 1. Assure adherence to proper protocols and standards

2. Assesses soft skills
3. Compliance with law and regulations
4. Defense against liability
5. Who should be monitored and how often
6. Which call should be monitored
7. Construction of the rating form.
8. Creating forms and metrics
9. Determining the schedule
10. Process for QA Selection
11. DOR/Skills Performance Testing/Performance Standards Standard Evaluation Guidelines/Procedures
12. Identify Trends or Key Performance Indicators (KPIs) to address gaps in knowledge, skills or abilities that can be addressed through continuing education, professional development or in-service training. These trends may also assist in identifying gaps cause by environmental, emotional or political activity.
13. QA/QI of phone calls, radio traffic, emails, Time life critical events and any other recorded communications occurring in the Communications Center.
14. Post-incident and After-Action Reviews.

2.11 Agency-Specific Programs

2.11.1 On-The-Job Training:

While outside the scope of this project, any training curriculum should ensure adequate time for the review of the Agency Having Jurisdiction (AHJ), the agency, or departmental policies and procedures. The inclusion of a hands-on, supervised training experience is the practicum portion of a training program and is essential to learning. It provides the telecommunicator with the experience and confidence needed for the position, and allows the AHJ, agency, and/or the department to define any areas of improvement needed. When developing On-The-Job Training curriculum, it is recommended that the agency refer to the APCO ANS 3.103.2.2015 Minimum Training Standards for Public Safety Telecommunicators [5].

1. Orientation
 - a. Agency Information
 - i. Agency Values, Vision Statement, Mission
 - ii. Organizational Structure and Chain of Command
 - iii. Telecommunicator Responsibilities
 - iv. Essential Job Functions
 - v. Employee Expectations
 1. Professionalism
 2. Behavior

- 3. Schedule
- 4. Ethics
- vi. Performance Review Process
- vii. Required Certifications/Licenses
- viii. Site Tour to Include Location of Important Assets
- ix. Structure of Local Governance
- x. Benefits Information
- xi. Insurance Information
- xii. Leave Benefits
- xiii. Union Information (If applicable)
- xiv. Agency Provided/Available Programs
- xv. Critical Incident Stress Management (CISM)
- xvi. Employee Assistance Program (EAP)
- xvii. Health and Wellness/Stress Management Programs
- b. Training Program
 - i. Expectations
 - ii. Trainer/Trainee Interactions
 - iii. Standard Evaluation Guidelines
 - iv. Training Timeline
 - v. Completion of the Program
 - vi. Documents
 - vii. Training Manual
 - viii. Daily Observation Reports
 - ix. Ratings and Standards Evaluation Guidelines
 - x. End of Phase Evaluations
 - xi. Written Evaluations
 - xii. Required Classes/Information
 - xiii. Cultural Diversity
 - xiv. Customer Service
 - xv. Ethics
 - xvi. Cybersecurity
 - xvii. Anti-Harassment and Discrimination Prevention
 - xviii. National Incident Management System (NIMS)
 - xix. Incident Command System (ICS)
 - xx. Tactical Interoperable Communications Plan (TICP)
 - xxi. State/Provincial and Local Emergency Operations Plans
 - xxii. Continuity of Operations Plans (COOP)
- c. Quality Assurance/Quality Improvement Process
 - i. Expectations
 - ii. Ratings
 - iii. Standards

- iv. Accreditations
- v. Process for Improvement
- d. Agency and Departmental Policies and Procedures
 - i. Policy Review
 - ii. Policy Signature Acknowledgement
 - iii. Policy Updates
 - iv. Methods for Implementing Policy Change
 - v. Document Management System for Policies
- e. Emergency Protocols or Guidelines
- f. 9-1-1 Information
 - i. Basic v. Enhanced 9-1-1
 - ii. Next Generation 9-1-1
 - iii. PSAPs
- g. Dispatched Agencies
 - i. General Agency Information
 - ii. Agency Type (Fire Only, Combined Fire and EMS, Law Enforcement – Sheriff, Constable, Police, Public Works, etc.)
 - iii. Agency/Personnel Numbering
 - iv. Radio Frequencies
 - v. Policies and Procedures that are individualized
 - vi. Jurisdictional Information
 - vii. Mutual Aid
 - viii. Beats
 - ix. Station Locations
 - 1. Apparatus
 - 2. Specialized Response Resources and Equipment
- 2. Floor Training
 - a. Console Systems and Equipment
 - i. CAD
 - ii. Familiarization
 - iii. Commands
 - iv. Telephone Systems
 - v. Admin/Non-emergency Phone Lines
 - 1. Operation
 - 2. Specific Policies
 - vi. 10 Digit Emergency Lines
 - vii. 9-1-1 Emergency Lines
 - 1. Information
 - a. ANI/ALI
 - b. Text-to-911 (If applicable)
 - c. Supplemental Location Information

