METHODS AND TECHNIQUES IN EXERCISE DESIGN

EXERCISE DESIGN WORKSHOP

Lesson IV Time: 4.25 hrs.

METHODS AND TECHNIQUES IN EXERCISE DESIGN

Subobjective 1: Upon completion of this unit, the participant will be able to demonstrate a general working knowledge of exercise design methods and techniques.

Subobjective 2: At the end of this unit, the participant will exhibit an understanding of the various factors which impact upon complexity of exercise design.

Subobjective 3: At the end of this unit, the participant will be able to demonstrate the ability to formulate specific objectives for an exercise in the emergency management environment.

Subobjective 4: Upon completion of this unit, the participant will be able to list the basic exercise components.

Subobjective 5: Upon completion of this unit, the participant will demonstrate the ability to outline an abbreviated work plan for use in a hypothetical exercise design.

Subobjective 6: At the end of this unit, the participant will be able to list the major types of post-exercise evaluation activities and differientiate between those.

METHODS AND TECHNIQUES IN EXERCISE DESIGN

Introduction

Previously during this Workshop, you have: examined certain principles of exercising in the emergency management context and been given a standardized exercise typology; reviewed the components of an emergency management system and the interface of planning, training and exercising; and, seen how exercises should be programmed to aid in system development. In the course of this work, you have been given an opportunity to synthesize this knowledge via practical learning exercises. You now have a framework from which you can next look at exercise design methods and techniques. This unit is designed to provide an adequate working knowledge of those methods and techniques. In concentrates on design functions/tasks to be performed as well as each of the components of an exercise - the "nuts and bolts" - that an emergency management coordinator must be familiar with prior to actual design/construction of any exercise.

WRITING EXERCISE OBJECTIVES

Exercise Objectives should:

- Be stated in concise terms
- Set the parameters for conduct/design of the exercise
- Assist in exercise measurement
- Include all emergency management system components
- State procedures to be used and location of exercise
- Specify what levels are to be exercised

SAMPLE EXERCISE OBJECTIVES

1. To demonstrate to State and Local Officials the concept of centralized operations.

2. To demonstrate the necessity of coordination among emergency services.

3. To provide training for officials and EOC staff personnel.

4. To test the adequacy of current SOP's for the EOC.

5. To test reliability of civil preparedness subsystems:

   A. RADEF
   B. Communications
   C. Warning
   D. Reporting

   Appropriate subobjectives for each

6. To evaluate the total emergency operations plan and procedures.

SAMPLE EXERCISE SUBOBJECTIVES

RADEF Subsystem

1. To determine if manning procedures for Monitoring Stations are effective.

2. To evaluate the WERS Network Monitors' ability to carry out WERS SOP's.

3. To evaluate capability of EOC RADEF staff to analyze field RADEF information, assemble necessary summaries and provide proper recommendations to decision makers.

Communications Subsystem

1. To determine reliability of point-to-point communications equipment.

2. To determine adequacy of dedicated communications networks for specified functions such as RADEF reporting, etc.

3. To evaluate procedures for field and next-up communications

Evacuation Subsystem

1. To test the ability of selected local agencies to control and direct evacuation traffic according to evacuation annex to the BEOP.

2. To determine the actual time necessary to evacuate residents from isolated areas if the evacuation annex is implemented.

3. To evaluate the reliability of evacuation plans for handicapped citizens.

EXERCISE TEAM ASSIGNMENT FORM

TEAM	TEAM MEMBERS	TYPE OF EXERCISE: SCENARIO; MAJOR SEQUENCE; DETAILED SEQUENCE OF EVENTS (GENERAL)	FUNCTIONAL AREA ASSIGNMENTS FOR MESSAGE WRITING; FOR PROVIDING POSITIONAL INSTRUCTION; FOR SIMULATION (SPECIAL EXERCISES)	TEAM MEMBER ASSIGNMENTS (Message Writing - All Team Members)
				Positional Instruction - Simulation -
				Positional Instruction - Simulation -
				Positional Instruction - Simulation -
				Positional Instruction - Simulation -
				Positional Instruction - Simulation -

Formulating Exercise Objectives

Your group will be assigned a specific type of exercise (or several types) from the group below. You are to formulate several objectives for the type(s) assigned. Do this as if you were writing objectives for your own exercise. You may want to refer back to the Summary of Exercise Types found on page 15 of this Manual.

Exercise Types

Planning seminar exercises
Emergency operations simulation exercises
Operational exercises
Field test exercises

Objectives (Your own as formulated by your group):

1.

2.

3.

METHODS AND TECHNIQUES OF EXERCISE DESIGN

Work Plans

Because the exercising of an emergency management system is not an everyday function of the emergency management coordinator, special effort must be made to carefully program and plan any exercise. Exercise work plans should be desinged to insure complete assignment of task, proper distribution of workload and timely completion of necessary exercise preparations. Exercise work plans should also state the purpose(s) and objecitve(s) of the exericse. They may be as specific as is necessary, but must show tasks to be completed, the individuals responsible for those tasks and dates said tasks are to be completed.

What follows is a sample work plan in a fictitious county, Jones County. Your own exercise work plan may follow a similar format.

SAMPLE EXERCISE WORK PLAN

Jones County Proposed Date of Exercise: January, 1983

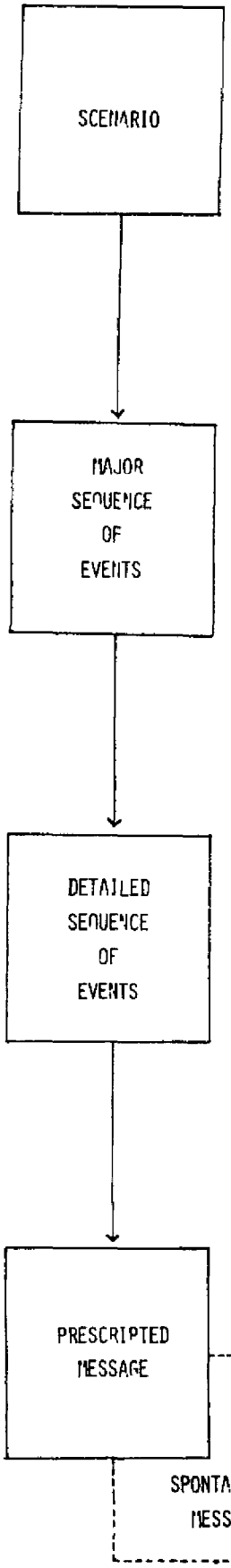
DATE	ACTIVITY	REMARKS
June, 1982	Study and update local Hazard Analysis; Study and update local resource availability listings.	Check with NOAA; Check with local agency heads (esp. those in BEOP).
July, 1982	Meet with local officials to assist in determination of exercise needs; gain approval/support of local officials (can be accomplished via briefing of local officials).	Check with State EM for assistance where necessary.
August 5, 1982	Determination of exercise type in concert with local officials.	
August 10, 1982	Initial exercise objectives set; copies sent to appropriate agency heads to gain concurrence; suspense date for return set.	Coorinate with agency heads for those agencies participating.
August 14, 1982	Return of exercise objectives from apropos agency heads; meet with governing officials to set date(s) for exercise.	Coordinate with agency heads.

DATE	ACTIVITY	REMARKS
Sept. 1, 1982	Prepare rough draft of major sequence of events based upon finished objectives; mail out draft to apropos officials.	
Sept. 14, 1982	Major sequence draft returned and revised. Appoint exercise design committee over signature of local governmental officials.	Obtain exercise design "go-ahead" from officials; set committee meeting date.
Sept. 15 - Oct. 30, 1982	Committee meetings to design exercise; exercise package completed; schedule positional instruction. ETC., ETC.	

