UNIT 6: TRAINING AND EXERCISES
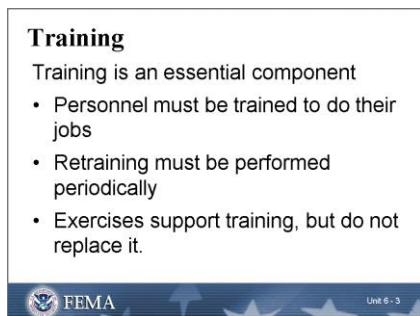
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Rapid Needs Assessment
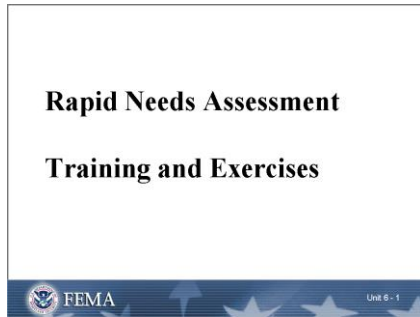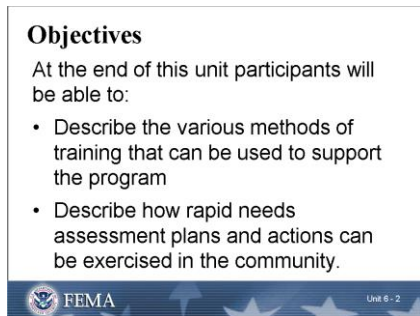
Training and Exercises

Visual 1

UNIT 6: TRAINING AND EXERCISES

Objectives

At the end of this unit participants will be able to:

• Describe the various methods of training that can be used to support the program

• Describe how rapid needs assessment plans and actions can be exercised in the community.

Visual 2

OBJECTIVES

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• Describe the various methods of training that can be used to support the program.

• Describe how rapid needs assessment plans and actions can be exercised in the community.

Training

Training is an essential component

• Personnel must be trained to do their jobs

• Retraining must be performed periodically

• Exercises support training, but do not replace it.

Visual 3

TRAINING

Training is an essential component of the planning an implementation process. Since rapid needs assessment procedures may not be used all that often, training takes on greater importance to ensure that the response will be effective and timely. All personnel, whether they are field assessment teams or analysis staff must be trained to do their jobs. And don't forget that after the initial training, refresher training will be required to keep their skill sets up and current. Exercises can support the maintenance of skill sets, but do not replace the need for a good training and education program.

Training Requirements

• Plan implementation

• Assessment process

• Communications and equipment use and protocols

• Analysis procedures

Visual 4

TRAINING REQUIREMENTS

These are a few of the critical training requirements. Instruction will be needed on how the plan is to be implemented and how the overall assessment process will be incorporated into the emergency response. What communications equipment will be used and with what protocols is an important training item. How will analysis be performed and how will the information be shared is another important training requirement.

Audiences

There is no one set of training activities that will meet the needs of all audiences

Training programs must be flexible

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Unit 6 - 5

Visual 5

AUDIENCES

When designing a training program, remember that one size does not fit all. What works well with one group may be a total failure with another group. Training programs must be flexible to meet the needs of the audiences.

Common Training Options
- Briefings
- Classroom sessions
- Hands on sessions
- Refresher sessions

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Unit 6 - 6

Visual 6

COMMON TRAINING OPTIONS

These are some common training options used for rapid needs assessment instruction. Each one will be reviewed on the following visuals.

Briefings

Briefings
- Shift change, etc.
- Must be broken down into sound bites
- Multi step or sequential offerings may be required

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Unit 6 - 7

Visual 7

BRIEFINGS

Briefings are quick and dirty mini-training programs. They are often used when time is short and a lot of information needs to be presented in a tight schedule. Briefings may be packaged into something that can be presented during shift changes or staff rotations. Since time for these briefing is short, a good training package will be broken down into sound bites that hit on the key aspects of the training program. Briefings may require sequential offerings or multi-step presentations.

Classroom Sessions
- More formalized training
- Should evaluate progress
  - Identify student progress
  - Problems with course materials
  - Problems with instruction
  - Problems with procedures or plans
- May be in-person or distance based

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Visual 8

Hands on Sessions
- Focus on actually performing and demonstrating skill sets.
- Analysis
- Use of critical thinking skills
- Requires small instructor to student ratio

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Visual 9

Refresher
Refresher training is essential to keep knowledge and skill sets high.
- Quizzes or questionnaire
- Mini-sessions/Bulletins
- Incorporate exercises
- Actual events

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Visual 10

CLASSROOM SESSION

Classroom sessions are more formalized and traditional presentations. One issue that occasionally raises its head is that classroom sessions may not be any more effective briefings. A good classroom session however has a number of advantages over a briefing in that it can identify and measure participant progress as well as identifying issues with instructional delivery, materials or even the procedures or plans themselves. Remember that using modern technology, classroom sessions do not have to be in person and may use distance learning techniques.

HANDS ON SESSIONS

Hands on sessions are typically doing sessions. They can be combined with classroom or other training means, but since the focus is on production of simulated items or products, they use the critical thinking skills of the participants. Monitoring hands on sessions requires a small instructor to participant ratio to assure that participants are getting the support they require.