- 2. Functions/Tools
- 3. Abandoned Calls
- 4. Mapping
- viii. Radio Systems
 - 1. Operation
 - 2. Encoding
 - 3. Simul-Selecting/Multi-Selecting
 - 4. Patching
- ix. Local
- x. State/Province
- xi. National/Federal
- xii. Emergency Notification System
- xiii. Call Recording/Playback System

2.11.2 Mentoring Programs:

Mentoring has been shown to be critical factor in career development throughout many industries, with Public Safety Communications being no different. This is important, not only because of the knowledge and skills newly hired employees can learn from mentors, but also because mentoring provides professional socialization and personal support that facilitates success in training programs and beyond. Mentoring has also been shown to improve employee satisfaction, retention, and recruitment. Within this profession, experience is a resource that can only come from time, and mentors. It has been shown that quality mentoring greatly enhances the chance of success.

Develop a Mentoring Program

- 1. Design – Lay groundwork
 - a. Form a Mentoring Program Committee
 - i. Should include representatives from different classifications or disciplines from within the agency to ensure that all employee types are represented
 - ii. Assists in performing needs assessment, defining organizational goals, and identifying mentors
 - iii. Determine the length of time that a representative can serve on the committee to ensure fresh ideas and representation
 - b. Identify organizational needs
 - i. Perform a needs analysis/assessment
 - 1. Determine skills gaps
 - 2. Determine organizational development needs
 - 3. Determine employee development needs
 - ii. Define desired outcomes

1. Develop KPIs that will enable management to quantify the success of the program at the completion of each mentorship
- c. Define program objectives
 - i. Utilize Specific, Measurable, Attainable, Relevant, and Time Based (SMART) goal formatting
 - ii. Establish the length of the mentoring experience
 1. Include information on how much time is expected to be spent being a mentor.
 - iii. Determine program structure – formal v. informal
 1. Application process
 - a. Who is eligible to apply?
 - b. Invitation only?
 2. Mentoring Type
 - a. More than likely a mix of multiple types depending on the needs identified
 - b. Can be on a case-by-case basis as well
 3. Length of Mentorship
 4. Mentor/Mentee matching process
 - a. Determine how the matchmaking process will be structured
 - i. Mentor/Mentee fill out information sheet about what they hope to gain from or offer in a mentorship
 - ii. Employer matched v. self-matching
 5. Completion of the Mentorship Process
 - d. Communication of intent
 - i. Communicate updates throughout the program development
 - ii. Assists in recruitment of mentors and senior level buy in
2. Attract participants
 - a. Recruit mentors
 - i. Focus on inclusivity
 1. Ages
 2. Genders
 3. Backgrounds
 4. Levels of experience
 5. Ethnicities
 - ii. Marketing
 1. Assure mentors that their time and experience is valued

2. Remind mentors that mentoring enhances their resume
 3. Mentors should also learn from their mentee
 4. Consider recognition/rewards for participation
- b. Train participants
- i. Outline "Dos" and "Don'ts"
 - ii. Expectations of mentors
 - iii. Determine paths to follow for any issues that may arise
 1. Identification of need for Peer Support/EAP
 2. Personality conflicts
 3. Inability to meet goals
 4. Concerns
 - iv. Provide ongoing resources
3. Connect People
- a. Establish participant profiles – include info such as:
 - i. Gender
 - ii. Job function
 - iii. Development goals
 - iv. Experience
 - v. Certifications
 - vi. Outside interests
 - vii. Matching preferences
 - b. Match mentor to mentee
 - i. Follow guidelines set from the design phase
 - ii. Mentor/Mentee do not have to be on the same shift or even the same division
4. Guide the process
- a. Checking in
 - b. Observation Reports (OR)
5. Measure outcomes
- a. Program structure right for needs?
 - b. Objectives met?
 - c. Success enabled?
6. Tips & Tricks for Mentors
- a. Make the first interaction count.
 - b. Introduce yourself to the mentee.
 - c. Ask them to tell you a little bit about themselves.
 - d. Discuss expectations.
 - e. Describe Department organizational structure.