WORK PLAN

EVENT	DAY	BEGINNING TIME	ENDING TIME
Exercise Teams Assigned.	2ND	8:30 AM	(8:45 AM)
Teams Complete Objectives For Hypothetical Exercise.	2ND	8:45 AM	(9:45 AM)
Teams Complete Hypothetical Exercise Scenarios.	2ND	9:45 AM	(10:45 AM)
Teams Complete Major And Detailed Sequences Of Events For Hypothetical Exercises.	2ND	10:45 AM	(12:00 NOON)
Briefing On Actual Exercise For Selected Jurisdiction.	2ND	1:00 PM	(1:30 PM)
Teams Begin Writing Detailed Sequence Of Events For Selected Jurisdiction Exercise.	2ND	1:30 PM	(4:30 PM)
Teams Complete Detailed Sequence Of Events.	2ND	4:30 PM	(5:00 PM)
Final Detailed Sequence Chosen After Revisions.	3RD	8:30 AM	(9:30 AM)
Teams Rebriefed On Functional Areas For Message Preparation, Positional Instruction, And Simulation and Begin Message Writing.	3RD	9:30 AM	(4:00 PM)
Messages Completed And Posted On Control Log And Revised As Necessary.	3RD	4:00 PM	(5:00 PM)
Final Messages Chosen And Posted On Control Log.	4TH	8:30 AM	(9:00 AM)
Final Preparation For Exercise And Log Set Up Begin.	4TH	9:00 AM	(11:00 AM)
Final Preparations Complete And Positional Instruction For Local Agencies Begin.	4TH	11:00 AM	(12:00 NOON)
Exercise Briefing.	4TH	1:00 PM	(1:30 PM)
Exercise Conduct Begins.	4TH	1:30 PM	
Exercise Conduct Ends.	4TH		(3:00 PM)
Exercise Evaluation To Be Followed By Workshop Critique.	4TH	3:30 PM	(4:00 PM)

BASIC COMPONENTS OF AN EXERCISE



THE BASIC COMPONENT FROM WHICH THE EXERCISE IS TO BE BUILT. A SYNOPSIS OF THE TOTAL EXERCISE INCLUDING BUILDUP CONDITIONS, TRANS-DISASTER CONDITIONS UP TO EXERCISE TERMINATION. IT SERVES TO PAINT A VERBAL PICTURE OF THE ENTIRE SITUATION.

AN OUTLINE OF THE MAJOR EVENTS WHICH WILL TAKE PLACE DURING THE EXERCISE - BEGINS WITH THE START OF THE EXERCISE - USED TO BUILD SPECIFICS OF AN EXERCISE. IT SERVES TO OPERATIONALIZE THE SCENARIO.

A DETAILED LISTING OF EXERCISE INPUTS BASED ON THE KEY EVENTS OUTLINED IN THE "MAJOR SEQUENCE OF EVENTS".

THE BACKBONE OF THE EXERCISE - BASED ON THE "DETAILED SEQUENCE OF EVENTS" - PROBLEMS AND SITUATIONS ARE STATED WHICH REQUIRE ACTION. (THE SPONTANEOUS MESSAGES ARE NOT PREPARED IN ADVANCE BUT ARE INSERTED DURING THE EXERCISE PLAY AS NEEDED.)

SCENARIO

THE BASIC COMPONENT OF THE EXERCISE FROM WHICH THE EXERCISE IS DESIGNED. WRITTEN TO REFLECT A SYNOPSIS OF THE TOTAL EXERCISE INCLUDING SOME JURISDICTIONAL BACKGROUND, PRE-, TRANS, AND POST-DISASTER CONDITIONS THRU EXERCISE TERMINATION.

PURPOSE: SERVES TO PAINT A VERBAL PICTURE OF ENTIRE SITUATION AND ENABLES PARTICIPANTS TO ASSUME THEIR ROLES . . . SETS THE STAGE FOR EXERCISE CONDUCT.

MUST: BE BASED ON EXERCISE OBJECTIVES TO ENABLE PARTICIPANTS TO GRASP WHAT IS EXPECTED TO HAPPEN.

REFLECT ACCURATE DATA ABOUT THE JURISDICTION, ITS DEMOGRAPHY, ITS HAZARDS.

SPECIFY DATES PERTINENT TO EXERCISE PLAY.

FIRST STEP OF "OUTLINE" FOR EXERCISE PLAY:

I. SCENARIO

MAJOR SEQUENCE OF EVENTS

A LISTING OF THE MAJOR EVENTS WHICH TAKE PLACE DURING THE EMERGENCY/DISASTER. THIS LISTING BEGINS WITH THE BUILDUP CONDITIONS (OR THE ACTUAL DISASTER STRIKE).

PURPOSE: SERVES TO OPERATIONALIZE THE SCENARIO BY LISTING SHORT, CONCISE EVENTS STATEMENTS.

MUST: CONTAIN EVENTS TIED TO THE SCENARIO.

REFLECT ACCURATE DATA.

SPECIFY DATES AND TIMES.

HELPS PARTICIPANTS IDENTIFY SPECIFIC ACTIONS THEY MUST TAKE.

SECOND STEP OF "OUTLINE" FOR EXERCISE PLAY:

I. SCENARIO
   A. MAJOR SEQUENCE OF EVENTS

DETAILED SEQUENCE OF EVENTS

A MORE DETAILED LISTING OF EXERCISE EVENTS/INPUTS THAT WOULD LOGICALLY FOLLOW THE EVENTS CONTAINED IN THE MAJOR SEQUENCE.

PURPOSE: PROVIDES MORE SPECIFIC INFORMATION FOR PARTICIPANTS AND FURTHER PRECIPITATES EVENTS/ACTIONS . . . MAGNIFIES THE MAJOR SEQUENCE.

MUST: CONTAIN EVENTS TIED TO BOTH THE SCENARIO AND MAJOR SEQUENCE OF EVENTS.

SERVE DUAL ROLE OF DETAILED LISTING AND FIRST MESSAGE FOR EACH RELATED SET OF MESSAGES/PROBLEMS.

PRECIPITATE ACTIONS DESIGNED TO SATISFY EXERCISE OBJECTIVES.

SPECIFY DATES AND TIMES OF EVENTS.

THIRD STEP OF "OUTLINE" FOR EXERCISE PLAY:

I. SCENARIO
   A. MAJOR SEQUENCE OF EVENTS
      1. DETAILED SEQUENCE OF EVENTS

MESSAGES

THE SPECIFIC PROBLEMS AND SITUATIONS WHICH REQUIRE ACTION BY EXERCISE PARTICIPANTS.

PURPOSE: TO GENERATE EXERCISE PLAY BY PROVIDING PARTICIPANTS PROBLEMS, SITUATIONS AND/OR INFORMATION ABOUT THE SIMULATED DISASTER CONDITIONS.

MUST: TELL WHAT, WHEN, WHERE, WHO, HOW.

BE BRIEF, CONCISE AND IN UNDERSTANDABLE LANGUAGE.

PROVIDE ROOM FOR PARTICIPANT RESPONSE, AND YET NOT PROVIDE THE SOLUTION/RESPONSE.

BE DIRECTED APPROPRIATELY.

PROVIDE ADEQUATE, REALISTIC INFORMATION.

BE PERTINENT TO THE DETAILED SEQUENCE AND TIMED ACCORDING TO SAME.

BE APPROPRIATE TO TYPE OF EXERCISE AND TO LEVEL OF JURISDICTION(S) INVOLVED.

