

POI - IS-0703.b National Incident Management System Resource Management



FEMA

Plan of Instruction

Date Released: 04/2020

IS-0703.b Course Overview: Purpose, Objectives, etc.

Goal	The goal of this professional development course, IS-703.b National Incident Management System Resource Management, is to provide training and resources for FEMA personnel who require a basic understanding of resource management within NIMS.
Who Should Attend	The intended audience(s) includes a wide range of individuals with emergency management responsibilities in the five mission areas (prevention, preparedness, response, recovery and mitigation). This may include government executives, private-sector and nongovernmental organization (NGO) leaders, and emergency management practitioners. The intended audience also includes senior elected and appointed leaders, such as Federal department or agency heads, State Governors, mayors, tribal leaders, and city or county officials - those

	who have a responsibility to provide for effective mitigation.
General ICS Instructor Guidelines	<p>The National Integration Center (NIC) is responsible for “facilitating the development of national guidelines for incident management training and exercises at all jurisdictional levels, while individual agencies and organizations are responsible for establishing and certifying instructors.” This NIC provides guidelines for Incident Command System (ICS) instructors.</p> <p>While Authorities Having Jurisdiction (AHJs) are responsible for establishing and certifying instructors, the NIC urges those agencies and organizations to follow these guidelines.</p> <p>It is recommended that all NIMS ICS Core Instructors complete the E/L0449 Incident Command System (ICS) Curricula Train-The-Trainer (TTT) Course to better prepare them to deliver the curriculum.</p> <p>All NIMS ICS course deliveries require a minimum of two instructors.</p> <p>Instructor Levels</p> <p>The following are general definitions used to describe qualifications of instructors delivering NIMS ICS curriculum.</p> <ul style="list-style-type: none">• Lead Instructors must have sufficient experience in presenting all units of the course to be capable of last-minute substitution for unit instructors.• Unit / Support Instructors must be experienced in the lesson content they are presenting.• Adjunct instructors may provide limited instruction in specialized knowledge and skills at the discretion

	<p>of the lead instructor. Adjunct instructors must be experienced, proficient, and knowledgeable of current issues in their field of expertise.</p> <p>Instructor Training</p> <p>Instructors should hold certification as instructors from a recognized program of study such as State Fire Instructor (NFPA 1041, Level II or above), or hold another recognized qualification in techniques of instruction and adult education methodologies. Certification is normally gained through recognition of training and qualification by an AHJ. Successful completion of formal adult education and/or instructor training to include any of the following or its equivalent can be used to qualify:</p> <ul style="list-style-type: none">• National Fire Academy's (NFA) Educational Methodology course• National Wildfire Coordinating Group's (NWCG) Facilitative Instructor (M-410) course• Center for Domestic Preparedness (CDP) Instructor Training Certification Course• Equivalents (i.e. FEMA E/L/0141, Instructional Presentation and Evaluation Skills, Total Army Instructor Training Course (TAITC); Small Group Instructor Training Course (SGITC); G265 Basic Instructional Skills course, etc.)• State Certified Level II or higher Fire, Rescue, and/or EMS Instructor (NFPA 1041 Level II)• State Certified Teaching Certificate
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	<ul style="list-style-type: none">• Advanced degree in education, educational psychology, technical education, or a related program
Instructor's Operational and Training Experience	<p>Instructors must be experienced Emergency Management, First Responder or other related functional areas with expertise in the subject matter they are expected to instruct. Experience and prior learning may include:</p> <ul style="list-style-type: none">• Prior completion of the course they will be teaching• Recent, relevant and response focused service<ul style="list-style-type: none">• Relevant – related to the course they will be instructing• Recent – preferably within the past five years• Response Focused – experience is during real-world incidents, planned events, or accredited exercises that required a written IAP and/or went more than one operational period• Instructors should possess a thorough knowledge and understanding of the Incident Command System (ICS) to include:<ul style="list-style-type: none">• ICS Command, General Staff, and Unit Leader functions• National Incident Management System (NIMS)• National Response Framework (NRF) concepts and principles• Local, State, Tribal and Federal interagency cooperation and coordination