- f. Specify dress code.
- g. Identify preparedness expectations.
- h. Identify Learning Outcomes.
- i. Describe Mentor/Mentee Interactions
- j. Provide feedback to mentee.
- k. Describe ongoing interactions.
- l. Listen carefully.
- m. Lead by example.
- n. Show respect.
- o. Ask for feedback.
- p. Be an agent for positivity.
- q. Prepare mentees for the intricacies and emotional impact of the job.
- r. Be patient.
- s. Maintain professionalism.
- t. Be a positive role-model.
- u. Discuss social interactions outside of work.
- v. Encourage professional/positive relationships outside of work.
- w. Do not try to "fix" problems.
- x. Help mentees consider various options and they should come up with their own solution.

Mentoring Types:

1. **One-on-one mentoring:** a mentor and a mentee are paired, allowing the duo to focus on specific, identified competencies that the mentee should like to further develop
2. **E-mentoring:** uses social media platforms, email, or specialized software to facilitate communication and to allow the mentee to learn from the mentor's experience regardless of physical location or shift
3. **Reverse mentoring:** pairs a younger mentor with an older mentee to share knowledge that the younger mentor may be more in tune with; this type can help close generational gaps by encouraging communication between generations.
4. **Group mentoring/mentoring circles:** one mentor can offer guidance and advice to multiple mentees
5. **Peer mentoring groups:** allows individuals with similar interests to meet together to discuss issues and to learn from each other
6. **Project mentoring:** expert is brought in to lend expertise to a specific project

Examples of Needs and/or Skill Gaps:

1. Improved onboarding
2. Transitioning into a new culture
3. Professional Development - Leadership
4. Succession Planning
5. Specific Skill Development

Source: <https://www.kenan-flagler.unc.edu/search/?q=mentoring>

References

National guidelines: <https://www.nena.org/general/custom.asp?page=trainingguidelines>
Recommended Minimum Training Guidelines for Telecommunicators

3 NENA Registry System (NRS) Considerations

Not Applicable

4 Documentation Required for the Development of a NENA XML Schema

Not Applicable

5 Impacts, Considerations, Abbreviations, Terms, and Definitions

5.1 Operations Impacts Summary

Development of 9-1-1 Professional Education programs utilizing this document and its contained guidelines will assist in providing telecommunicators with the foundational knowledge to be better equipped for a career in the 9-1-1 Industry. PSAP efficiency and operations can be significantly improved with an educated and prepared workforce.

5.2 Technical Impacts Summary

Not applicable.

5.3 Security Impacts Summary

Not Applicable.

5.4 Recommendation for Additional Development Work

The original goal of the committee was to establish training standards for curriculum development regarding positions in the 9-1-1 center, including:

- 9-1-1 Telecommunicator
- Shift Supervisor/Operations Manager – Middle Management

- 9-1-1 Administration – Upper Management
- 9-1-1 Technicians – Radio, Telephony, IT

After several meetings, it was determined that the initial focus of the committee would be on the standard for curriculum development for the position of 9-1-1 telecommunicator. The committee felt that the standard for 9-1-1 telecommunicator was the most important. In addition, once the standard for 9-1-1 telecommunicator curriculum was established, it could be used as a jumping off point and template for the other positions.

The goal is to complete the standard for curriculum development for the 9-1-1 telecommunicator position, and then complete additional development work regarding the other 9-1-1 related positions.

5.5 Anticipated Timeline

There is no anticipated timeline. This standard will be implemented and utilized as needed.