FOURTH STEP OF "OUTLINE" FOR EXERCISE PLAY:

I. SCENARIO

A. MAJOR SEQUENCE OF EVENTS

1. DETAILED SEQUENCE OF EVENTS

A. MESSAGES

SAMPLE OBJECTIVES

OPERATIONAL FIELD TEST EXERCISE

At the conclusion of this operational field test exercise, the participants will be able to:

1. Determine the adequacy of established SOPs in providing response and on-scene interagency coordination.

2. Evaluate the reliability of communications capabilities to meet operational needs.

3. Determine the adequacy of response of local agencies to an operational field problem.

SAMPLE SCENARIO

OPERATIONAL FIELD TEST EXERCISE

During late afternoon on a Saturday a tank truck traveling west on Highway U. S. 23 overturns between two gasoline stations 150 yards from the railroad track just outside the town of Jonesville. The overturned truck contains hazardous materials placarding and has gas escaping from vents on top side of the truck. During the accident two gasoline pumps at the station on the north side of Hwy. 23 are broken off at the ground and a fire has broken out setting fire to the overturned truck.

A theatre holding a Saturday afternoon matinee is approximately 150 feet from the scene of the accident. Within 150 feet to the north is a large gasoline bulk storage tank. To the West approximately 100 feet is a shopping center with Saturday afternoon shopping. Directly across the street to the north is a residential section with approximately 700 residents. Back to the east approximately 200 yards is a rest home with some 100 patients.

The truck accident, with fire, leads to an explosion setting afire both gas stations, all buildings in close proximity to the accident including several stores in the shopping center, a few houses in the residential section, and the bulk storage tank.

The accident creates power outages, communications problems, multiple injuries in the surrounding area, blocks major transportation arteries.

SAMPLE MAJOR SEQUENCE OF EVENTS

OPERATIONAL FIELD TEST EXERCISE

2:00 p.m. - Truck wreck reported on U. S. 23.

2:05 p.m. - Gas pumps ignite due to damage from wreck.

2:12 p.m. - Truck blevees.

2:14 p.m. - Bulk storage ignites and both gas stations aflame.

2:15 p.m. - Theatre and houses aflame.

2:16 p.m. - Severe damage to shopping center reported.

2:18 p.m. - Power outages.

2:20 p.m. - U. S. 23 blocked by burning debris and burning automobiles.

2:30 p.m. - EOC partially activated.

2:35 p.m. - Shelters opened.

3:00 p.m. - State Emergency Management Agency notified.

SAMPLE DETAILED SEQUENCE OF EVENTS

OPERATIONAL FIELD TEST EXERCISE

2:00 p.m.	Truck (tank-type) wreck reported on U. S. 23; gas escaping from vents on truck.
2:03 p.m.	First law enforcement unit on scene reports truck overturned; hazardous materials placards on truck.
2:05 p.m.	Two gas pumps at gas station on north side of U. S. 23 broken off in accident and resulting fire has set truck aflame.
2:08 p.m.	First fire control units arrive on scene; report terrible heat and flames engulfing general area around wreck.
2:12 p.m.	Truck blevees; first rescue units arrive.
2:14 p.m.	Numerous firefighters injured in explosion; another gas station now aflame; bulk storage ignites.
2:15 p.m.	Theatre and some residences in area set aflame by debris from explosions.
2:16 p.m.	Additional fire units arrive at scene; emergency management coordinator notified; shopping center severely damaged.
2:18 p.m.	Mass casualties reported in theatre and shopping center; additional rescue units requested; power outages reported in eight block area around wreck site.
2:20 p.m.	U. S. 23 blocked by burning debris and automobiles.
2:25 p.m.	Fire units report some problems with water pressure.
2:30 p.m.	EOC partially activated.
2:32 p.m.	All local fire units now in action; request to EOC for additional units and more rescue assistance.
2:35 p.m.	Shelters opened to receive displaced residents.

Evaluating Emergency Management Exercises

As your instructor has said, exercises are a most valuable tool in the building of a comprehensive emergency management system. But the design and conduct of an exercise cannot assist in this building process unless a proper exercise evaluation is completed. Certainly, as seen on page 86 of this Manual, the evaluation process must always begin with an examination of the objectives for the particular exercise in question. These objectives will affect the exercise type, number of personnel involved and relative exercise complexity. They also affect the structure and content of the two (2) main tools of exercise evaluation: the critique and the after-action report. No doubt, any evaluation will always include some subjective "feelings" of an unwritten (but almost always spoken), informal nature. But the two (2) important formal tools of any exercise evaluation are the critique and the after-action report. These are important because they will assist you in the determination of whether or not your objectives were met. They also will assist you in programming future activities to meet needs/solve problems identified in the exercise itself.

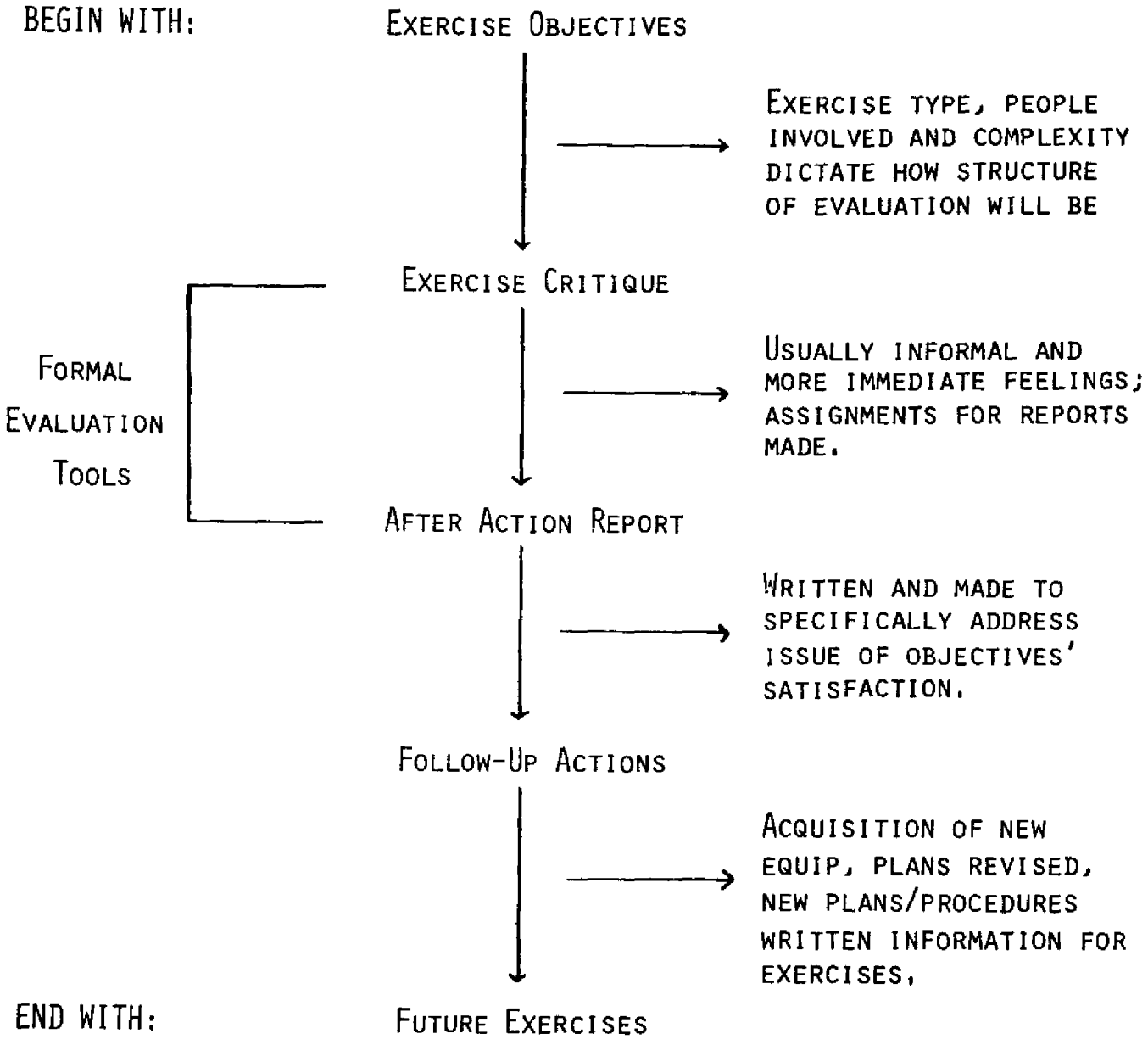
The first of these, the exercise critique, is primarily to determine strengths and weaknesses, to suggest additional materials or personnel needed, to make an on-the-spot appraisal of organizational capabilities, to suggest how to improve future performance and to make assignments for the after-action reports. The critique is usually held immediately following exercise conduct. It is important that the critique be recorded (notes, tapes, etc...) so that after-action reports may be compiled.