	<ul style="list-style-type: none">• Incident Management Team organization, roles and responsibilities
Course Objectives	<p>By the end of this course, students will be able to demonstrate, through knowledge checks and a final exam, a basic understanding of NIMS Resource Management concepts, principles, and components.</p> <p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none">• Define the four resource management tasks conducted in preparation for incident response.• Identify the six primary tasks of resource management during an incident.• Describe the use of mutual aid in incidents.
Training Content	<p>The training is comprised of the following units:</p> <ul style="list-style-type: none">• Course Introduction: Course Overview• Lesson 1: Resource Management Overview• Lesson 2: Resource Management Planning• Lesson 3: Resource Typing, Personnel Qualification, and Readiness• Lesson 4: Resource Management During Incidents• Lesson 5: Resource Management and Complex Incidents• Lesson 6 (IS): Course Summary

	<ul style="list-style-type: none"> • Lesson 6 (ILT): Tabletop Exercise • Lesson 7 (ILT): Course Summary and Final Exam <p>The below table presents the recommended training agenda.</p>
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INSTRUCTOR-LED TIME PLAN

Day 1	
Unit 1: Course Overview	1 hour 30 minutes
Unit 2: Resource Management Planning	2 hours 30 minutes
Unit 3: Resource Typing, Personnel Qualification, and Readiness	3 hours
Unit 4: Resource Management During Incidents	1 hours 30 minutes
Day 2	
Unit 4: Resource Management During Incidents (continued)	2 hours
Unit 5: Resource Management and Complex Incidents	2 hours
Unit 6: Tabletop Exercise	2 hours 30 minutes
Unit 7: Course Summary and Final Exam	1 hour 15 minutes

INDEPENDENT STUDY TIME PLAN

Course Introduction	5 minutes
Unit 1: Resource Management Overview	20 minutes
Unit 2: Resource Management Planning	20 minutes

Unit 3: Resource Typing, Personnel Qualification, and Readiness	30 minutes
Unit 4: Resource Management During Incidents	60 minutes
Unit 5: Resource Management and Complex Incidents	50 minutes
Unit 6: Course Summary	25 minutes

COURSE DEPLOYMENT

The time allotment for the asynchronous online version of this course is three hours and thirty minutes. It is designed to be delivered as part of the Emergency Management Institute's Independent Study Program. The classroom-based Instructor-Led Training version of the course is two days in length.

EVALUATION PLAN

For the Independent Study version of the course, a multiple-choice course exam shall be administered online after the course completion. The exam measures and assesses learning that has taken place. Exam items will be linked to the course objectives. For the Instructor-Led Training version of the course, a Pre-test will be administered at the beginning of the course in addition to the Final Exam.

REQUIRED PREREQUISITES

There are no prerequisites for this course. However, completion of IS-700.b, An Introduction to the National Incident Management System, is recommended.

COURSE DESIGN/METHODOLOGY

Robert Gagne's Nine Levels of Instruction served as a model for the development of this course. This course is designed for online delivery as Independent Study (IS) and also for delivery in the classroom as Instructor-Led Training (ILT). Information presentation, discussion, and multiple application activities have been designed to enable students to learn, practice, and demonstrate their knowledge.

Both versions of National Incident Management System Resource Management have been designed to include:

- Content Presentation: Content to address the course objectives.
- Resources: Additional resource links to provide students with additional course related content for their examination.
- Expandable Content: Topics expand to include application to different disciplines for response partners.
- Knowledge Checks: Multiple choice and scenario questions are used throughout the course to allow students to get feedback on their retention and recall of the content.
- Videos: Videos provide overviews of select topic areas.