REFRESHER

Refresher training does not have to be repeats of classroom or briefing sessions. Mind joggers such as quizzes or questionnaires can be used to assess the current level of knowledge. Don't forget using motivational techniques that can include rewards for those with the highest scores. Simple one page readings or bulletins can be used to provide refresher training. Mini sessions or previously provided training can also be used. And if exercises are conducted, rapid needs assessment scenarios can be included in the program to review and refresh skills. And, of course, real life events are a great source of refresher training.

Activity 5
• Work in groups
• Select new leader/spokesperson
• For each group listed below identify which of the previous four methods of training will be used to make each group aware of new rapid needs assessment requirements
  – Public Officials
  – EOC Staff
  – Data Collection Staff

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Visual 11

ACTIVITY 5

Activity 5

Report Out Time!

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Visual 12

REPORT OUT TIME!

Exercise Categories

The Department of Homeland Security Exercise Program has two exercise categories.
• Discussion based – familiarize participants with or develop new plans, procedures, policies, and agreements
• Operations based – validate plans, policies, agreements, and procedures

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Visual 13

EXERCISE CATEGORIES

The Department of Homeland Security recognizes to exercise category types. These are Discussion Based exercises that are designed to familiarize participants with or develop new plans, procedures, policies, and agreements and Operations Based Exercises that are designed to validate plans, policies and procedures.

Discussion Based
- Seminar – Informal discussion designed to orient participants to new plans or procedures.
- Workshop – Resembles a seminar, but is used to build specific products, such as draft plans or policies.

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Visual 14

DISCUSSION BASED

In the category of discussion based exercises, there are four sub-type exercises. The first type of discussion based exercise is the seminar. This is an informal discussion and review of new plans, policies and procedures and it is designed to acquaint personnel to new or revised documents. The seminar is a learning type of exercise that is an important first step as part of the exercise process.

The Workshop is another type of discussion based exercise. It resembles a seminar, but is designed to be a working group that builds or create specific products, such as draft plans, policies, procedures, job aids, and agreements, etc.

Discussion Based
- Tabletop – Involves key personnel in simulated scenarios in an informal setting. Used to assess plans and procedures
- Game – Simulations that involves two or more teams in a competitive environment to assess plans and procedures under a set of rules to depict an actual or real life situation

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Visual 15

Tabletop exercises involve key personnel that operate in a simulated scenario in an informal setting. Tabletop exercises work through the scenario using existing plans and procedures and is designed to assess and evaluate the adequacy of those documents.

Games are a form of exercise that is widely used in the military. They involve simulations with two or more teams in a competitive environment. Working under a set of specified ground rules, they apply problem solving skills to depict and actual or real life situation.

Operations Based
- Drill – Coordinated supervised activity used to test a single specific operation or function within a single entity.
- Functional – Exercises validate and evaluate capabilities, multiple functions or interdependent groups of functions, such as EOCs. This type of exercise is conducted in a realistic, real-time environment; however, movement of personnel and equipment is simulated.

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Visual 16

OPERATIONS BASED

Operations based exercises are more complex than discussions. To be successful, they require greater lead times, more planning, and effective administration to be successful. Drills are the smallest of the operational exercises. These are supervised activities used to test a single specific operation or function within a single entity.

Functional exercises validate and evaluate capabilities, multiple functions or interdependent groups of functions, such as EOCs. This type of exercise is conducted in a realistic, real-time environment; however, movement of personnel and equipment is simulated.

Operations Based

Full-Scale – The largest and most complex of all exercises and requires the most planning and preparation to successfully conduct. Exercises all aspects of the response from command and control functions to boots on the ground response activities of multi-agency participants.

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Visual 17

The largest and most complex of the operations based exercises are Full Scale. These are generally capstone events that are the finale of the exercise program and follow many other discussion and operational exercises that build up these grand events. Full scale exercises test all elements of a plan and response system.

Activity 6

• Work in groups identified on the next visual
• Select new leader/spokesperson
• How would your group incorporate rapid needs assessment planning into the exercise type you have been assigned?

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Visual 18

ACTIVITY 6

Have each group select a new leader or spokesperson and discuss the items listed on the visual. If easel pads are available, they can be used to capture the group's responses and support the report out process.

Activity 6

Group 1 – Seminar
Group 2 – Workshop
Group 3 – Tabletop
Group 4 – Game
Group 5 – Drill
Group 6 – Functional
Group 7 – Full Scale

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Visual 19

Activity 6

Report Out Time!

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Visual 20

REPORT OUT TIME!

Give each group approximately 5 minutes to report out their findings and take questions either from the instructor or other members of the group. The answers given will vary depending on the communities represented. Answers will be variable and the instructor should look for and support similarities in the reports.

Visual 21

Visual 22

REVIEW

At the end of this unit participants will be able to:

- Describe the various methods of training that can be used to support the program.

- Describe how rapid needs assessment plans and actions can be exercised in the community.

UNIT SUMMARY

Take a 10 minute break.

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