The after-action report serves not only to recap the critique, but to further clarify exercise outcomes and to put them into an initial plan of action for exercise follow-up. This report also notes strengths, weaknesses, additional resources needed and overall capabilities to meet exercise and thus emergency management system needs. It goes beyond the immediate scope of the critique because it may specify future activities to resolve problems/deficiencies found in the course of the exercise. It must be written and must be made an assignment, not just a suggested activity.

How you conduct and control the evaluation and obtain the necessary data for these formal tools will depend upon who you train and utilize as evaluators, what forms, checklists, etc... are used in the evaluating and how you structure the evaluation process to observe and monitor actions tied to the objectives of that exercise being evaluated.

Needless to say, the evaluation process does not end until follow-up actions specified in the after-action report are accomplished. Once you have revised/rewritten plans, acquired the equipment indicated by shortcomings in your exercise and accurately recorded and filed all information/material from your exercise you can begin to plan for evaluation close-out - when you begin anew for a future exercise.

EXERCISE EVALUATIONS



Complexity In Exercise Design

After having considered the purpose, type and agent for an exercise and having had it programmed into a multi-year sequence, you are well on your way toward the design/construction stage. Likewise, in addition to exercise components, evaluations, work plans and the other methods and techniques you have seen in this unit, there is one other topic which should be considered - exercise design complexity.

The relative complexity of design of your exercise will depend on a variety of factors. To be sure, your exercise objectives do impact on the design work you will have to do. But the major factors which you should consider are the number and size of political/jurisdictional levels involved, the number of system components to be exercised and the time required to design your exercise.

Table 1 represents the relative design complexity for a single-component exercise done at the single as well as the multi-level jurisdiction. You might pick any of the emergency management system components, i.e. Radef. We can see that the relative design complexity (the vertical axis) of a multi-level exercise can be expected to be some what more difficult to design-complexity than a single-level exercise of the same component. As previously noted in the unit on Progression In Exercising, different jurisdictions do differ in their capabilities, readiness and emphasis.

TABLE 1

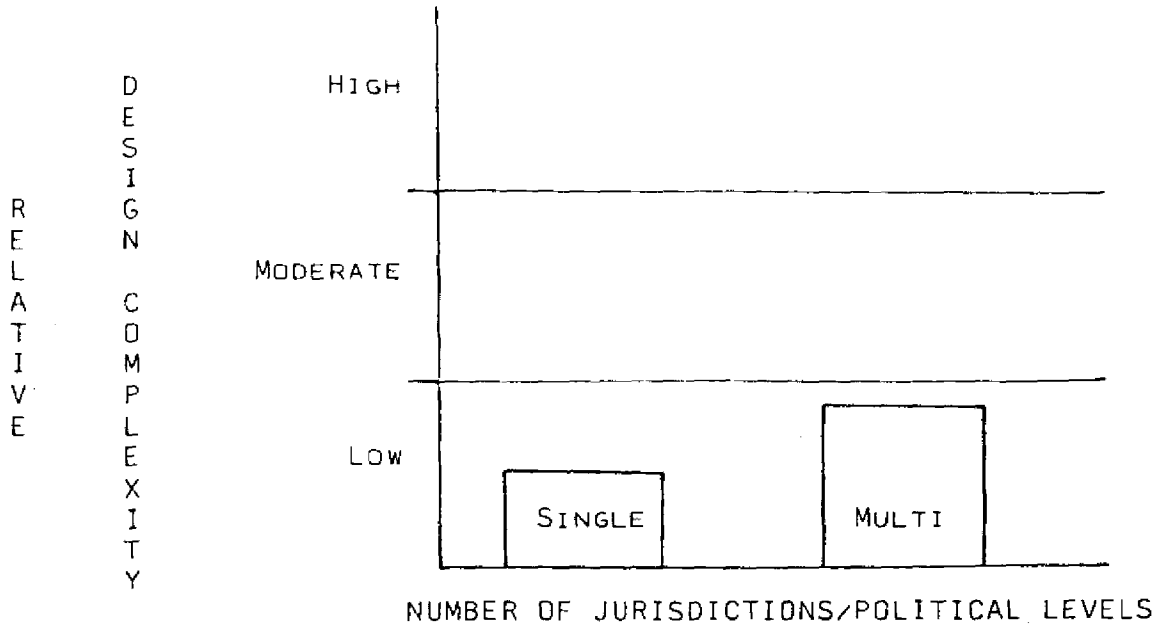
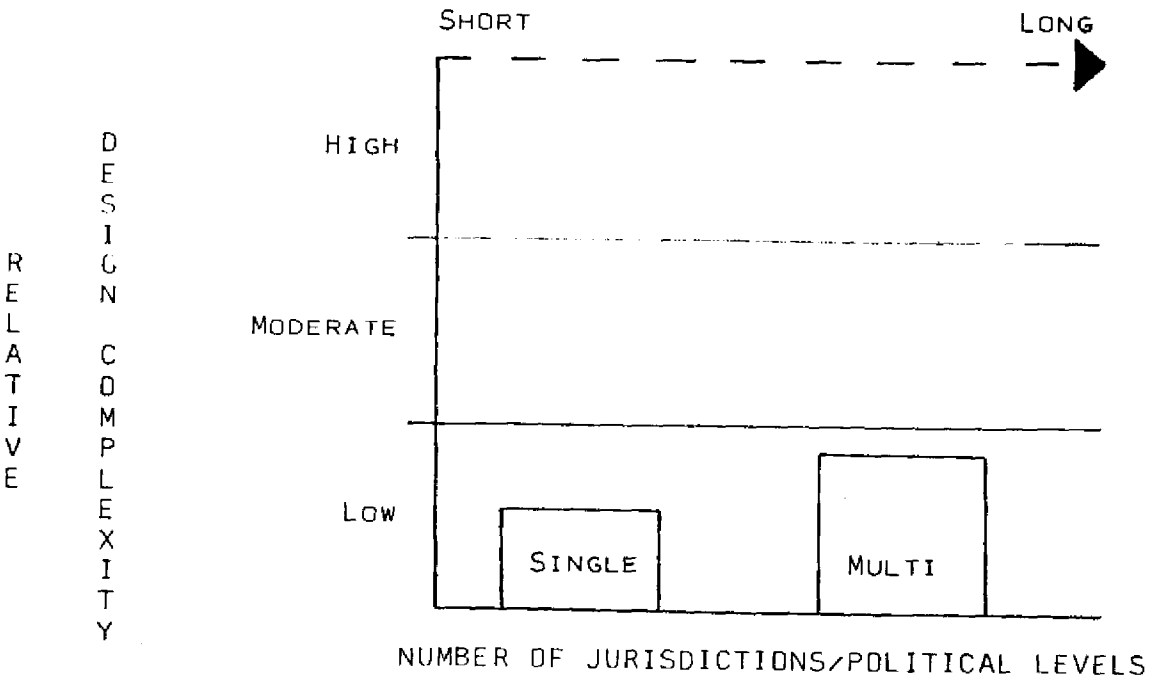