ICS Training and NIMS

The National Incident Management System (NIMS) National Standard Curriculum: Training Development Guidance outlines the system's ICS concepts and principles, management characteristics, organizations and operations, organizational element titles, and recommendations for a model curriculum. It also provides an evaluation checklist for content that may be used to make sure that the training meets the "as taught by DHS" standard. The guidance document is available for download from the NIMS homepage at <https://www.fema.gov/national-incident-management-system>

The model NIMS ICS curriculum organizes four levels of training: IS-100.c An Introduction to the Incident Command System, ICS 100; IS-200.c Basic Incident Command System for Initial Response, ICS 200; E/L/G 0300 Intermediate Incident Command System for Expanding Incidents, ICS-300; and E/L/G 0400, Advanced Incident Command System for Complex Incidents. ICS training provided by the Emergency Management Institute (EMI), the National Fire Academy (NFA), the National Wildfire Coordinating Group (NWCG), the U.S. Department of Agriculture (USDA), the Environmental Protection Agency (EPA), and the U.S. Coast Guard (USCG) follows this model.

According to the National Integration Center, emergency management and response personnel already ICS trained do not need retraining if their previous training is consistent with the DHS standard. This would include ICS courses managed, administered, or delivered by EMI, NFA, NWCG, USDA, EPA, or USCG. For more information about NIMS ICS, email the National Integration Center at FEMA-NIMS@dhs.gov.

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Course Materials	<p>Listed below are the materials that you will need in order to conduct this course:</p>
Plan Of Instruction	<ul style="list-style-type: none"> • <u>Instructor Guide:</u> Obtain one copy of the Instructor Guide for each trainer. • <u>Student Manual:</u> Secure one copy of

ICS Training and NIMS	<p>The National Incident Management System (NIMS) National Standard Curriculum: Training Development Guidance outlines the system's ICS concepts and principles, management characteristics, organizations and operations, organizational element titles, and recommendations for a model curriculum. It also provides an evaluation checklist for content that may be used to make sure that the training meets the "as taught by DHS" standard. The guidance document is available for download from the NIMS homepage at https://www.fema.gov/national-incident-management-system</p> <p>The model NIMS ICS curriculum organizes four levels of training: IS-100.c An Introduction to the Incident Command System, ICS 100; IS-200.c Basic Incident Command System for Initial Response, ICS 200; E/L/G 0300 Intermediate Incident Command System for Expanding Incidents, ICS-300; and E/L/G 0400, Advanced Incident Command System for Complex Incidents. ICS training provided by the Emergency Management Institute (EMI), the National Fire Academy (NFA), the National Wildfire Coordinating Group (NWCG), the U.S. Department of Agriculture (USDA), the Environmental Protection Agency (EPA), and the U.S. Coast Guard (USCG) follows this model.</p> <p>According to the National Integration Center, emergency management and response personnel already ICS trained do not need retraining if their previous training is consistent with the DHS standard. This would include ICS courses managed, administered, or delivered by EMI, NFA, NWCG, USDA, EPA, or USCG. For more information about NIMS ICS, email the National Integration Center at FEMA-NIMS@dhs.gov.</p>
Course Equipment	<p>The following equipment is required for conducting this course:</p>
Plan Of Instruction	<ul style="list-style-type: none"> • <u>Computer and Projection Device:</u> Make arrangements to have a computer with a PowerPoint slide

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Copyright	This course makes no use of copyrighted/proprietary material.

IS-0703.b Unit 1 Overview - Objectives, Scope, Methodology, etc.

UNIT OBJECTIVES

At the conclusion of this lesson, students will be able to:

- Identify the comprehensive approach to resource management.
- Identify the concepts and principles that are the foundation of NIMS resource management.

SCOPE

- Course Structure
- Course Objectives
- Introductions
- Expectations
- Course Logistics
- Course Completion
- Unit Overview
- What is NIMS?
- NIMS and Other Preparedness Efforts
- NIMS and NRF
- NIMS Components
- What is NIMS Resource Management?
- Course Welcome

METHODOLOGY

This lesson uses audio files, knowledge checks, and student interaction.

This lesson combines the course overview with an overview of NIMS and NIMS resource management concepts.

In the Instructor-Led Training version of the course, the instructors will welcome the students to the course and introduce themselves, providing a brief statement of their backgrounds and experience with resource management. Next, the students will introduce themselves, providing their names, agencies, and experience with resource management. They will also share their expectations of this course. The instructors will explain their expectations of the students and provide the students with course administrative information. They will also present the criteria for successful course completion.

After introducing this unit and providing the unit objectives, the instructor will provide an overview of NIMS and the NIMS resource management concepts. In the Independent Study version of the course, an overview of NIMS and NIMS resource management concepts are presented.