5.6 Cost Factors

Not applicable.

5.7 Cost Recovery Considerations

Not applicable.

5.8 Additional Impacts (non-cost related)

The information or requirements contained in this NENA document are not expected to have 9-1-1 Center operations impacts, based on the analysis of the authoring group.

5.9 Abbreviations, Terms and Definitions

See NENA-ADM-000, NENA Master Glossary of 9-1-1 Terminology, NENA-ADM-000 [1], for a complete listing of terms used in NENA documents. All abbreviations used in this document are listed below, along with any new or updated terms and definitions.

Term or Abbreviation (Expansion)	Definition / Description
<i>ENP</i> (Emergency Number Professional)	A certification that establishes the comprehensive body of knowledge for Emergency Number Professionals. Promotes a standard of competence for Emergency Number Professionals that will be recognized and accepted by the 9-1-1 profession, government agencies, the business community, and the general public. Ensures an awareness of current

	issues and developments in the 9-1-1 profession. Provides a formal recognition of individuals for professional achievement. Encourages professional growth and enhances the self-esteem of Emergency Number Professionals.
<i>NENA</i> (National Emergency Number Association)	The National Emergency Number Association is a not-for-profit corporation established in 1982 to further the goal of "One Nation-One Number." NENA is a networking source and promotes research, planning and training. NENA strives to educate, set standards and provide certification programs, legislative representation and technical assistance for implementing and managing 9-1-1 systems.
<i>IPR</i> (Intellectual Property Rights)	Includes patents, published and unpublished patent applications, copyrights, trademarks, and trade secret rights, as well as any intellectual property right resembling a member of the foregoing list as such right may exist in a particular jurisdiction. www.nena.org/IPR

6 Recommended Reading and References

- [1] National Emergency Number Association. *Master Glossary of 9-1-1 Terminology*. [NENA-ADM-000.23-2020](#), approved January 20, 2020.
- [2] National Emergency Number Association. *NENA Standard on 9-1-1 Acute/Traumatic and Chronic Stress Management*. [NENA-STA-002.1-2013](#), approved August 5, 2013.
- [3] Troxell, Roberta Mary. 2008. "Indirect Exposure to the Trauma of Others: The Experiences of 9-1-1 Telecommunicators." Dissertation. University of Illinois at Chicago. PQDT Open. <https://pqdtopen.proquest.com/doc/304351154.html?FMT=ABS>.
- [4] Association of Public-Safety Communications Officials/National Emergency Number Association. *APCO/NENA Standard for the Establishment of a Quality Assurance and Quality Improvement Program for Public Safety Answering Points*. [APCO/NENA ANS 1.107.1.2015](#), approved April 2, 2015.
- [5] Association of Public-Safety Communications Officials. *Minimum Training Standards for Public Safety Telecommunicators*." [APCO ANS 3.103.2.2015](#), approved July 14, 2015.
- [6] National Fire Protection Association. *Standard for Public Safety Telecommunications Personnel Professional Qualifications*. [NFPA 1061](#), approved November 30, 2017.