Table 2 adds another major factor for your consideration: that of time. Physical time required for design of a multi-level exercise will most often be lengthier than that required for a single-level. This should make you purposefully schedule your exercise (and thus

TABLE 2

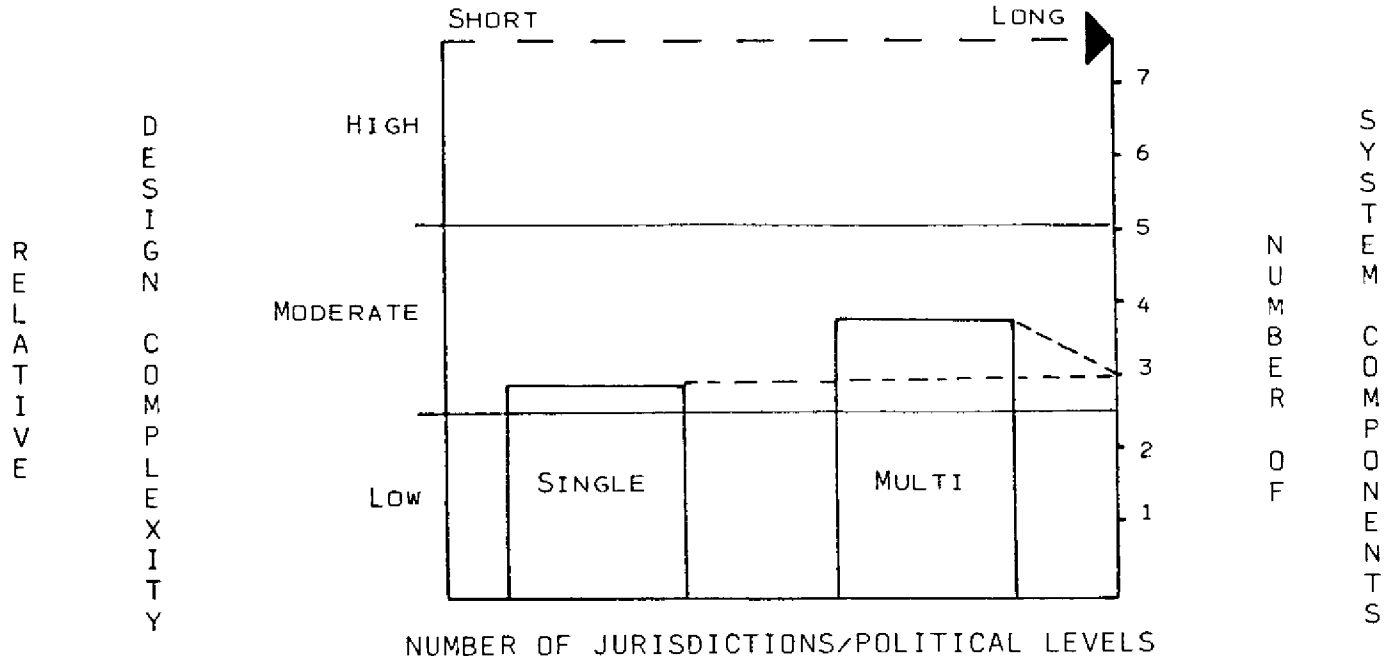


design staff) far enough in advance to allow for proper completion of design tasks. Certainly one could surmise that the more jurisdictions, political levels, system components and even local departments involved, the more time required for proper design.

Table 3 goes one step further and adds the dimension of number of system components involved (vertical axis on right side of table). Given our previous hypothetical example of the Radef component, add warning and EPI. It may easily be understood that the more system components involved, the more complex the design task. Again, Table 3 also shows that an exercise of multi-jurisdictional/political levels will not only be relatively more complex to design, but also take more time than a single-level exercise of the same number of system components.

TABLE 3

DESIGN TIME



NOTES

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CONSTRUCTION OF AN EXERCISE

EXERCISE DESIGN WORKSHOP

Lesson V — Time: 11.5 hrs.

CONSTRUCTION OF AN EXERCISE

At the conclusion of this unit the participant will be able to:

Subobjective 1: Construct objectives for use in an exercise to meet the needs of a local/State/Federal emergency management mission.

Subobjective 2: Demonstrate the ability to apply a knowledge of the basic components of an exercise and design each of these as needed for any given exercise.

Subobjective 3: Work with others in the design of an exercise for use in an emergency management environment.

Subobjective 4: Analyze the content of a completed exercise prior to its utilization.

Subobjective 5: Relate the design problems encountered in an exercise design workshop to his/her individual jurisdiction.

CONSTRUCTION OF AN EXERCISE

Introduction

During this period, you will get an opportunity to actually "put your money where you mouth is", and actually design an exercise. Your instructor will first remind you of your exercise design team assignments and review the work plan for this Workshop. That work plan and the exercise design paradigm/model on the next 2 pages will form the parameters of time and specific assignments for your design work.

Whether or not the exercise to be conducted at the end of this Workshop is successful and beneficial to both you and the selected host jurisdiction depends upon the quality and timeliness of your design work.

In this lesson, there are sample objectives, a scenario, and a major and detailed sequences of events for an operational field test exercise. Additionally, you will be given copies of host jurisdiction emergency plans, maps of that locale, resource lists and copies of the specific message form/format to be used during the conduct of that exercise you and your peers design.

GOOD LUCK!

Exercise Design Paradigm - Constructing An Exercise

1. Participants will be divided into an appropriate number of groups to devise exercise objectives. These should reflect not only the information provided to this point in the exercise design seminar, but also the experiences of individual group members in the conduct/design of exercises in their respective jurisdicitons.

2. After suitable time has been allowed for exercise objectives to be divised, these will be discussed in general group session. Following this, the groups will be assigned a particular type of scenario to construct (see paradigm for examples of scenario typologies).