Knowledge checks are presented throughout the Independent Study lesson for students to assess the level of knowledge they are acquiring throughout the lesson. In the Instructor-Led Training version of the course, open-ended discussion questions and small-group activities aid in student comprehension and provide the instructor with insight into student knowledge acquisition.

TIME PLAN

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Unit 1 Overview	1 hour 30 minutes
Total Time	1 hour 30 minutes

Independent Study: 20 minutes

MATERIALS

- PowerPoint visuals
- Student Manual
- Instructor Manual

REFERENCE

- National Incident Management System (NIMS), October 2017.

IS-0703.b Unit 2 Overview - Objectives, Scope, Methodology, etc.

UNIT OBJECTIVES

At the end of this lesson, you should be able to:

- Describe the relationship of the jurisdiction's advance planning to resource requirements.
- Identify sources for emergency resources, including public, private, and nongovernmental organizations.
- Describe the mechanisms for ensuring that resources are available during incidents.
- Describe the relationships among various entities regarding resource management, and the enabling mechanisms that provide for seamless integration.

SCOPE

- Resource Management Planning Process Overview
- Risk-Based Planning
- Activity 1: Identify Threats and Vulnerabilities of the Jurisdiction
- Activity 2: Identify Resource Requirements
- Researching Incidents
- Common Resources
- Knowledge Review
- Resource Typing
- Activity 3: Develop Strategies to Obtain Resources
- Agency or Jurisdiction Resources
- Mutual Aid
- Emergency Management Assistance Compact
- Lessons Learned: Mutual Aid Agreements and Compacts
- Other Levels of Government
- Volunteer Organizations
- Involving Voluntary Agencies
- Lessons Learned: Unsolicited Donations
- Private-Sector Partners
- Private-Sector Responsibilities
- Donations
- Knowledge Review
- Activity 4: Review Resource Management Procedures
- Systems and Protocols
- Acquisition Strategies
- Shelf-Life or Special Maintenance Considerations
- Purchase Authority
- Controlling Access to the Scene
- Knowledge Review
- Perform a Legal Review of Procedures
- Additional Legal Considerations
- Activity 5: Acquire, Store, and Inventory Resources

- Keeping Information Up to Date
- Planning for Interorganizational Issues

METHODOLOGY

This unit uses audio files, a video, student interaction, and knowledge checks. The Instructor-Led Training version also includes small group activities.

In the Instructor-Led Training version of the course, the instructors will introduce the unit and its objectives, then briefly overview the entire planning process and explain the importance of risk-based planning. This introduction leads into step 1 of the planning process, which is Identify Threats and Vulnerabilities of the Jurisdiction.

Next, they'll describe activity 2, which is Identify Resource Requirements. The instructors will facilitate an activity involving resource needs projections, to get students thinking about how the planning process could apply to their own communities.

Then the instructors will introduce resource typing and explain how it relates to the planning process. The instructors will describe different potential sources for filling resource needs, and use discussion questions to help the students apply the content to their own agencies or jurisdictions.

The students will then participate in a group exercise in which they'll imagine an incident that causes cascading effects, analyze what resources would be needed for response operations, and identify the most logical sources to fill those requirements.

Next, the instructors will cover procedures, systems, and protocols that must be developed and maintained for effective resource management. They'll explain how credentialing procedures help control access to an incident scene. The students will complete a scenario-based exercise where they identify issues to address to contract with a private-sector company for resources.

After presenting the legal review step of the planning process, the instructors will describe interorganizational issues involved in any resource management process, and lead the students through a brainstorming session to develop solutions to some of their interorganizational issues.

Knowledge checks are presented throughout the Independent Study lesson for students to assess the level of knowledge they are acquiring throughout the lesson. In the Instructor-Led Training version of the course, open-ended discussion questions and small-group activities aid in student comprehension and provide the instructor with insight into student knowledge acquisition.

TIME PLAN

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Unit 2: Resource Management Planning	2 hours 30 minutes
Total Time	2 hours 30 minutes

Independent Study: 20 minutes

MATERIALS

- PowerPoint visuals
- Student Manual
- Instructor Manual

REFERENCE

National Incident Management System (NIMS), October 2017.