Appendix A: Roles and Responsibilities of the Telecommunicator

Suggested Curriculum Time: 40 hours

1. Introduction, Mission, Terminology - Public Safety telecommunicators play an essential role in the operations of the PSAP; questioning callers, using advanced technologies to receive caller locations, gather medical information and provide life-saving pre-arrival instructions, and dispatch responders.
2. The History/Evolution of a Public Safety telecommunicator – Overview/introduction of the development of the Public Safety telecommunicator. From constable's carrying hand bells and rattles, call booths, on air voices, two-way radios, to NG9-1-1.
3. The Professional Public Safety telecommunicator - The term Public Safety telecommunicator is used to describe Communications professionals who perform, but not limited to, call-taking and dispatching duties. A Public Safety telecommunicator may be assigned, but not limited to, call-taking only, dispatching only, or may perform both functional responsibilities. (APCO PST1 7th Edition Module 1)
4. Public Safety Team (PSAP Organizational Structure) - Telecommunicators need to understand the structure of the organization, as well as be aware of the people who occupy supervisory positions (APCO PST1 7th Edition Module 1)
5. Ethics, Professionalism, Values, Personal Conduct, Image – Public Safety telecommunicators must conduct themselves in a professional and exemplary manner. (APCO PST1 7th Edition Module 1)
6. Policies, Procedures, Rules, Regulations – As a public servant, a Public Safety telecommunicator is held to a higher standard of Professionalism and expectations. (Florida 911 Public safety telecommunicator)
7. Basic Telecommunication Elements – There are three primary disciplines of Public Safety Communications; Fire Service Communications, Law Enforcement Communications and Emergency Medical Services Communications. (altered some text but pulled from APCO PST1 7th Edition Module 1)
8. Vital Services of Public Safety Communication Systems – Public safety Communications systems have four primary functions or tasks; Facilitating communications with the public, between members of the same agency, between public safety agencies and between public safety agencies and support service entities. (altered some text but pulled from APCO PST1 7th Edition Module 1)
9. PSAP Informational Resources – Identifying and utilizing reference materials and information databases that are available in the PSAP's. Some resources include but not limited to; Telephone Book, City Directory, Maps, Computer Aided Dispatch Systems (CAD), and the internet. (altered some text but pulled from APCO PST1 7th Edition Module 1)

10. Duties and Responsibilities – Telecommunicators play an essential role in smooth operations of the PSAP. Public Safety telecommunicators answers multiple phone lines, to communicate effectively with persons requesting emergency and non-emergency police, fire, or EMS assistance, to clearly relay information to first response personnel or to transfer information to dispatchers and to perform administrative support tasks as required.
11. Communities and Agencies Served (Geographical Service Areas) – Telecommunicators need to be well acquainted with the overall geography of their coverage and service areas. (APCO PST1 7th Edition Module 1)
12. Responder Safety – The telecommunicator is an essential link between callers and responders.

Appendix B: Suggested Courses for the Telecommunicator:

Suggested Curriculum Time: 40 hours

1. Basic Computer Literacy Course - An introductory survey of computers and their role in the modern world. Emphasis is on computer terminology, hardware and software. Software may include spreadsheets, word processing, database management systems and the World Wide Web.
2. Keyboarding course - Keyboarding is designed to provide an opportunity to learn to touch type on the computer keyboard using correct techniques as well as the development of speed and accuracy. An introduction to the formatting of personal and business letters, tables, notes, memos, and reports.
3. Word processing software such as Microsoft Word – Using a computer, creating documents on screen, editing the text, formatting words, inserting sentences, moving paragraphs, correcting spelling mistakes, and adjusting the margins.
4. Geography/Basic Map Reading - This is an introduction to maps, map reading, use, and analysis.
5. Computer-Aided Dispatching Course - Develops keyboarding skills using Computer Aided Dispatching based upon information received through various media, but most often aurally. Includes a variety of audio recordings, dictation and role-play to record emergency response information in a computer program and with a variety of software applications, including Word, Excel, CritiCall and Computer-Aided Dispatch. Required keyboarding speed of at least 25 words per minute (WPM).
6. Advanced Computer Communication - Record, interpret and encapsulate information received primarily via verbal communication accurately using a computer keyboard.
7. Advanced Computer Aided Dispatch - Enter data into a computer-aided dispatch system, in an accurate and efficient manner, utilizing established rules and procedures. Navigate the computer aided dispatching system to successfully manipulate the call entry screen, pending call screen and unit screen.
8. Terminology - Recognize and utilize standard terminology in obtaining and relaying information.
 - a. 9-1-1 Industry Terminology
 - b. Law Enforcement Terminology
 - c. Medical/EMD Terminology
 - d. Fire Terminology
9. Cybersecurity Awareness Course - The Cybersecurity Fundamentals Online Course provides learners with principles of data and technology that frame and define cybersecurity. Learners gain insight into the importance of cybersecurity and the integral role of cybersecurity professionals. The interactive, self-guided format will provide a dynamic learning experience where users can explore foundational cybersecurity principles, security architecture, risk management, attacks, incidents, and emerging IT and IS technologies.

10. Radio Communications Course – Effective use of using radio communication in the role of a dispatcher. This includes the radio software and hardware as well as best practices and fundamentals.

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