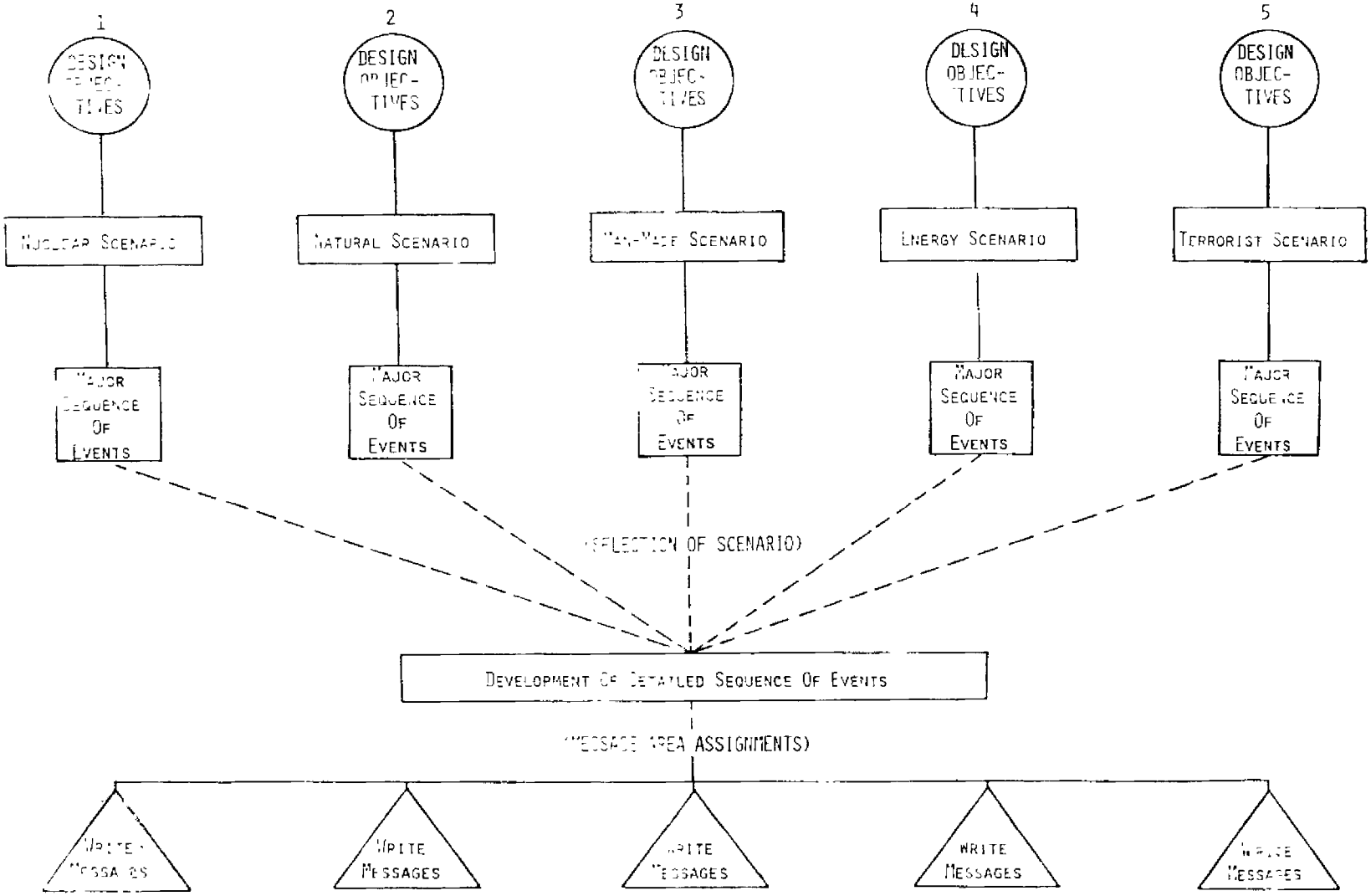
3. Following the construction of scenarios, each group will write a major sequence of events to accompany the scenario.

4. Scenarios and their major sequences will be presented in general session for critique and selection of the scenario for use in an exercise. That jurisdiction to be the site of the exercise will have the primary role in the determination of which scenario is chosen. Such factors as status of the jurisdiction's system development, availability of local resources, exercise programming needs and the hazard analysis will be taken into account when the choice of scenario is made. (This selection/choice process is seen as a broken line on the paradigm.)

5. Groups will next develop detailed sequences of events as appropos to the specific scenario and major sequence selected. It is of vital import that groups consult one another during this work. After presentation of the detailed sequences in general session, a compilation and choice of detailed sequence will be made and groups will be assigned task/function/department messages to write.

6. In the writing of messages by task/function/department, the BEOP and annexes/resource lists from that jurisdiction to stage the exercise will have to be referred to so that messages will reflect realistic situations. Messages will have to be coordinated to insure realistic time periods as well as there are sufficient messages written to provide adequate exercise play for all participants when the exercise is staged.

EXERCISE DESIGN PARADIGM



MESSAGE PREPARATION FOR EXERCISES

MESSAGES SHOULD BE WRITTEN SO AS TO:

- Provide Timely Exercise Flow.
- Be Based Upon The BEOP, Local Status, And Be Realistic.
- Provide Sufficient Exercise Play (Provide Enough Play By Each Department/Agency).
- Exercise Both Primary As Well As Secondary Responsibilities Of Each Participating Agency.
- Facilitate An Objective Evaluation Of Actions Taken.
- Be Easily Understood.

SAMPLE MESSAGE FORM

GENERAL MESSAGE

_____

(CHECK ONE)

INCOMING ☐

OUTGOING ☐

DATE

TIME

① TO: _____

② FROM: _____

③ TEXT: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

COMMUNICATOR'S

INITIALS OR #

(OUTGOING) SIGNATURE:

Examination of Exercise Package

During the course of reviewing your exercise, there are several things to keep in mind:

1. The reality of the scenario, major and detailed sequence of events, and the prescripted messages.

2. The needs of the jurisdiction.

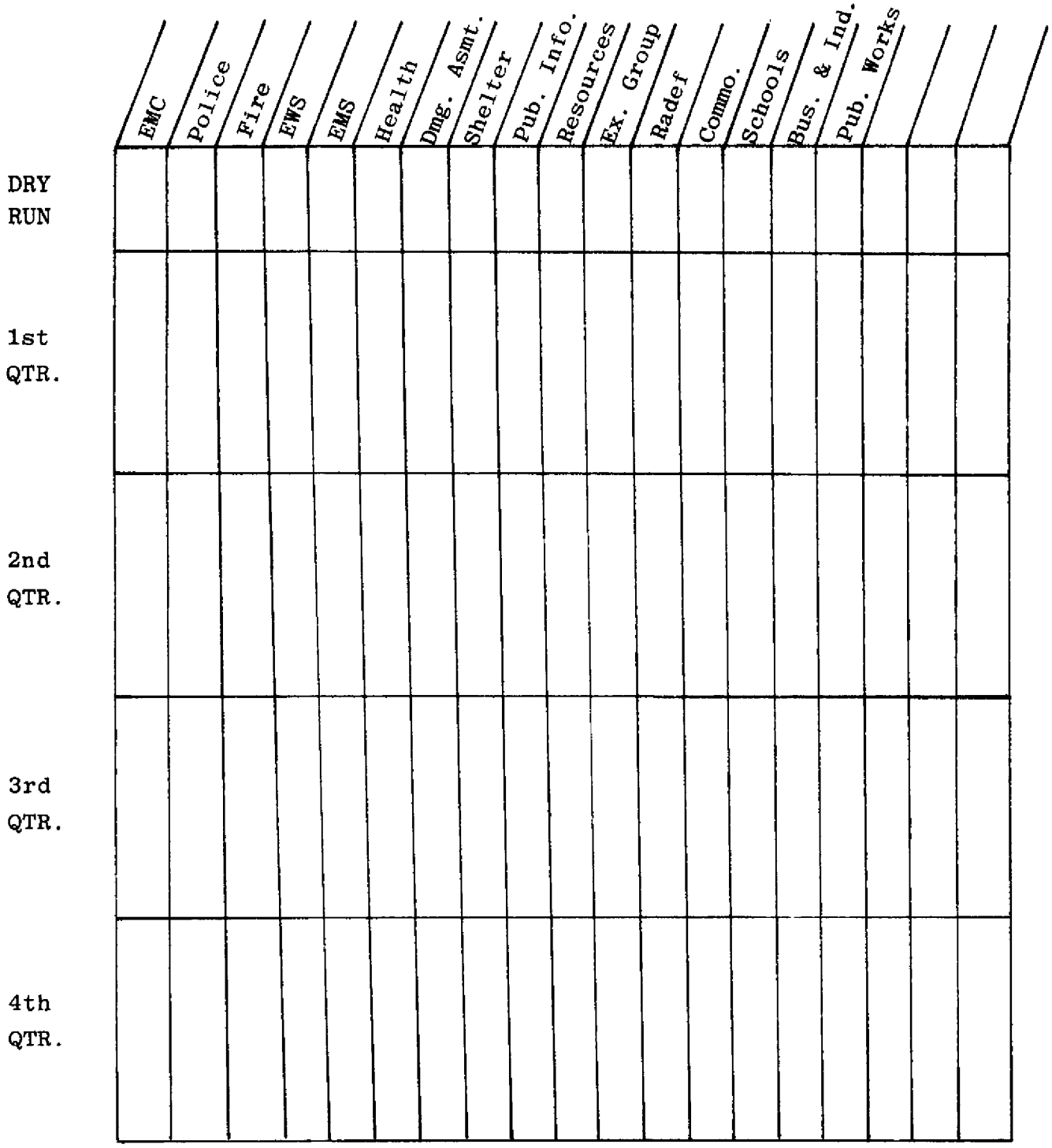
3. The applicability of exercise problems to those agencies to be involved in the conduct of the exercise.