IS-0703.b Unit 3 Overview - Objectives, Scope, Methodology, etc.

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- Define resource typing and describe its purpose.
- Describe qualification, certification and credentialing of personnel.
- Identify the importance of training and exercising resource capabilities prior to an incident.
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SCOPE

- Resource Management: Preparedness Activities
- Introduction to Resource Typing
- Resource Typing Overview

- National Resource Typing Definitions
- Typing Resources that are not National in Scope
- NIMS Resource Type Definitions
- Implementing Resource Typing
- Resources Not Matching Type Definitions
- Information Management Systems
- Equipment Preparedness
- Interoperability
- Communications Issues
- Standard Operating Procedures
- Testing Interoperability
- Personnel Qualifications and Certification
- Credentialing
- Credentialing Process
- Training
- Exercises
- Homeland Security Exercise and Evaluation Program
- Continuum of Exercises

METHODOLOGY

This unit uses audio files, a video, student interaction, and knowledge checks. The Instructor-Led Training version also includes small group activities.

After introducing the unit objectives, the instructor will begin this unit with a brief review of how resources are categorized by kind and type. The instructor will describe the resource typing process.

Next, the instructor will discuss the importance of information management and describe the FEMA Incident Resource Inventory System. Then, he or she will explain the importance of equipment preparedness, interoperability, standard operating procedures, and credentialing. The instructor will describe the credentialing process and lead a discussion about the advantages of credentialing.

Finally, the instructor will explain the elements of an effective exercise program, and stress the need for training and a progressive exercise program to ensure that the resource management process works. At the end of this unit, the students will work, either individually or in teams, to assess their jurisdiction's readiness for managing resources effectively.

Knowledge checks are presented throughout the Independent Study lesson for students to assess the level of knowledge they are acquiring throughout the lesson. In the Instructor-Led Training version of the course, open-ended discussion questions and

small-group activities aid in student comprehension and provide the instructor with insight into student knowledge acquisition.

TIME PLAN

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Unit 3: Resource Typing, Personnel Qualification, and Readiness	3 hours
Total Time	3 hours

Independent Study: 30 minutes

MATERIALS

- PowerPoint visuals
- Student Manual
- Instructor Manual

REFERENCE

National Incident Management System (NIMS), October 2017.

IS-0703.b Unit 4 Overview - Objectives, Scope, Methodology, etc.

UNIT OBJECTIVES

The Functional Areas and Positions lesson introduces you to resource management activities, major tasks, and processes required to manage resources during an incident.

At the end of this unit, students will be able to:

- Describe the activities and procedures to identify, order and acquire, mobilize, track and report, demobilize, and reimburse and restock resources.

- Describe the resource management process for accounting for each resource from request to final demobilization.

SCOPE

- Managing Resources: Overview
- Resource Management Task 1: Identify Requirements
- Sizeup
- Establish Incident Objectives
- Lessons Learned: Establishing Incident Objectives
- Incident Action Planning Process
- Strategies, Tactics, and Resources
- Supervisory and Support Resources
- Resource Management Task 2: Order and Acquire
- Initial Commitment of Resources
- Activating Formalized Resource-Ordering Protocols
- Resource Ordering Responsibilities: Overview
- Avoid Bypassing Ordering Systems
- Establishing Resource Ordering Guidelines
- Establishing Purchasing Guidelines
- The Resource Order: Elements
- The Resource Order: Documentation
- Resource Order (ICS 308)
- Tasking by Requirements
- Placing Orders
- Resource Management Task 3: Mobilize
- Mobilization Procedures
- Resource Management Task 4: Track and Report
- Resource Tracking and Reporting Responsibilities
- Accounting for Responders
- Establishing Access Procedures
- Check-In Process
- Check-In Process – Information Collected
- Resource Status-Keeping Systems
- Best Practice: Passport System
- Resource Management Task 5: Demobilize
- Demobilization Responsibilities
- Early Demobilization Planning
- Incident Demobilization: Safety and Cost
- Developing a Written Demobilization Plan
- Incident Demobilization: Release Priorities

- Demobilization Accountability
- Resource Management Task 6: Reimburse and Restock
- Reimbursement Terms and Arrangements

METHODOLOGY

This unit uses student interaction and knowledge checks. The Instructor-Led Training version also includes small group activities.