4. The need to insure adequate exercise "play" by all parties to be involved through proper number and content of messages.

5. The physical set-up of the facility in which the exercise is to take place.

6. The scheduling and announcement of the exercise.

SAMPLE MESSAGE DISTRIBUTION CONTROL LOG



By placing an A (action) or C (coordination) in the time frame where a particular service/functional group is to receive a message, the exercise planner may insure an equitable message distribution for exercise "play" purposes.

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CONDUCT OF AN EXERCISE

EXERCISE DESIGN WORKSHOP

Lesson VI — Time: 6.5 hrs.

CONDUCT OF AN EXERCISE

Upon completion of this unit the participant will be able to:

Subobjective 1: Demonstrate an understanding of the purpose of content of an exercise briefing.

Subobjective 2: Explain the need for positional instruction prior to exercise conduct and differientiate between positional instruction and a general exercise briefing.

Subobjective 3: Explain the roles of messengers, controllers, simulators and evaluators in the conduct of an exercise.

Subobjective 4: Conduct an exercise briefing or positional instruction.

Subobjective 5: List those tasks necessary to prepare a proper exercise setting.

CONDUCT OF AN EXERCISE

Introduction

Thus far in this Workshop, you have been given general information and practice on the principles of exercising (to include purpose, an exercise typology, use of exercises), exercising for the purpose of building a comprehensive emergency management system (to include a recap of system components and progression in exercising) and, exercise programming (what it is and how to do it). Additionally, you have been working with your peers in the actual design of an exercise which will be conducted at the end of this lesson's instruction.

Prior to actual exercise conduct, be it for this exercise (in this Workshop) or for any future exercising you may attempt in your jurisdiction, there are several tasks which should be accomplished. These are:

1. Positional Instruction
2. Preparation of the Exercise Setting
3. Assignment and Explanation of Specialized Exercise Roles
4. Conduct of An Exercise Briefing
5. Conduct of An Exercise Dry Run.

For the purposes of this Workshop, you will actually be involved in the conduct of positional instruction as well as assisting in the set-up/preparation of the exercise setting.

PERFORMING POSITIONAL INSTRUCTION

When training individuals on their respective tasks within the confines of an EOC, several topics should be addressed. These are listed below. Additionally you should remember that the persons being provided this positional instruction may or may not: (1) know you; (2) have previous operational or exercise experience; (3) have full knowledge of their respective agency's emergency plans (or annex); and, (4) have other full-time jobs to perform.

1. Make an appointment with the individual(s) involved far enough in advance of the exercise so you do not get caught in a "last minute rush."

2. When you arrive at an individual office, introduce yourself and explain your reason for being there.

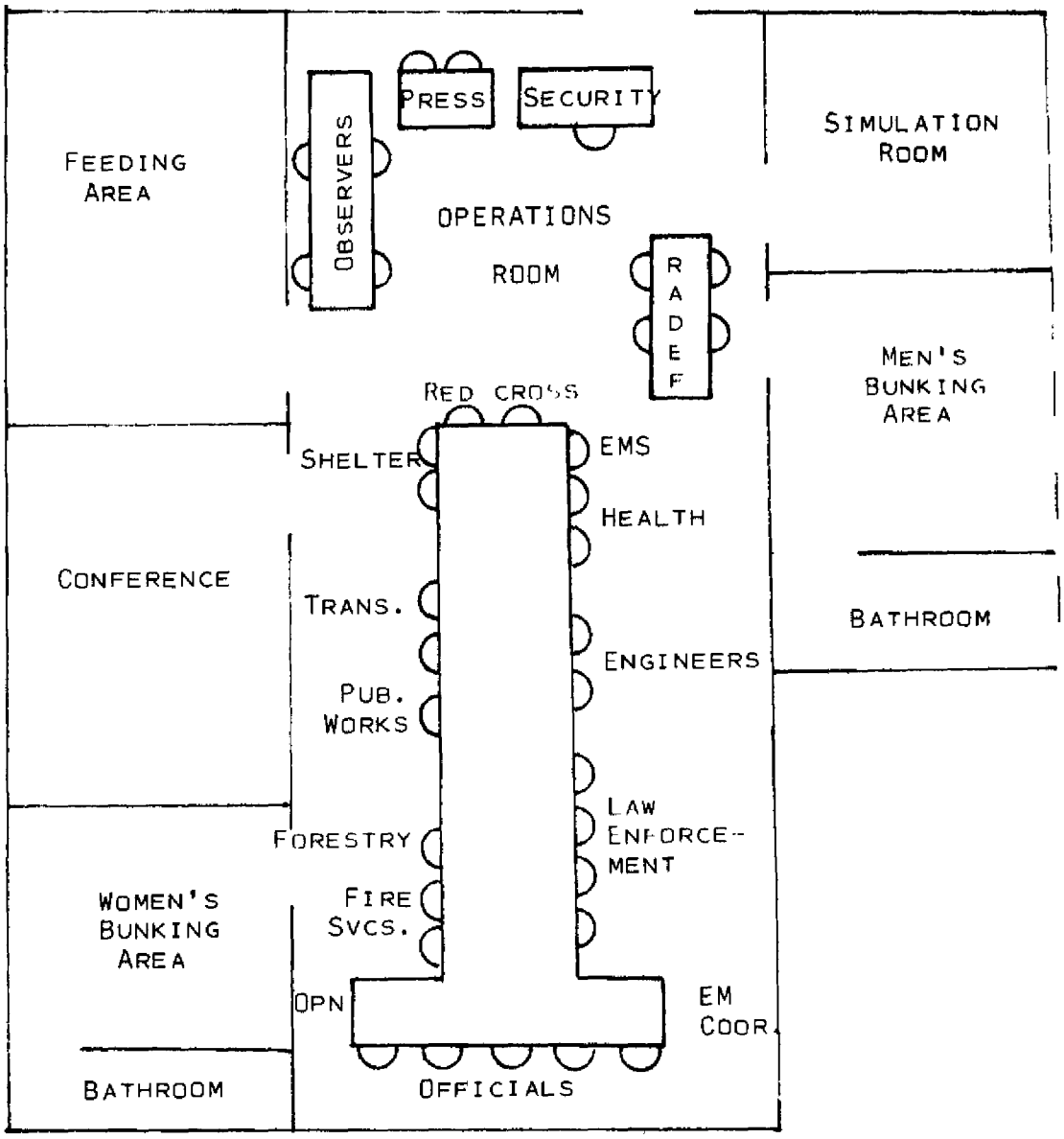
3. Brief the individual(s) on special tasks they may have to perform in the EOC and relate those tasks to the implementation of specific emergency plan annexes as well as that jurisdiction's EOC Standing Operating Procedures (SOP).

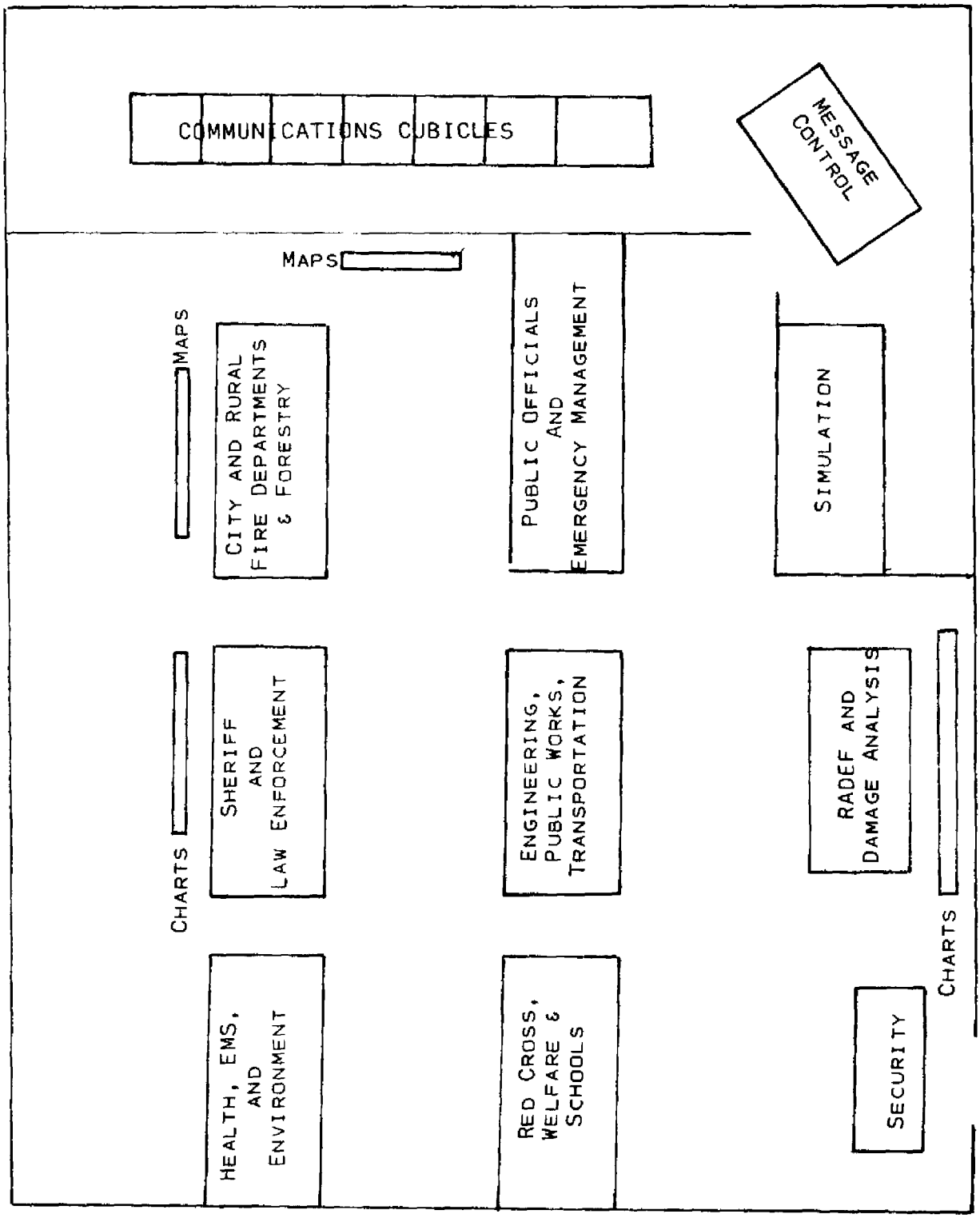
4. Brief them on the purpose of the upcoming exercise, its date and place, but do not "give everything away."

5. Ask if they have any questions, thank them for their time and return to the EOC.

SAMPLE EOC SETTING

EOC Subsystem Exercise




COMMUNICATIONS CUBICLES
MESSAGE CONTROL
MAPS
MAPS
CITY AND RURAL FIRE DEPARTMENTS & FORESTRY
PUBLIC OFFICIALS AND EMERGENCY MANAGEMENT
SIMULATION
CHARTS
SHERIFF AND LAW ENFORCEMENT
ENGINEERING, PUBLIC WORKS, TRANSPORTATION
RADEF AND DAMAGE ANALYSIS
CHARTS
HEALTH, EMS, AND ENVIRONMENT
RED CROSS, WELFARE & SCHOOLS
SECURITY

The Exercise Briefing

In the conduct of any exercise, be it national, state, or local, it is always advisable to brief the participants who will play out roles prior to the start of the exercise. This briefing should be short and as concise as is feasible -- and should not be a "school" to explain to the participants their respective role(s) under the current emergency operating plans.

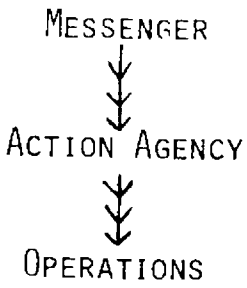
Suggested topics for a briefing are:

- Type of exercise to be conducted
- Objectives of the exercise
- Simulation procedures to be used
- EOC personnel introduction
- Situational displays and aids
- Message forms and their utilization (flow)
- Time sequence of the exercise
- The role of EM Director, Controller(s), and Observer(s), Others

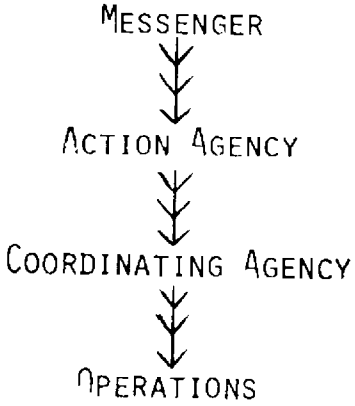
REMEMBER: The briefing should help to clear up any lingering doubts about the total scope of exercise, and that it is not to train participants in their respective emergency role(s).

SAMPLE MESSAGE FLOW

EXAMPLE 1



EXAMPLE 2



Exercise Conduct

At this time in the Workshop, you should have performed whatever pre-conduct tasks you were previously assigned and be waiting for the start of the exercise.

During the actual exercise conduct, there are a few considerations for you to keep in mind:

1. During the exercise briefing, you may want to take notes and use these for reference when you conduct exercises in your jurisdiction.

2. When actual exercise conduct begins you may be asked questions about procedures, problems/messages, or other matters concerning the exercise itself. You cannot answer these questions, and should refer those players making such inquiries to the emergency manager in that jurisdiction where the exercise is being conducted.

3. If your design team has devised evaluation forms, you should have a copy of same so that you can complete an evaluation of your design work after the exercise.

4. You should observe a variety of happenings during the exercise so as to give you "food for thought" when you conduct/design exercises for your locale - but try not to get in the way while observing.

NOTES

NOTES

EXERCISE AND WORKSHOP EVALUATION

EXERCISE DESIGN WORKSHOP

Lesson VII Time: 1 hour

EXERCISE AND WORKSHOP EVALUATION

Upon completion of this unit the participant will be able to:

Subobjective 1: Demonstrate the ability to critique an emergency management exercise via an open, discussional critique in a classroom setting.

Subobjective 2: Evaluate an actual emergency management exercise using prescripted evaluation forms.

Subobjective 3: Relate the observation of an actual exercise to future exercise planning in his/her respective jurisdiction.

EXERCISE DESIGN WORKSHOP

Workshop Evaluation

1. Name: _____

2. Organizational Type:
   - ____ Small Emergency Management Agency
   - ____ Large Emergency Management Agency
   - ____ State Emergency Management Agency
   - ____ Other: _____

3. Overall Evaluation:
   - ____ Excellent
   - ____ Very Good
   - ____ Satisfactory
   - ____ Unsatisfactory

4. Concerning the lessons in the instruction, which subject/topic do you feel will be most beneficial to you?

5. What subjects/topics do you feel will be least beneficial?

6. Concerning the approach taken in this Workshop (instruction followed by practical design work), how would you rate the Workshop?
   - ____ Excellent
   - ____ Very Good
   - ____ Satisfactory
   - ____ Unsatisfactory

7. How would you rate the materials used in this Workshop?
   - ____ Excellent
   - ____ Very Good
   - ____ Satisfactory
   - ____ Unsatisfactory

8. Additional Comments