After introducing the unit objectives, the instructor will briefly overview the standardized six-step cycle for managing resources. The instructor will point out that the first step is to identify requirements—a process that involves sizing up the current incident situation, establishing incident objectives, and developing the Incident Action Plan, which clarifies the strategies and tactics for meeting the objectives.

The instructor will then explain the second step—ordering and acquiring resources. The instructor will review protocols, responsibilities, and guidelines for ordering resources. Documentation of resource orders is a critical part of tracking resource status throughout the incident. The students will complete an activity in which they identify missing information that is necessary for ordering resources. The instructor will proceed to compare the pros and cons of single-point vs. multipoint resource ordering.

Next the instructor will move on to discuss step three, which is mobilize resources. Students will complete an activity on mobilization and notification methods. The group will then consider the fourth step, which is to track and report resources. The instructor will identify those responsible for tracking resources as well as systems used to do so. Then the instructor will present step 5, demobilize, discussing who is responsible for planning and carrying out these activities. Moving on to step 6, the instructor will describe the processes and arrangements involved in reimbursement for resources used during an incident and restocking.

The instructor will wrap up by summarizing the key points of this unit and transition to Unit 5. Knowledge checks are presented throughout the Independent Study lesson for students to assess the level of knowledge they are acquiring throughout the lesson. In the Instructor-Led Training version of the course, open-ended discussion questions and small-group activities aid in student comprehension and provide the instructor with insight into student knowledge acquisition.

TIME PLAN

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
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Topic	Time
Unit 4: Resource Management During Incidents	3 hours, 30 minutes
Total Time	3 hours, 30 minutes

Independent Study: 60 minutes

MATERIALS

- PowerPoint visuals
- Student Manual

REFERENCE

National Incident Management System (NIMS), October 2017.

IS-0703.b Unit 5 Overview - Objectives, Scope, Methodology, etc.

UNIT OBJECTIVES

The Incident Briefings and Meetings lesson introduces you to considerations and issues related to managing complex incidents..

At the end of this unit, students will be able to:

- Describe the ordering procedures and configuration and logistical support needs for State mobilizations and Federal resources.
- Identify issues concerning the mobilization of large quantities of resources and the prioritization systems for identifying and assigning scarce resources.
- Describe the complications with and strategies for managing donations and spontaneous volunteers.

SCOPE

- Scope
- Characteristics of Complex Incidents
- Coordinating Resources
- Coordinating Resource Needs: Step 1

- Coordinating Resource Needs: Step 2
- Coordinating Resource Needs: Steps 3 & 4
- Mobilizing Resources
- Dealing with Convergence
- Emergency Responder Convergence
- Strategies for Dealing with Emergency Responder Convergence
- State and National Mobilizations
- Strategies for State and Federal Deployments
- Donations and Volunteer Assistance
- Strategies for Dealing with Donations
- Unaffiliated Volunteers
- Strategies for Managing Volunteers
- VIP Visits
- Strategies for Dealing with VIP Visits
- Unrequested Resources
- Strategies for Dealing with Unrequested Resources

METHODOLOGY

This unit uses audio files, a video, student interaction, and knowledge checks. The Instructor-Led Training version also includes small group activities.

After introducing the unit objective, the instructor will remind participants about the difference between command and coordination and lead a discussion about differences between “garden variety” emergencies and complex incidents. He or she will describe the characteristics of complex incidents.

Next, the instructor will turn to the importance of coordinating resources at complex incidents, introducing a four-step process for resource coordination and stressing the importance of staying within the chain of command throughout the coordination cycle. The students will participate in an exercise to practice prioritizing incidents as part of the resource coordination process.

Then, the instructor will describe resource mobilization, focusing on the main issues that arise during the mobilization process. At the end of this topic, the instructor will facilitate a class discussion of lessons learned from complex incidents and how the students can apply those lessons learned in their jurisdictions. At the end of this unit, the instructor will summarize the key points from the unit and transition to the tabletop exercise in Unit 6.

Knowledge checks are presented throughout the Independent Study lesson for students to assess the level of knowledge they are acquiring throughout the lesson. In the Instructor-Led Training version of the course, open-ended discussion questions and

small-group activities aid in student comprehension and provide the instructor with insight into student knowledge acquisition.

TIME PLAN

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Unit 5: Resource Management and Complex Incidents	2 hours
Total Time	2 hours

Independent Study: 50 minutes

MATERIALS

- PowerPoint visuals
- Student Manual
- Instructor Manual

REFERENCE

National Incident Management System (NIMS), October 2017.

IS-0703.b Unit 6 Overview - Objectives, Scope, Methodology, etc.

UNIT OBJECTIVES

At the conclusion of this unit, students will demonstrate their knowledge of resource management by passing the final exam.

SCOPE

- Resource Management Planning Process – Review
- Resource Management Planning During an Incident- Review
- Mutual Aid in Incidents – Review

- Resource Management: Self-Assessment Checklist
- Lesson Summary
- Exam Page
- Glossary

METHODOLOGY

This lesson summarizes the major content and concludes the course. It also includes a link to the Final Exam.

Independent Study: 25 minutes

MATERIALS

- PowerPoint visuals
- Student Manual

REFERENCE

National Incident Management System (NIMS), October 2017.

IS-0703.b Unit 6 Overview - Objectives, Scope, Methodology, etc.

UNIT OBJECTIVES

At the conclusion of this unit, the students should be able to apply what they have learned throughout this course to their resource management systems.

SCOPE

- Exercise Introduction
- Unit Objective
- How to Conduct This Exercise
- Exercise Guidelines
- Background Information an Exercise Scenario
- Exercise Inject 1
- Exercise Inject 2

- Exercise Inject 3
- Debrief
- Summary

METHODOLOGY

During this exercise, one instructor will act as the Controller, and one instructor will act as the Facilitator, circulating through the room to answer questions. The students will assume roles necessary to make decisions based on the information provided by the Controller.

The Controller will introduce the exercise and describe the rules of play, exercise objectives, and other exercise information to the class. After answering all questions, the Controller will introduce the exercise scenario. Working in groups, the students will begin the decision-making process to respond to the needs at the incident scene. At specified intervals throughout the exercise, the Controller will provide the students with additional information about the incident (e.g., cascading events at the scene that require additional resources or other response from the multiagency coordination entity). The students will use the new information to make resource decisions, including activating mutual aid or other agreements, etc.

At the end of the exercise, the Controller will debrief the group. The Controller will then transition from the exercise to Unit 7.

TIME PLAN

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Unit 6: Tabletop Exercise (Instructor Led Training)	2 hours, 30 minutes
Total Time	2 hours, 30 minutes

MATERIALS

- PowerPoint visuals
- Student Manual
- One copy of each of the (3) injects per student

- Instructor Manual

REFERENCE

National Incident Management System (NIMS), October 2017.

IS-703.b Unit 7 Overview - Objectives, Scope, Methodology, etc.

UNIT OBJECTIVES

At the conclusion of this unit, the participants will be able to demonstrate their knowledge of resource management by passing a final exam.

SCOPE

- Unit Overview
- Additional Resources
- Review
- Final Exam
- Course Evaluation

METHODOLOGY

After introducing the unit objective, the instructor will briefly discuss additional resources for information on NIMS and resource management. Then, the instructor will conduct a review activity and answer any questions that the students have about anything they have learned in the course.

At the end of the course summary, the instructor will distribute the final exam. When all students have completed the final exam, the instructor will ask the students to complete a course evaluation. Finally, the instructor will thank the students for attending, and adjourn the class.

TIME PLAN

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
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Topic	Time
Unit 7: Course Summary and Final Exam (Instructor-Led)	1 hour, 15 minutes
Total Time	1 hour, 15 minutes

MATERIALS

- PowerPoint visuals
- Student Manual
- Instructor Manual

REFERENCE

National Incident Management System (NIMS), October 2017.